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Contents

French as a Second Language Teacher Candidates' Language Proficiency and Confidence: Exploring the Influences of a Home-stay Practicum Experience

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Abstract—Teacher language proficiency and confidence influences students' classroom experiences. With the view to supporting French as a second language teacher candidates' language development, 15 teacher candidates participated in a home-stay practicum experience within a French milieu. This study sought to explore teacher candidates' self-concept of proficiency and their confidence pre and post-experience. Both qualitative and quantitative findings show an increase in perceived proficiency and confidence.

Index Terms—French as a second language education, second language teacher proficiency, second language teacher confidence

I. INTRODUCTION

Canada, the country in which this study was conducted, has two official languages: English and French. As such, Canadians can access the services of the federal government in either language. Although federal policies protect the right of minority French speakers to have an education in French, education in a second language is under the purview of the provinces. Ontario is the provincial context for this study. In Ontario, it is obligatory for students to study French as a second language (FSL) in the English stream. Core French, the program in which French is delivered as a subject in short daily periods, is obligatory while more intensive options such as French immersion are optional. Most FSL teachers in the province have completed one of these programs during their schooling.

In order to become a teacher in the province of Ontario, students must obtain an undergraduate degree and a two-year Bachelor of Education degree. The study described below was conducted with FSL teacher candidates enrolled in the second year of their Bachelor of Education program. It sought to examine the influence of a home-stay practicum experience on FSL teacher candidates' concept of their language proficiency confidence.

II. LITERATURE REVIEW

In general, teachers' subject knowledge has an impact on student achievement (Pachler, Evans and Lawes, 2007; Tsiu, 2003). As it pertains to second language teachers, Banno (2003) highlights that sufficient language proficiency is a required component in becoming a good language teacher. Teacher language proficiency has also been linked to competency elsewhere (Ellis, 2005). It is not surprising then that teachers who are native speakers are often seen as advantaged (Freeman, 2016). More specifically, teacher French language proficiency has been found to influence not only their students' FSL acquisition (Bayliss & Vignola, 2007), but also teachers' own confidence (Murdoch, 1994). Cullen (2002) associated lower proficiency levels with lack of self confidence in the class. Research has shown a lower self-perceived proficiency to be associated with less target language use (Fraga-Cañadas, 2010; Yilmaz, 2011). In fact, in Ontario, Canada the context of this study, educational stakeholders have revealed concerns about teacher proficiency (Salvatori, 2009). This concern is particularly acute in the province of Ontario where the demand for FSL teachers cannot be met, opening the door for less than proficient teachers being hired. Given that lack of opportunity to use French in a French environment can lead to language loss (Harley, 1994), the new lengthened two-year Bachelor of Education program, in the context of this study, requires additional commitment from teacher candidates to maintain/improve their French skills in English-dominant programs and contexts.

Although advantageous, seeking opportunities to use French in a French milieu comes with challenges. Teachers, for example, have been found to be hesitant to speak French with native speakers for fear of judgment. Another identified challenge to spending time in a French milieu is finances; teachers in Salvatori's (2007) research, for example, recognized the value of such an experience but revealed the cost as prohibitive.

In recognition of the potential barriers and the need to maintain/improve the French proficiency FSL teachers, the Ontario Ministry of Education provided financial support to subsidize a group of 15 FSL teacher candidates to spend two weeks in a French-speaking environment. The FSL teacher candidates lived with Francophone families, completed

half-day practica in schools for one week and in the community for another, attended workshops the other half days, participated in events every other evening, and spent one weekend in Quebec City.

III. METHODOLOGY

This study used pre and post-experience questionnaires and interviews to gather data. The pre-interview protocol had two questions pertaining to participants' FSL learning, one about their French proficiency and the last about their confidence level. The last two questions were reposed post-experience. The questionnaire had 11 statements on which the teacher candidates rated themselves using a five-point Likert scale pre and post-experience.

All interviews were recorded and transcribed. The transcripts were analyzed identifying common themes. The questionnaire provided descriptive data pre and post-experience as well as being analyzed to explore statistical differences.

Participants

Fifteen teacher candidates took part in the home stay experience in Trois Pistoles, Quebec. All of the teacher candidates had an undergraduate degree and were enrolled in the second year of the two-year Bachelor of Education program. As it pertains to their elementary and secondary studies, eight teacher candidates revealed that they had learned FSL through the core[1] French program, two through extended French and five through the French immersion program (see Table 1). As per their post-secondary studies, the majority (*n*=12) completed a Bachelor of Arts with French as their major, two took French as a minor and one teacher candidate pursued French studies through individual courses.

TABLE 1
TEACHER CANDIDATES' FRENCH LEARNING EXPERIENCES

Level of Study	Learning Context
Elementary/Secondary	Core French (*n*=8)
	Extended French (*n*=2)
	French immersion (*n*=5)
University	French as a major (*n*=12)
	French as a minor (*n*=2)
	Individual French courses (*n*=1)

IV. FINDINGS

Prior to participating in the home-stay practicum experience, FSL teacher candidates participated in an interview. The interviews revealed that none of the teacher candidates had extra-curricular opportunities to use their French in elementary or secondary school. The majority of teacher candidates (n=11), however, did have experiences in a French-speaking environment in their university career.

A. Teacher Candidate Proficiency

The teacher candidates were then asked to describe themselves as speakers of French. While all of the teacher candidates expressed a certain level of proficiency, they all also indicated the need to continue to improve:

Proficient in the sense that I still consider myself a student. So I, even though I will be teaching students, I still consider myself progressing towards the goal of being bilingual one day. I definitely do not think that I am at that point; I would like to be. And I will definitely continue to improve and work to improve my competencies. –Annick

I would say I am fluent. I can carry out conversations easily in French, but obviously there is still so many things I still don't know in French, like I said earlier I don't know a lot of scientific terms or different contexts, maybe situations that you wouldn't normally discuss. –Chloe

Three teacher candidates linked their proficiency to the program/level in which they would be comfortable teaching:

So, I feel I would be best situated, I am in the intermediate senior stream but I feel like I would be better as maybe core elementary teacher. –Ian

I would say that I feel confident enough to teach for sure at the core level. –Diane

When asked to describe experiences that influenced their proficiency level, all of the teacher candidates (*n*=11) who had experiences living in a French context cited those opportunities as having a positive impact on their French proficiency:

When I went to Quebec all of a sudden everything clicked. I wasn't translating sentences in my head I was just kind of like understanding them. So I think that was a big development part for me. I really think that is a testament to how important oral French is and listening because growing up in the core it was all written and it just didn't really stick. –Ian

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[1] Core French is the study of the language in short daily periods; Extended French is the study of the language and additional subjects in French for approximately 25% of students' schedule; French immersion is the study of the language and other subjects through the language for a minimum of 50% of the school day.

The teacher candidates were asked to identify experiences that prompted a change in their French proficiency. The majority of candidates identified intensive language exposure opportunities as experiences that prompted improvements in their language learning. Six teacher candidates made mention of their experiences in Francophone communities:

My third year I went to Chicoutimi so I think that really helped my oral proficiency. –Melanie

Being in an environment where you are forced to speak the language everyday where you are with people who are really passionate about learning French and you know we'd always correct each other and stuff in ways that I wouldn't be super embarrassed because we are all learning and now again I guess I am taking French now and just finding the same thing. –Brianna

B. Confidence Levels

When describing the programs in which the teacher candidates would be comfortable teaching, the majority of teacher candidates (*n*=11) expressed having confidence to teach in the core French program.

I think core is kind of what I am aiming for. It's what I learned from so I know the system for sure. –Brianna

I feel core is better for me because I know what the classroom setting is like. –Lynne

Three candidates expressed confidence to teach in French immersion while one teacher candidate expressed confidence to teach in either program.

I really like the Immersion setting like I really like they were very tight knit and the kids were all really good they were really receptive to the French language which I like. I feel like in sore it might be a little harder, I know they don't like it as much when they're in core French. –Elaine

Teacher candidates were also asked to identify which Grades they felt confident teaching. All teacher candidates felt confident to teach the divisions in which they were going to receive their qualifications. Six teacher candidates related their preference for a higher grade to the greater opportunity for them to use more of their French.

I think that I am very confident in both. I think that I would personally be happier teaching Grade 7/8 or high school just because I feel that I have worked so hard to attain this level of proficiency that I would be very sad if I was just teaching la chaise, la porte. –Annick

I really really enjoy more senior divisions because I like French and I like to be able to speak French. –Diane

C. Teacher Candidates Responses to Likert Scale Questions

Teacher candidates were provided 11 statements and were asked to rate their level of confidence on a five-point scale of agreement that included a neutral option. When combining the strongly agree and agree categories, the majority of teacher candidates indicated confidence in all of the contexts provided through the statements (see Table 2). The three contexts that inspired the least confidence were: explaining a new concept to my students in French, speaking with other FSL teachers in French and writing a lesson plan in French. The three contexts that stimulated the most confidence were: listening to and understanding my students in French, listening to and understanding other FSL teacher candidates in French, and listening to and understanding other FSL teachers in French.

TABLE 2
TEACHER CANDIDATES LEVELS OF CONFIDENCE

	Strongly agree	Agree	Disagree	Strongly Disagree	Neither Agree or Disagree	Total	Weighted Average
I am confident explaining a new concept to students in French.	6.67%	80.00%	0.00%	0.00%	13.33%		
	1	12	0	0	2	15	2.67
I am confident speaking with other FSL teacher candidates in French.	26.67%	66.67%	0.00%	0.00%	6.67%		
	4	10	0	0	1	15	3.07
I am confident speaking with other FSL teachers in French.	6.67%	60.00%	6.67%	0.00%	26.67%		
	1	9	1	0	4	15	2.20
I am confident providing oral feedback to my students in French.	6.67%	80.00%	6.67%	0.00%	6.67%		
	1	12	1	0	1	15	2.80
I am confident writing on the black/whiteboard in French.	13.33%	60.00%	20.00%	0.00%	6.67%		
	2	9	3	0	1	15	2.73
I am confident writing a lesson plan in French.	6.67%	60.00%	13.33%	0.00%	20.00%		
	1	9	2	0	3	15	2.33
I am confident providing written feedback to my students in French.	6.67%	80.00%	6.67%	0.00%	6.67%		
	1	12	1	0	1	15	2.80
I am confident in listening to and understanding my students in French.	33.33%	60.00%	0.00%	0.00%	6.67%		
	5	9	0	0	1	15	3.13
I am confident in listening to and understanding other FSL teacher candidates in French.	26.67%	73.33%	0.00%	0.00%	0.00%		
	4	11	0	0	0	15	3.27
I am confident in listening to and understanding other FSL teachers in French.	33.33%	60.00%	0.00%	0.00%	6.67%		
	5	9	0	0	1	15	3.13
I am confident in reading teaching related resources or texts in French.	20.00%	73.33%	0.00%	0.00%	6.67%		
	3	11	0	0	1	15	3.00

D. Post-participation Qualitative Findings

FSL teacher candidates were asked if and how this experience influenced their self-concept as a French speaker, and which experiences had an impact on that description. Secondly, they were asked if and how the experience influenced their confidence and what, if any, experiences played a role in their confidence level.

When asked how, if at all, the experience influenced their self-concept as a French speaker, all participants (N=15) recognized that the experience had positive effects. Some of the teacher candidates recognized an improvement in proficiency:

I think my abilities have…like I have much more ability to speak French now because I know that I can do it and I can live in French…like I can…I've never lived in French before, I've never spent twenty four hours speaking French so now I feel like I have lived a day in the life of a French speaker and I know that I can do it which is cool. So I feel like kind of a whole world of like going abroad and going to French places, like it's like: Okay I can do this and I'm capable. –Gail

I found that it was so much easier when people spoke naturally as opposed to slowing it down for me, so that really improved my self-concept as a speaker cause I could just understand the native language as opposed to someone who is a learner of French. I found myself being more myself as a native speaker. –Melanie

So before this experience, I believe I said…I always told people I was practiced at French. When they asked me, "Oh you know French!" I say, "Oh, I'm practiced" you know, and in my mind I was like I can always get by but now after this experience…see I'm afraid of the word bilingual, but I'd say fluent. Like I can go anywhere now and have a conversation and talk to people and I will say I'm fluent in French, not necessarily bilingual. –Lynne

Teacher candidates were asked to identify the experiences that influenced their self-concept. The vast majority of participants (*n*=13) highlighted the importance of their host families:

Here, even with my famille d'accueil or with my host family they were so so nice about us speaking French and they were really impressed with us maybe that is because they are used to a lower level of French speaker but they were just like, "Oh you guys are fine to be French teachers, what are you even doing here?" So that was kind of a confidence booster. –Gail

Living with my host family, our mom she corrected our French often which was a good reminder so you know what you said wrong and you'd know what you were supposed to say instead so it was helpful. –Paige

Okay, well basically the experience here obviously like when I arrived Monique was like, "Wow you speak French like well already" and I'm like "Well thank you"…that little confidence boost but then it's like I wasn't making mistakes as I was going along, she was correcting me and I was learning, you know I was asking questions like everyday. It was just an opportunity to have an expert in front of you and milk it for what it's worth…yea. –Hailey

Some teacher candidates (*n*=7) underscored the influence of the weekend trip to Quebec as being a factor in improving their self-concept as a French speaker:

I think a big defining moment for me was going to Quebec City…was just that moment of, "Wow, I'm talking to the locals in French" and I mean a couple of times, they would start speaking English and I would say, "Nope, I am here to practice my French, continue in French" and it would be fine, and we would just speak in French like it's no big deal. –Lynne

Other FSL teacher candidates (*n*=6) highlighted their practica as having a positive influence on their self-concept, interestingly they mentioned their community placements more frequently as opposed to their school placements:

Being at the daycare it kind of made me aware of the fact that I need to be very precise with how I talk because I find that if I speak French I will fumble a bit but the kids they need that like direct…they need a direct phrase or a direct sentence. So that has helped. –Olive

My interactions with my host teacher, Genevieve, during my placement, the physical education teacher, they had mentioned that I speak very well. I was surprised actually…pleasantly surprised actually that a lot of the vocabulary that I was a little bit worried about not knowing pertaining to dodgeball or some of the more specialized games, I actually understood and could interact with the students about…which was a pleasant surprise. I think I also learned in my myself that there is a lot more that I still need to learn. –Annick

Secondly, the FSL teacher candidates were asked how, if at all, the experience influenced their confidence. All teacher candidates (N=15) indicated that the experience had a positive impact on their confidence with higher confidence levels post-experience. Some teacher candidates highlighted the importance of continuing to seek out similar experiences in the future:

My confidence is so much higher going into…I have an interview in two weeks and I feel so much more confident about the French portion that I feel like I won't even be phased by it and I feel really, really ready to impress with my French which is really great because I feel like I'm in good practice and I want to keep that going. –Gail

I have already had other experiences abroad and this experience I would say did improve my French but maybe just brought it up to the same level it has been at other points so just remembering that as I advance, or as I continue in my career remembering to take time to go back to those experiences abroad to increase my level of French again. You definitely lose your French in the classroom sometimes so yea, interacting with students…they don't have the same level as Francophones so sometimes you need to bring yourself back to those experiences. –Diane

When asked to identify the experiences that influenced their confidence, the vast majority (n=13) of FSL teacher candidates mentioned the encouragement of others as having a positive impact on their confidence. The vast majority (n=13) mentioned the important role of their host families:

I was having a conversation with my host family…the mom and I was just talking to her and then after she said, "Look at the level of the conversation, we are having right now" because we were talking about the school system in Ontario comparing it to Quebec, we were just talking about sort of troubled students and things like that and I went, "Wow, I never thought about it but we are having an intellectual conversation in French"…not just, "Oh, what did you eat for dinner today?" It was actually digging into deeper issues where I still needed help with a couple of words but I was kind of like, "Wow! You're right we are having a deep conversation in French not just surface level" and that was really cool. Those two things were big moments for me. –Lynne

So here, just being surrounded by the language all the time, my host family…you are constantly talking with your host family…you know during the day, at meal times, during activities like Shuffleboard, or other activities with the group. Also, the workshops that we have had here…so the phonetics workshop, that also really helps because we are learning how to pronounce certain sounds and that is going to carry over directly into how you are speaking, and you can practice that…and in return your confidence is going to go up when you're…when you know that you are pronouncing certain words and sounds correctly. –Chloe

Others underscored the importance of various other people and their positive impact on their confidence levels:

I think when people told us that we speak French well…like when we were in different places, in stores or mainly in Quebec City in the restaurants and stuff…they would be like, "Oh! You speak French really well. You're Anglophone, that's amazing!" That was a really cool thing to hear…like, "Oh! You're French is really good!" It's exciting a little bit to not feel like falling over my words all the time which is nice like it was nice to hear that…yea. –Elaine

So I feel like all of our confidence really really took a major boost just because I don't know we got so many compliments from people which is really maybe not the thing to put a lot of…not to put a lot of pressure on like getting compliments but it was still nice…like it was still really nice. –Gail

I would just say it is being surrounded by people who encourage you to take chances, all of the people here have been so generous and kind. They are always encouraging you to speak as much French as possible, even if you are making mistakes… they are correcting you, but they are doing it at the right time so that makes it less intimidating…while also just being surrounded by friends and our prof who encourages us to constantly speak as much French as possible and to continually better ourselves in the language that also helps. -Chloe

E. Post-participation Quantitative Findings

The same teacher candidates were asked to rate their level of confidence for the 11 statements following their experience in Quebec. When combining the strongly agree and agree categories, the vast majority of teacher candidates indicated confidence in all of the contexts provided through the statements (see Table 3). The three contexts that stimulated the least confidence as indicated by one participant (n=1) were: I am confident explaining a new concept to students in French, I am confident writing on the black/whiteboard in French, I am confident in listening to and understanding my students in French, I am confident in listening to and understanding other FSL teacher candidates in French, and I am confident in listening to and understanding other FSL teacher in French. The three contexts that stimulated most confidence were: listening to and understanding other FSL teacher candidates in French, listening to and understanding other FSL teachers in French, and the item with the greatest difference pre and post experience: speaking with other FSL teacher candidates in French.

TABLE 3
TEACHER CANDIDATES LEVELS OF CONFIDENCE POST-WORKSHOP

	Strongly agree	Agree	Disagree	Strongly Disagree	Neither Agree or Disagree	Total	Weighted Average
I am confident explaining a new concept to students in French.	33.33% 5	60.00% 9	6.67% 1	0.00% 0	0.00% 0	15	3.27
I am confident speaking with other FSL teacher French.	80.00% 12	20.00% 3	0.00% 0	0.00% 0	0.00 0	15	3.80
I am confident speaking with other FSL teachers in French.	53.33% 8	46.67% 7	0.00% 0	0.00% 0	0.00% 0	15	3.53
I am confident providing oral feedback to my French.	53.33% 8	46.67% 7	0.00% 0	0.00% 0	0.00 0	15	3.53
I am confident writing on the black/whiteboard in French.	26.67% 4	66.67% 10	6.67% 1	0.00% 0	0.00 0	15	3.20
I am confident writing a lesson plan in French.	40.00% 6	60.00% 9	0.00% 0	0.00% 0	0.00% 0	15	3.40
I am confident providing written feedback to my French.	46.67% 7	53.33% 8	0.00% 0	0.00% 0	0.00 0	15	3.47
I am confident in listening to and understanding my French.	66.67% 10	26.67% 4	6.67% 1	0.00% 0	0.00 0	15	3.60
I am confident in listening to and understanding teacher candidates in French.	80.00% 12	13.33% 2	6.67% 1	0.00% 0	0.00 0	15	3.73
I am confident in listening to and understanding teachers in French.	80.00% 12	13.33% 2	6.67% 1	0.00% 0	0.00 0	15	3.73
I am confident in reading teaching related resources French.	66.67% 10	33.33% 5	0.00% 0	0.00% 0	0.00 0	15	3.67

To investigate change in the overall level of confidence expressed by the participants pre-post-experience using the mean scores on a 5-point scale, an independent-samples t-tests were performed (Table 4). All questions resulted in an increase in confidence post experience. Confidence level in speaking with other FSL teacher candidates increased from a mean of 3.07 to 3.80. The independent-samples t-test was significant $t(28)= -2.714$, $p=0.011$. Confidence level of the participants speaking with other FSL teachers in French significantly increased from a mean of 2.20 to 3.53 ($t(28)= -3.409$, $p=0.002$). Confidence in providing oral feedback to students in French significantly increased from a mean of 2.80 to 3.53 ($t(28)=-2.827$, $p=0.009$). Confidence in writing lesson plans in French significantly increased from a mean of 2.33 to 3.40 ($t(28)= -2.978$, p=0.006). Confidence in providing written feedback to my students in French significantly increased from a mean of 2.80 to 3.47 ($t(28)= -2.57$, $p=0.016$). Confidence in listening to and understanding other FSL teacher candidates in French significantly increased from a mean of 3.27 to 3.73 ($t(28)= -2.411$, $p=0.023$). Confidence in reading teaching related resources or texts in French significantly increased from a mean of 3.00 to 3.67 ($t(28)= -2.467$, $p=0.02$).

TABLE 4
AVERAGE RESPONSES TO SURVEY STATEMENTS BEFORE AND AFTER THE WORKSHOP

Question	Before		After		t	p
	Mean	SD	Mean	SD		
I am confident explaining a new concept to students in French.	2.67	1.113	3.27	0.594	-1.843	0.076
I am confident speaking with other FSL teacher candidates in French.	3.07	0.961	3.80	0.414	-2.714	0.011*
I am confident speaking with other FSL teachers in French.	2.20	1.424	3.53	0.516	-3.409	0.002*
I am confident providing oral feedback to my students in French.	2.80	0.862	3.53	0.516	-2.827	0.009*
I am confident writing on the black/whiteboard in French.	2.73	0.961	3.20	0.561	-1.624	0.116
I am confident writing a lesson plan in French.	2.33	1.291	3.40	0.507	-2.978	0.006*
I am confident providing written feedback to my students in French.	2.80	0.862	3.47	0.516	-2.570	0.016*
I am confident in listening to and understanding my students in French.	3.13	0.990	3.60	0.632	-1.538	0.135
I am confident in listening to and understanding other FSL teacher candidates in French.	3.27	0.458	3.73	0.594	-2.411	0.023*
I am confident in listening to and understanding other FSL teachers in French.	3.13	0.990	3.73	0.594	-2.012	0.054
I am confident in reading teaching related resources or texts in French.	3.00	0.926	3.67	0.488	-2.467	0.020*

V. DISCUSSION

In the pre-experience interviews, FSL teacher candidates revealed that they did not have authentic experiences to use their French outside of their elementary and secondary school classrooms. Even where there were school trips to French-speaking regions, the trips were not focused on language use opportunities or development. None of the teacher candidates had routine extra-curricular opportunities to use their French nor any exposure to French in the communities where they grew up. This lack of exposure to authentic environments at a young age may contribute to the high rate of attrition in FSL studies at these levels (Lapkin, Mady, & Arnott, 2009) and thus contribute to the insufficient number of FSL teacher candidates required to meet the demand (Ontario Public School Boards' Association, 2018). In fact, researchers have linked the shortfall of FSL teachers to the low official language bilingual rates (Arnott, Hart, Lapkin, Mady, Vandergrift & Masson, 2015; Kitchenham & Chasteauneuf, 2010). The majority of FSL teacher candidates, however, did have extracurricular opportunities in university and had language-learning experiences in a French-speaking region. The teacher candidates who had immersive experiences described such experiences as being pivotal experiences for their language development.

The FSL teacher candidates were asked to describe their own level of proficiency, while all of the teacher candidates expressed a certain level of proficiency, they all also indicated the need to continue to improve. When asked to describe experiences that influenced their proficiency level, all of the teacher candidates (n=11) who had experiences living in a French context cited those opportunities as having a positive impact on their French proficiency.

In terms of confidence pre-participation, the majority of teacher candidates (n=11) expressed having confidence to teach in the core French program and all teacher candidates felt confident to teach the divisions in which they were going to receive their qualifications. This confidence was confirmed in the questionnaire responses that revealed FSL teacher candidate confidence on each of the 11 items. A link between proficiency and self-confidence is supported by past research (Bayliss & Vignola, 2007; Murdoch, 1994).

Through the post-experience interviews, the FSL teacher candidates revealed an improvement in French proficiency that they related to the home-stay component of the program as well as the opportunities to use French in the community. Similarly, the teacher candidates cited an increase in confidence in the interviews and through the questionnaire. Again, they linked this increase in confidence to their experiences with their host families and other Francophone members of the community. This heightened confidence prompted them to expand their consideration of the levels and programs in which they plan to teach. Although remaining confident to teach in the divisions of their future qualifications, the teacher candidates widened their plans to consider teaching in other divisions. Likewise, more FSL teacher candidates, post-experience, indicated confidence to teach in immersion than those pre-experience. It is

interesting to note then, in addition to confidence, some FSL teacher candidates revealed that their choice of program was related to their own past experiences in elementary school.

Given the FSL teacher candidates' lack of exposure to French outside of the classroom at the elementary and secondary levels, I suggest highlighting such opportunities and their positive impact to teachers with a view to increasing the number of intensive language learning experiences provided to students at the elementary and secondary levels. Experiences Canada and opportunities through Canadian Parents for French are two examples of organizations that facilitate such experiences. Further, school trips to French-speaking regions could be better harnessed so as to add a language development component. In addition, opportunities to use French outside of the classroom without the need for travel may prove beneficial.

FSL teacher candidates' proficiency and confidence improved due to this and previous authentic intensive French experiences. The teacher candidates also related their improvement to such opportunities and planned to seek them out in the future to maintain/improve their skills. In addition to suggesting such experiences for FSL students, I recommend continued provision of such opportunities for future FSL teachers. In particular, given the recognition of the important role of the home-stay component, I advocate for the intensive experiences that well-established home-stay programs can offer.

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Secondary School Students' Understanding of and Strategies for Vocabulary Acquisition: A Phenomenographic Approach to Language Learning

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Abstract—**Studies on vocabulary learning have provided valuable knowledge of what it means to know a word and how people learn. Few studies have focused on what students' understanding of word knowledge and vocabulary acquisition can contribute with in a language-learning context. Considering the vital importance of vocabulary in language learning, this study explores students' experiences of word knowledge and vocabulary learning with a point of departure in phenomenographic research. By interviewing a group of Swedish secondary school students about their understanding of word knowledge and what strategies they employ to learn new words in English, categories of description emerged showing that although the majority of the students reported that they perceive word knowledge as contextual, they primarily employ decontextualised strategies when studying vocabulary. This discrepancy seems to be closely connected to how vocabulary is tested and assessed in school.**

Index Terms—**vocabulary acquisition, phenomenography, second language learning, vocabulary learning strategies, student understanding**

I. Introduction

Although vocabulary has not been prioritised to the same extent as grammar in the history of language learning (Schmitt, 2000), no one can escape the fact that vocabulary is a keystone in successful language learning. It is a fundamental component in communication and in the development of reading, both in the first and a foreign language (e.g. Laufer & Ravenhorst-Kalovski, 2010; Schmitt, 2000). It has been shown that to understand the message of a text of average difficulty, a reading speed of about 200 words per minute is required (Schmitt, 2000). This means that the majority of the words need to be recognised and decoded almost instantly in order not to affect comprehension negatively (Schmitt, 2000). Exactly how words are acquired is not clear, but what researchers can agree on is that it is an incremental process, which requires both hard work and motivation, and which takes time. Research within cognitive linguistics suggests that a word needs to be encountered many times and in a variety of contexts to be remembered and added to the long-time memory (Aitchison, 2012; Nation, 2008; Tyler, 2012).

Word knowledge has commonly been divided into productive (also referred to as active) and receptive (or passive) knowledge. The former implies that a language learner knows what a word means and is able to use it herself/himself when speaking or writing, the latter implies an understanding of what a particular word means when someone else uses it, and is often understood as connected to listening and reading (Schmitt, 2000; Webb, 2008). Nation (2013) argues that to fully know a word, receptively or productively, means knowing the meaning of it, its associations and level of formality, its pronunciation, its written and spoken form, knowledge of its grammatical behaviour, the collocation and frequency of it. Similar definitions have been expressed by other researchers (e.g. Graves, 2006; Miller, 1999; Stahl & Nagy, 2006). Researchers also distinguish between the breadth and depth of word knowledge, where breadth knowledge implies that an individual has knowledge of at least some significant aspects of word meaning, and where the depth of understanding means, much in line with Nation (2013), full "ownership" of the word's various meanings, associations and functions in a variety of contexts (Keiffer and Lesaux, 2012, p. 349; see also Andersson & Freebody, 1981; Haastrup & Henriksen, 2000; Stahl & Nagy, 2006). For other definitions and distinctions see for instance Henriksson (1999) and Keiffer and Keasaux (2012). Each of the above-mentioned studies proposes ways of interpreting vocabulary knowledge, and also how it could be addressed in learning situations.

Like the variety of components involved in word knowledge, there are a number of different strategies of how to study words, each with a different focus on how to learn words effectively, and consolidate them in memory. On a general level, research on vocabulary learning strategies shows that the usage of strategies benefits learning, and should be encouraged and taught in school (Schmitt, 2000). More specifically, it has been shown that to make a particular strategy applicable, the learner needs to be 'convinced of its significance, and be taught to evaluate its use' (Vann & Abraham, 1990; see also O'Malley & Chamot, 1990), and that earlier instructions and schooling play a significant role in students' choice of strategy (Schmitt, 1997; Vann & Abraham, 1990). It has also been shown that the way tests and exams are constructed is connected to what students learn (Marton, 1999; Moir & Nation, 2002; Ramsden, 2000), and what strategies they opt for when studying vocabulary.

Prior studies on vocabulary knowledge and learning have provided valuable knowledge of what it means to know a word and how people learn. One component often paid less attention to in the teaching situation, although extremely important in improving learning, is how students understand what is to be learned, and what the implications of their understanding have on the learning outcome (Lo, 2012). Students entering a classroom have their own beliefs and conceptions about what is to be learned, and these concepts and experience may not be compatible with what the teachers intend to teach, as shown in research on how students understand science concepts (Gardner, 1991). If teachers wish to help students see an object in a particular way, they need to uncover the students' view of understanding, and see whether it differs from their own view, and if so how, as argued by Lo (2012).

Although the number of studies focusing on the learner perspective in language teaching has increased over the last two decades (Schmitt, 2000; Wesely, 2012), few studies so far have had an explicit focus on learner beliefs in the context of vocabulary learning. A focus on younger learners is particularly wanting. Our intention is to fill this gap by studying the student perspective of vocabulary acquisition among Swedish high school students. Our study is based on interviews with students about how they understand vocabulary knowledge and what strategies they use when studying words. The study uses a phenomenographic research approach, a technique that has been successfully used to explore students' perceptions of both the object of and way of learning in a number of educationally related fields (e.g. Collier-Reed, 2009; Lucas, 2000; Marton & Pong, 2005; Reid & Petocz, 2002), and has shown particularly influential in higher education (Marton & Booth, 1997; Prosser & Trigwell, 1999; Ramdsen, 2003). So far it has been sparsely used in second language learning. Our study is likely to show the value of using phenomenography in language studies, and in doing so advance our knowledge of vocabulary learning both in general, and in a Swedish context in particular.

II. Previous Studies on Learner Beliefs and Language Learning

Learners' beliefs, perceptions and conceptions of language learning have been researched from a number of different perspectives (Wesely, 2012). The research has shown that learners enter the language learning context with ideas, assumptions and expectations that are shaped by factors such as previous experience, age, gender, culture and current learning situation (Horwitz, 2008). Thus, the beliefs that learners hold influence their approaches to learning and may help or hinder this process (Horwitz, 2008), but they are also modifiable and may change over time (Mercer, 2011). Language learner beliefs have until quite recently been mainly researched through questionnaires (see e.g. Horwitz's The Beliefs about Language Learning Inventory (BALLI)). Questionnaires are, however, as commented by Horwitz, inflexible as a research instrument as learners may want to express beliefs and perceptions other than those presented. More qualitative approaches have therefore been pointed out as wanting (Horwitz, 2008).

Although the number of qualitative studies on learner beliefs and language learning are still rather small, they are on the increase. One such qualitative study that needs to be mentioned in this context is Moir and Nation's (2002) investigation of the vocabulary-learning strategies of adult language learners in an intensive EFL course. By interviewing ten informants about their beliefs about vocabulary knowledge and what strategies they used when studying vocabulary, it was shown that the learners demonstrated little awareness "of their own vocabulary knowledge and what is involved in knowing a word" (Moir & Nation 2002, p. 30). They showed an extreme preoccupation with meaning, and many of them demonstrated that they believe that a first language translation of a word is enough to enable effective use of it. The learners reported that they had been taught several vocabulary learning strategies during the course, but the majority of them did not apply them to any greater extent. Their most used vocabulary consolidation strategy was the reading and writing of vocabulary lists with the short-term goal of remembering them for a weekly vocabulary test. It was also made evident that previous experience of vocabulary learning had a significant impact on their choice of learning strategy. The insufficiency of the students' understanding of learning was demonstrated in a test at the end of the course where most of the students had forgotten the words studied during the course, or showed that they were unable to use many of the words. Only one learner deviated from this pattern and showed a more qualitative understanding of word knowledge. This student showed an awareness of different aspects of word knowledge and applied contextual learning strategies in order to consolidate vocabulary. He also had a considerably higher score compared to his fellow students in the above-mentioned test. This study points to the existence of both quantitative and qualitative understandings of vocabulary learning among students and served as a source of inspiration for the present study and as a starting point for further investigations of its kind.

Other qualitative studies exploring learner beliefs in the context of second language learning, although not with a particular focus on vocabulary learning, are, for instance, Zaykovskaya, Rawal and De Costa's (2017) case study of the

relationship between learner beliefs and study abroad experience, and Akiyama's (2017) study of the correlation between learner beliefs and corrective feedback in telecollaboration for language learning. See also Aro's (2016) longitudinal studies of the development of learner beliefs on foreign language learning. On a general level, these studies all show that foreign language learning is complex, and that learners' beliefs and previous experiences have an impact on learning.

As mentioned, the present study uses a phenomenographic research approach to study students' beliefs and understanding of vocabulary learning and how students study words. It differs from other methods used to study language learning in the way that understanding of an object of learning is achieved by mapping and analysing the *different* conceptualisations surrounding it (see methodology below). Phenomenography rejects the idea of an objective first-order perspective of reality. Reality or the world is as it is understood by the individuals part of it, and the relationship between the world and them (Anderberg, Svensson, Alvegard & Johansson, 2008). By interviewing individuals on their understanding and experience of an object of inquiry, in this case vocabulary learning, a finite number of categories of understanding are understood as likely to emerge. These categories of description, based on learners' actual understanding and experience of something, are rather elusive, and are not equally likely to emerge with traditional research methods (Polat, 2013). The interest of the researcher is thus to study the *variation* in ways of experiencing a given object or situation, not to seek evidence of an objective truth of it (Marton & Booth, 1997; Åkerlind, 2005), or in the case of language, to map the process of learning, or to find out what students can produce after learning (Polat, 2013).

For some reason, only a limited number of studies employing a phenomenographic approach have been conducted within second language acquisition, although the potential of using it has been observed and pointed out as promising (Polat, 2013). There are, however, some contributions. Benson and Lor's (1999) study of student conceptions of language and language learning is one. Using a phenomenographic approach, they interviewed a group of Hong Kong university students about their approaches to, beliefs and conception of learning English, and reported that the majority of the students expressed a predominantly quantitative understanding of language learning, most likely as a result of how language is taught and examined in the secondary school system. Most of the students also explained that further English studies were seen as a more or less meaningless burden with little return on the effort put in.

Another study is Polat's (2013) analysis of how a group of American university students perceive second language acquisition. Based on interviews with the students, she suggests four categories of understanding, logically related and closely connected to referential and structural aspects of language experience. The structural aspects of experiencing language learning in her study are defined as atomistic or systemic. The atomistic learner perceives language in terms of its parts. Grammatical structures and vocabulary items are learned and memorised in isolation with no reflection of an overall system. The systemic learner, in contrast, understands language learning as a system where grammar, vocabulary etc. are part of language learning as a whole. Referential aspects are described as either extrinsic or intrinsic, where the extrinsic learner sees language as serving a practical purpose, for instance communicating with friends or important for future career movements. The intrinsic learner, on the other hand, perceives language as a real entity in itself, that it is part of a whole, a way of seeing the world.

Considering the relative scarcity of studies focusing on the conceptualisations of language learning from a student perspective, in particular with a focus on younger students, and the hitherto limited number of phenomenographic studies investigating second language learning, this study is likely to yield new perspectives on language learning previously left unattended or not fully explored. Knowledge about students' perceptions of word knowledge and their strategies employed to learn new words is not only likely to enhance our knowledge of second language learning, in this particular case vocabulary acquisition, it should also help teachers adjust their teaching in response to students' understanding of how languages are learned (Lo, 2012, 21; Polat, 2013).

III. RESEARCH QUESTIONS

This study focuses on Swedish secondary high school students' (13–15 years of age) understanding of learning words in English. It has been conducted in the phenomenographic research tradition, which means that the focus has been on mapping the qualitatively different conceptions these students have of vocabulary learning. The aim was to elicit information about i) the students' understanding of word knowledge, ii) what strategies they use when learning words, and iii) what aspects of vocabulary knowledge are shown in their choice of strategies.

IV. METHODOLOGY AND RESEARCH DESIGN

A. Phenomenography

Phenomenography as a research tool originated in a set of studies in the 1970s exploring a group of university students' reading of academic texts (e.g. Marton & Säljö, 1976; Svensson, 1977). By analyzing the students' answers to questions on how they approached various texts and their understanding of them, three insights of learning emerged: 1) There seems to exist a limited number of qualitatively different, but related ways of understanding an object of learning. 2) There are basically two approaches to understanding found along a continuum: a deep approach which involves an overall search for understanding and seeing an object of inquiry from new perspectives, and, at the other end of the

continuum, a surface approach implying a focus on accumulation or reproduction of facts with little or no reflection on overall significance. 3) There is a relationship between approach and learning outcome (Booth, 1997; Marton, Watkins & Tang, 1997).The students who adopted a deep approach to learning in these studies achieved a considerably higher level of understanding of the texts than those focusing on the individual words comprising them (Booth, 1997). These early phenomenographic studies captured two essential aspects of learning: the "what" (the underlying nature of understanding a phenomenon) and the "how" (the actual act of learning). The two perspectives can be further divided into referential and structural aspects of learning, where the former denotes what we understand a particular thing to be, and the latter our structural awareness of the object in question. An object may appear different to different people and also to the same individual depending on which structural elements they focus on: its individual parts, the relationship of the parts to each other or to the whole (Booth, 1997; Marton & Booth, 1997; Polat, 2013).

For the phenomenographer, change of knowledge or learning is believed to occur when people are presented with new aspects surrounding an object previously unknown to them or not paid attention to (Marton & Booth, 1997). Learning is understood as gaining understanding of something not an increase in facts (Dahlin, 1999; Marton et al., 1997). The task of the researcher therefore consists in recording and categorising the different conceptualisations surrounding various objects of inquiry. The different conceptions or categories of descriptions people have of it form the outcome space (Marton & Pong, 2005). The categories are formed on a collective level. They do not describe how certain individuals experience an object, but are to be seen as potential ways of understanding it. This means that the same individual may hold different conceptions at different times, and even express different conceptions at the same time, but the outcomes space remains the same (Benson & Lor, 1999; Marton, 2014).

B. Data Collection

The aim of the study was to investigate how Swedish secondary school students experience vocabulary learning in a school setting. For the purpose of the study a group of students were interviewed about their perceptions of word knowledge and the strategies they use when learning new words in English. The open-ended interview, which constitutes the principal method of enquiry in phenomenographic research, was considered particularly suitable for this kind of study, as it makes it possible for students to explain their experience of acquiring new words more thoroughly, and in doing so facilitate the establishment of alternative ways of understanding vocabulary learning, and structure the outcome space (see Marton, 1986).

A total of nineteen students attending year nine in Swedish compulsory school were interviewed at the beginning of 2015. This particular school year was selected because it is the last year of compulsory school in Sweden, which means that the students have studied English for at least six years. They were therefore considered likely to have reflected on their understanding of vocabulary learning. They were also likely to have been taught by teachers with specialised knowledge of second and foreign language learning and teaching.

Three classes in three different Swedish schools were selected and informed about the study. Eleven boys and eight girls participated. Informed consent in writing was requested from both participants and their parents. The interviews were carried out by one of the three researchers behind this study and were done individually. Each interview lasted half an hour on average and was recorded on a voice recorder. The questions on word knowledge focused on the students' perception on what knowing a word in English meant to them, and the questions on vocabulary strategies on how the students described their consolidation of vocabulary learning.

C. Analysis

The interviews were transcribed in verbatim and the material was read and analysed independently by two of the three authors of this article. The analysis followed a typical phenomenographic approach (see, for instance, Marton & Booth, 1997). It began on a general level where the transcripts were read repeatedly, resulting in a preliminary understanding of the material. This was followed by a systematic identification of themes where statements from the students considered significant in relation to the research questions were identified. The interviews were transformed into subsets of excerpts of the students' conceptions of and approaches to vocabulary acquisition. By comparing and contrasting the excerpts, qualitative differences in the students' understanding of vocabulary learning were identified resulting in categories of descriptions. These categories, described in terms of their most distinctive characteristics formed the outcome space, that is, these students' conceptualisations of vocabulary learning, and by extension conceptualisations a hypothetical student with a similar kind of background may have (Marton & Booth, 1997). To ensure reliability, the categories were formulated independently by the two researchers, who each ascribed them the same defining qualities.

V. RESULTS

The result section is divided into two parts: the first part presents the categories of word knowledge and the second those of vocabulary consolidation strategies. The names of the categories were decided on basis of the defining criteria of the categories that emerged. The outcome space turned out to be hierarchical implying that the categories encompass one another: interview material containing statements from a more complex category also contains statements from a less complex category (Marton 2014).

A. Word Knowledge

The interview questions on word knowledge centered on the students' perception on what knowing a word in English means to them, in what way they want to be able to use words that they learn and what they consider to be the most important aspects of knowing a word. Based on their answers three categories emerged defined as: 1) decontextualised knowledge, in which vocabulary is perceived as quantitative, 2) contextual knowledge, in which vocabulary is perceived as qualitative and 3) situational knowledge, in which vocabulary is perceived as qualitative and related to a specific context.

1. Decontextualised knowledge

A recurring theme in the interviews with the students about what it means to know a word was related to translation. It was shown that, for them, to know a word means to be able to translate it from English into their mother tongue and vice versa, as illustrated in two student answers probed by the question of what word knowledge implies:

To be able to spell it, to know how to translate it from Swedish.

When I know a word fully, I can translate it from Swedish into English and from English into Swedish and I know how to spell it.

Their answers suggest that they believe in a one-to-one correspondence between words across languages (cf. the results reported by Moir & Nation, 2002). These two quotes also illustrate the importance of spelling, which a majority of the students mentioned. Another recurring issue brought up by them was that of studying words for weekly vocabulary tests. They explained that with the English textbook as a basis, their teacher often presents a text with a word list, which constitutes their homework. They reported that the tests are used to assess the number of words they have learned during the week, for the most part in writing but occasionally orally, as an alternative. An additional aspect of word knowledge that some students brought up was pronunciation. Their answers showed that they see pronunciation as connected to isolated vocabulary items, something that makes it possible both to say and understand words, as shown in the following two student answers to what it means to know a word:

Well, that I know how it is said and pronounced. I understand what it means.

The most important thing is what it means, then pronunciation and in third place direct translation, maybe.

Like the EFL students in Moir and Nation's (2002) study, the student answers show that meaning and form are central aspects in their understanding of word knowledge, and that they believe that equivalent words covering the same meaning in a foreign language are likely to be found in their mother tongue. These answers indicate a quantitative understanding of words where vocabulary size rather than depth is important (cf. also Benson & Lor, 1999).

1. Contextual knowledge

As mentioned, categories are descriptions of potential ways of experiencing a particular object. The results of phenomenographic studies are categorised on a collective level. The same individual may thus hold different conceptions, and even conflicting perceptions of the same phenomenon, which means that his or her statements may belong to more than one category (Benson & Lor, 1999; Marton, 2014). This phenomenon was shown in the interview material. Although all the students showed a preoccupation with meaning and that they believe in a one-to-one correspondence of words across languages, leaving out aspects necessary for depth or comprehensive knowledge (Anderson & Freebody, 1981; Nation, 2001), the majority of them also mentioned the importance of context when learning words, as illustrated in the following student's answer:

It is important to be able to use words in the right sentence in the right situation.

A similar view was expressed by a boy who said that the most important thing about knowing a word is to be able to integrate it in a sentence. He explained that word knowledge is not only about learning the meaning of words, but about using them. He clarified this by saying that sometimes he knows the meaning of a word, but he cannot use it in a sentence.

Contextual knowledge showed to be closely associated with communicative aspects of language learning among the students. They explained that knowing a word means to be able to communicate, that is, to understand other people and to be understood by them. They showed that they relate communication mainly to the spoken word but also to some extent to the written. The students also expressed that they place more importance on knowing the exact meaning of words in productive activities such as speaking and writing than on knowing the exact meaning when reading and listening, as one boy explained:

When I read I don't have to understand all the words, because I can understand them through the context, but when I talk, then I have to know every word I say otherwise something may go wrong.

Many students also mentioned pronunciation in the context of being able to speak fluently. Pronunciation in a contextual sense was regarded as knowledge of how to produce fluent speech similar to a native speaker's competence. This perception is illustrated in the following quotes made by two students:

I want to know the correct pronunciation of words so that I can use them when I talk to people and sound like a person from England or somewhere there. ... I want to speak as perfectly as possible when I speak English.

I want to be able to speak very fluently, so that people understand what I mean and can follow me. I don't want to get stuck when talking. I want my speech to be fluent and very clear and don't want to have a sloppy pronunciation.

Being able to understand and use a word correctly in a context was thus shown as important among the students. Some of their statements also showed a clear awareness of the difference between decontextualised and contextual knowledge. One boy explained his perception of this difference in the following way:

When I know the word then I also know when and how to use it, and what it means. It is not only a vocabulary item, which you don't know the meaning of, but you can use it or you can at least understand when you should use it or what it means. That is to say, not only the definition but what it means, what you mean by it.

A similar conception was expressed by a girl when asked what kind of knowledge she wanted to gain when learning an English word:

Not only that I can spell it, but that I can use it too.

These examples clearly show that although the students expressed a great concern about meaning and translation in their answers about word knowledge, they also, unlike the students in Moir and Nation's (2002) study, where only one student showed this awareness, expressed that they are aware of the distinction between breadth and depth knowledge, and that the latter is required for full knowledge of words.

1.3 Situational knowledge

Only four of the nineteen students reported that learning English words enables them to communicate in a particular situation or point in time. These perceptions are additional examples of contextual understanding of word knowledge, but unlike the contextual examples, the situational are related to personal interest and possibilities (cf. Polat's (2013) definition of the systemic-intrinsic learner). One of these students, for example, mentioned that knowledge of English words makes it possible for him to communicate with friends on the Internet:

Well, there are many different ways in which I can use it, for example if I sit at the computer or watch a lot of TV in English, and when I write to people from the US. I know ice hockey players from the US who I play TV-games with.

Another of them showed that he connects word knowledge with travelling abroad or communicating with foreign people, as illustrated in his answer to the question of what it means to know a word in English:

It means quite a lot because the more words I know, the better I can speak English when I travel abroad. /.../ Let's say that I meet people in Sweden who do not speak Swedish, and they ask something, then I can be of help and answer in English.

The other two showed a connection between a good command of English and future career openings in their answers. One of them explained that a good knowledge of English makes it possible for her to talk to sponsors in her future career as a professional skier, whereas the other mentioned that the more words she learns the greater the probability will be for her to get a qualified job in the future:

I want to have a good command of English because it will be an advantage for me as a person so when I start working I will have a very strong background with a lot of English. I see that as an enormous advantage because there are many companies crying for more people who are unbelievably good at speaking English.

The limited number of students who connected word knowledge with particular situations where English is needed or long-term goals may be seen as an indication of the students' lack of motivation or failure to see their own learning in a broader perspective, as suggested by Moir and Nation (2002), where similar results are presented. Another possible reason for this phenomenon, also suggested by Moir and Nation, is related to how language items are taught and tested in school (see also Benson & Lor (1999) for a similar explanation).

B. Vocabulary Consolidation Strategies

There are a number of different strategies to study words. Schmitt lists no fewer than fifty-eight different ways ranging from strategies used for the initial discovery of a word's meaning to those used to remember a word once it has been introduced (Schmitt 2000). Despite this variety, it has been shown that learners generally choose shallower rather than deeper strategies when studying words. This is generally so, even when they are aware that they may be less effective (Schmitt 2000). It has also been shown that age, personal goals, learning culture, tests and previous habits of studying words have an impact on how words are studied (see, e.g. Gu & Johnson 1996; Nation, 2001; Schmitt, 1997). Students' understanding of the object of study is yet another important factor that should have an impact on how words are learned.

To explore the students' habits of studying words the questions in the interviews centered on the strategies the students reported that they use to consolidate vocabulary, and what they consider that they practice when they use a particular strategy. Based on the students' answers, two qualitatively different categories emerged referred to as mechanical and complex learning strategies (Schmitt 2000), where the former generally implies learning out of context, and the latter the opposite.

1 Mechanical strategies

As mentioned, most of the students reported that they mainly study words provided by their English textbooks in the form of vocabulary lists. The act of studying vocabulary lists involved reading both the English words and the Swedish translation of them. They described that the next step in the process was to recall the translation mentally by covering either the Swedish list of words or the English one. Many of them also reported that they often write down the words by hand when studying vocabulary items, either the whole vocabulary list or single words that they find especially difficult to learn. The strategy of reading through the list, recalling the words mentally and writing them down, was done separately or in combination. One girl explained:

I usually write the words on a piece of paper, in a note pad or something, English words on one side and Swedish on the other ... I read them several times and then I cover the Swedish or the English words and then I try to pronounce them aloud in English.

Some of the students reported that they only read through the list because, as they said, they learn words fast and easily and so they only need to take occasional peeks at the vocabulary list during the week. The students who explained that they write down the words by hand meant that the act of writing helps them remember the words for a longer time. They explained that the physical act of writing makes them get a physical feeling for the words. The movement of the hand when writing was something they claimed "stay" in the body for a longer time. One boy expressed that writing by hand creates a nerve impulse from the hand to the brain. The following student used a similar wording:

... if I sit for a long time and work with the words I can sit there and close my eyes and write them because they stay in my hand ... two to three weeks later they are still in my hand and they stay for maybe half a year. Then I can close my eyes and still write the words.

The students also explained that, at home, when they do their homework they study vocabulary items without much consideration of the text it is based on. The text that the vocabulary belongs to is often perceived as a kind of appendage to the vocabulary list, as one student explained:

Sometimes we get questions on the text but it is not that often that we work with it. We read the text and go through something but we don't work with texts. We seem to focus on the words. We read the text to learn the words in a context. We don't work more than that with the text.

It was also made evident that many students do not read the text at all when they study the words belonging to it.

Some students mentioned that they use technological devices such as computers and tablets when studying words. The web pages they reported using are designed for vocabulary learning practice and offer different exercises and games which sometimes run on time where the learner can practice translation, word meaning and spelling. The following student described how he connects web exercises and games to learning new words quickly in an entertaining way and compared this to studying a vocabulary list:

Interviewer: *What is it that makes it more enjoyable?*

Respondent: *That the exercises are varied. There are certain games that you can make yourself and such things which are more entertaining. It is more enjoyable when the learning activity is quicker. You don't need to go on for so long.*

A similar viewpoint was expressed by another student who explained that the advantage of web exercises, compared to writing by hand, is that the learning is fast and that the exercises can be repeated quickly over and over. This student mentioned the tediousness of writing down words page after page. Nevertheless, one student pointed out that since the vocabulary tests are written by hand, it might be better to write the words by hand too when practicing. In this way he said that he could remember which letters he had used instead of trying to remember which key on the keyboard he had used. Even so, most students mentioned that they feel that most words are easily forgotten after the test.

To sum up, for the students vocabulary learning is to a large extent perceived as a matter of memorising isolated vocabulary items for the purpose of passing weekly vocabulary tests. Many students mentioned that they use the quickest way of learning words. Although some of them mentioned that writing down the words made them remembering the words for a longer time, their answers demonstrate little concern about learning the words for other purposes than passing tests. It should also be mentioned that most of the students interviewed could not recall that they had been taught learning strategies in relation to vocabulary learning. Some students mentioned that when they started studying English, they had been given a notebook where they could write the words to be learned or a piece of paper where the vocabulary was already listed.

2 Complex strategies

Only three students mentioned explicitly that they try to find out more about the words to be learned than what is required for the weekly test, such as associations, collocations, contextual usage etc. These students reported that the usage of other strategies than those involving basic memorising or rote learning make them remember the words more easily. One of them explained that it is important to work with both the text and the words, and emphasised that the most important part of word knowledge is to be able to use words in a context. This student also mentioned that only knowing the meaning of a word does not necessarily mean that you know how to use it in a sentence. When asked how he practices vocabulary, he explained that he uses a combination of mechanical and more complex strategies, starting with the former:

First I translate the words into my mother tongue and then I write them, practice spelling and pronunciation. /.../ I also try to use them, put them in a sentence. That is how I learn.

Another of these students mentioned that he had changed his way of studying when he realised that memorising isolated vocabulary items did not make him remember the words. After having started to incorporate new words to be learned in sentences instead, as suggested by his father, he felt that he was able to remember them for a longer time. In a similar fashion, the third student mentioned that when learning words that are difficult for him, he usually writes them down, says them aloud and tries to include them in sentences.

Unlike the majority of the students interviewed, these three students expressed an awareness of what it means to study words. They used a combination of different strategies and showed a wish to learn words not only to pass weekly tests.

VI. DISCUSSION AND CONCLUSION

In this study a phenomenographic research approach was used to investigate the conceptions a group of Swedish secondary school students have of word knowledge and vocabulary consolidation strategies. Based on interviews with the students, interrelated categories of description emerged showing that although the students demonstrated a belief in a one-to-one correspondence between words across languages (cf. Moir & Nation, 2002) with meaning and form as the most important component of word knowledge, the majority of them explained that knowing a word requires knowledge of how it is used in a context. The students' somewhat contradictory standpoint about word knowledge was also shown in their choice of strategy for studying words. Despite the fact that most of them mentioned that to really know a word, you need to know how it is used contextually, they nevertheless reported that they primarily employ rather mechanical strategies when studying, implying a focus on memorising isolated language items. It was also made evident that only a few of the students interviewed connected word knowledge with long-terms goals/future careers or particular situations where they believed that they would need a good knowledge of English (cf Moir & Nation, 2002). Considering the importance of English in most social, educational and professional settings today, it was a bit surprising not to hear more of that in their answers.

A learner understanding word knowledge as contextual can be presumed to use more complex strategies when studying since the "what," the conceptualisation of a phenomenon, and the "how," the actual act of learning, are shown to be intertwined (Marton & Booth, 1997). This study showed a partly diverging result in this respect. This discrepancy seems to be connected to how vocabulary is tested in school. The students repeatedly mentioned that they are given words to study each week that are most often tested in the form of translating the words, most typically from Swedish into English, as separate language items without much consideration of context. It can thus be assumed that the students' primary choice of strategy is related to the way vocabulary knowledge is assessed and how vocabulary tests are constructed (cf. Benson & Lor, 1997; Marton, 1999; Moir & Nation, 2002; Ramsden, 2000). This was also shown in the students' preoccupation with translation in their answers on word knowledge. Schmitt (2008) argues that vocabulary tests in schools typically measure the number of words students have learned rather than focusing on how well the words are learned. This is of course likely to have an effect on the quality of learning. In their study of vocabulary learning strategies among Chinese students, Gu and Johnson (1996) conclude that strategies for learning words individually and out of context only have significance for vocabulary size and not for language proficiency.

The aim of this study was not to compare and measure the students' strategies for studying words against their learning outcome (see Moir & Nation, 2002 where such an approach is taken). The results however indicate that the students' choice of strategy has an effect on the learning outcome. The students who reported that they use more complex strategies when learning words explained, much in line with early phenomenographic studies (Marton & Säljö, 1976; Svensson, 1977), that their method of learning made them remember the words for a longer time. See also Booth (1997) and Marton et al. (1997) for the discussion on surface approaches to learning and its correlation with surface learning outcomes.

The present study has shown the value of using phenomenography in second language learning research. The categories of descriptions emerging as a result of the interviews with the students constitute important knowledge for teachers to have if change of understanding is to occur. It has been shown that the way students approach vocabulary learning is closely connected to how words are tested in school, but also to previous experience of studying vocabulary. A phenomenographic study of learners' understanding of a particular phenomenon, in this case vocabulary learning, enables teachers to see vocabulary from a learner perspective (Lo, 2012) – a prerequisite for the improvement of teaching and students' learning. If teachers, for example, do not know that the majority of the students believe in a one-to-one correspondence between words across languages, as shown in this study, the issue is not likely to be addressed and problematised.

That said, the current research is not without limitations. The population sample of a phenomenographic study is often relatively small and there is a possibility that a larger number of categories could have emerged from a larger population sample, and a sample of students from a larger variety of schools. The categories found in a particular interview material can only be seen as representative and exhaustive in regard to the specific population investigated, and can therefore, in this case, only be seen as a telling indication of how Swedish secondary school students perceive and study vocabulary. The results are nevertheless indicative and reflect the conceptions of the group of students that participated in it, and as an extension the conceptions that hypothetical students with similar kind of background characteristics such as age, schooling and previous experiences, may hold (Marton, 1997).

This paper has focused on the understanding and experience of word knowledge and vocabulary learning from a student perspective. Further research into this area may be directed towards investigating teachers' understanding and experience of word knowledge and vocabulary consolidation strategies in order to see how they correlate with the result from this study. Another point of interest is the English vocabulary learned out of school in students' leisure time. As the usage of the Internet, where English is very much used as a lingua franca, is growing among young people in

particular, a lot of the learning of English is taking place outside school hours (Sundqvist & Olin-Scheller, 2013). It would thus be valuable to explore whether students perceive word knowledge and the learning of vocabulary in school and out of school in the same way.

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Effects of Coping Strategies on Language Anxiety of Japanese EFL Learners: Investigating Willingness to Communicate

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Abstract—While several studies have discovered authentic coping strategies for language anxiety that learners use in actual classroom situations, their effects in terms of anxiety reduction remains unclear. This study investigates the effects of coping strategies on the levels of classroom speaking anxiety among Japanese EFL learners, focusing on five coping strategies extracted by previous research (preparation, relaxation, positive thinking, peer seeking, and resignation). Incidentally, general statistical methods such as correlation and regression analyses should be cautiously used for those two specific constructs (coping strategy and language anxiety), because the difficulty in distinguishing the following two directions (entitled A and B) in one dataset could distort the results: (A) because learners feel more (or less) anxious, they need to use coping strategies more (or less) frequently; (B) because learners use coping strategies more (or less) frequently they feel less (or more) anxious. Therefore, the present study employs "willingness to communicate" as an alternative variable and exploits these statistical approaches to investigate the effects of the coping strategies. The analysis of 149 Japanese EFL learners indicated that preparation and positive thinking were significantly effective strategies for coping with speaking anxiety among the group, both of which are discussed in terms of more general perspectives. The pedagogical implications describe teachers' responsibilities to enable learners to use these two coping strategies more effectively.

Index Terms—language anxiety, coping strategy, willingness to communicate, speaking activity, Japanese EFL learners

I. INTRODUCTION AND LITERATURE REVIEW

A. Language Anxiety

Language anxiety has long been actively researched as a critical individual difference, the characteristics of which could be described in terms of two major perspectives. First, language anxiety is essentially a transient and moment-to-moment emotion experienced mainly in second or foreign language (L2 or FL) learning and use. Horwitz, Horwitz, and Cope (1986) defined it as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128), and MacIntyre (1999) refers to "the worry and negative emotional reaction aroused when learning or using a second language" (p. 27). Thus, language anxiety should be distinguished from *trait anxiety* which is conceptualized as a personality characteristic that indicates the extent to which a person can be anxious (Horwitz, 2001).

Second, language anxiety has various negative impacts on a broad spectrum of L2 or FL learning and performance. MacIntyre and Gardner (1994), who recruited undergraduate learners of French at a university in Canada, concluded that language anxiety could affect a wide range of cognitive processes including *input*, *processing*, and *output*. Although earlier studies had generally associated language anxiety with speaking and listening (Horwitz, 2010), Hilleson's (1996) qualitative study pointed out that it had negative influences on all four language skills including reading and writing. Saito and Samimy (1996) investigated the relationships between language anxiety and the final grade in three levels of Japanese courses and concluded that language anxiety had negative impacts particularly in intermediate and advanced courses. This result indicates that language anxiety might have an impact regardless of learners' proficiency levels. Kim's (1998) correlation analysis for college students in Korea found that learners with high language anxiety tended to avoid working hard in the traditional FL learning setting. For example, they were likely to elicit help from others for their homework as they considered English learning to be a waste of time. Although some recent studies have shed light on the positive aspects of language anxiety (e.g., Dewaele & MacIntyre, 2014), those negative influences are still dominant in the field of language learning.

As mentioned above, language anxiety, which has various negative impacts, is *state anxiety* experienced as a transient emotion specifically in L2 or FL learning and performance. Thus, the question of how to reduce language anxiety has also been well-researched (Dörnyei, 2005). Previous research has focused generally on dedicated ways of

combating anxiety that language learners experience particularly in L2 or FL learning situations. One of the major achievements is teachers' class management to control anxiety. Young's (1999) comprehensive work discusses how to cope with language anxiety in various situations including reading, writing, listening, and speaking. Additionally, the Community Language Learning was developed based on a belief that teachers should deal with the fear that most adult learners often experience in learning situations. In this method, teachers usually focus on helping students overcome negative feelings including anxiety that might impede their L2 learning (Larsen-Freeman, 2000). Moreover, in a recent publication, Alrabai (2015) found that teachers' anxiety-reducing strategies such as "allowing students to practice self-talk before they talk in real situations in the classroom" and "avoiding putting individual students 'on the spot' when correcting their errors" could successfully reduce learners' communication apprehension and fear of negative evaluation. As stated in those studies, the teachers' role has long been emphasized in alleviating language anxiety.

B.   Coping Strategies for Language Anxiety

Although teachers' responsibilities in language classroom are important, learner autonomy has been one of the most focused scopes in L2 or FL learning with the prevalence of the learner-centered approach. Although it is still difficult to define exactly the concept of autonomy, some degree of consensus shows that it includes various dimensions such as behavioral, cognitive, affective, social, and political aspects (Benson, 1997; Murase, 2015; Oxford, 2003). Thus, from this perspective, while teachers' efforts to create a low-anxiety atmosphere are critical, language learners, as well as teachers, are also required to control their own emotional aspects including language anxiety. More specifically, learners should make efforts to use some *coping strategies* for controlling their own language anxiety.

There are two viewpoints to be considered in the discussion of coping strategies for language anxiety. First, academic research should focus on realistic coping strategies which learners could use in actual learning situations. As language anxiety is a situation-specific concept, learners should employ each unique coping strategy in each respective situation. For example, in the case of immigrant children who study with native speaker classmates in English as a Second Language (ESL) setting, they would feel greater fear of negative evaluation from classmates than from teachers. On the other hand, in the case of students who learn in an English as a Foreign Language (EFL) setting with peers at a similar level, they would pay more attention to evaluation from teachers rather than from classmates. Further, because an English class includes extremely dynamic processes with a flurry of various information and interactions, learners have a clear need for coping strategies that they can use immediately in each particular moment. For these reasons, academic research should employ coping strategies which can be used practically by target language learners in real situations. The second issue is the lack of empirical evidence for the effects of coping strategies. Regardless of how many coping strategies actual learners are using, it is still ambiguous whether they should be encouraged to use those strategies unless their effects become clear.

While some, but not many, previous studies have made efforts to discover realistic coping strategies that learners are making actual use of in learning situations, there are, unfortunately, very few findings on the true effects of those strategies. Pappamihiel (2002) explored Mexican-born middle school students enrolled in ESL programs in the U.S. to find that they used such coping strategies as avoidance (e.g., not speaking in class), using friends as intermediaries in class (e.g., asking friends to speak out the answer in English), and pretending that there was no one else around. Although the most common coping strategy in this study was avoidance, it might not be regarded as an optimal strategy since learners' active engagement with English learning would be impeded. Kondo and Yang (2004) inductively extracted coping strategies that Japanese EFL learners make real use of in classroom situations. A group of 202 undergraduate learners responded to a questionnaire measuring language anxiety and then recorded their own coping strategies for language anxiety which they had used from junior high school age up until the present day. The results extracted 70 strategies which were summarized into 5 categories: preparation (e.g., I prepare myself better; I check my dictionary), relaxation (e.g., I try to calm down; I take a deep breath), positive thinking (e.g., I try to be confident; I tell myself that I am OK), peer seeking (e.g., I tell myself that the others must also be anxious), and resignation (e.g., I give up; I stop paying attention). However, this study did not clearly indicate the effects of those strategies in reducing language anxiety.

C.   Methodological Issues in Investigating Effects of Coping Strategies

As explained, one of the major current issues is the lack of empirical evidence for the effects of coping strategies. However, in fact, there are some methodological difficulties in conducting the academic research required. One of the most direct approaches is a longitudinal study. In this case, the research should be designed to include a training session to encourage learners to use coping strategies and observe their strategy use for a certain period. The research would conduct a pre- and post-test to ascertain the level of change in language anxiety. As a longitudinal study would easily incur a great deal of labor, a one-shot study should be conducted in advance to anticipate the effects of coping strategies before commencing the longitudinal process. However, the one-shot study still presents some methodological issues.

In the most direct method of one-shot research, participants using particular coping strategies would be required to answer a questionnaire which examines the effects of the strategies on a simple scale. For example, learners might answer the question "how effectively does your coping strategy reduce your language anxiety in classroom?" using the simple scale of "1 = *fully ineffective* to 5 = *fully effective*." However, since language anxiety is an intangible psychological concept, academic research should adopt as reliable and valid questionnaires as possible to investigate the

change of language anxiety (i.e. the effects of coping strategies). For example, Horwitz, Horwitz, and Cope (1986) introduced the Foreign Language Classroom Anxiety Scale (FLCAS), one of the most frequently-used questionnaires around the world, and Dewaele and MacIntyre (2014) revised it to create a shorter version. Unless research employs these valid questionnaires, as opposed to merely recording the effects in a simple scale mentioned above, results will remain unclear even if the effects of coping strategies are calculated quantitatively.

Therefore, the one-shot study with appropriate measurement scales is the first step toward the subsequent research. The most general method in this perspective is to analyze statistically the relationships between language anxiety and coping strategies. There are existing scales to measure language anxiety such as Horwitz et al. (1986) and Dewaele and MacIntyre (2014) which include, for example, the question items of "I start to panic when I have to speak without preparation in language class" and "I often feel like not going to my language class." On another front, there are only a few instruments to measure the frequency of coping strategy use. Marwan (2007) developed a measurement scale based on the results of Kondo and Yang (2004), which includes 15 items such as "I try to make a habit of studying English everyday" and "I try to relax when I am in my English class." According to many previous studies for language learners' psychology, the academic research would generally measure language anxiety and coping strategies by using each questionnaire scale and subsequently employ correlation analysis and regression analysis with coping strategies as predictor variables and language anxiety as an outcome variable.

However, particularly regarding the relationships between language anxiety and coping strategies, those methodologies would cause some issues in terms of *directionality*. To be more specific, it is difficult to distinguish the mixture of the directions (A) and (B) which occur when learners respond to question items. If correlation and regression analyses are conducted when those two directions are in one dataset, the results would be seriously damaged as stated below.

(A) Because learners feel more (or less) anxious, they need to use coping strategies more (or less) frequently.
(B) Because learners use coping strategies more (or less) frequently, they feel *less* (or *more*) anxious.

The directions (A) and (B) would be paraphrased as below with actual measurement items:

(A) Because I start to panic when I have to speak without preparation in language class (high score on language anxiety), I try to make a habit of studying English everyday (high score on coping strategies).
(B) Because I try to make a habit of studying English everyday (high score on coping strategies), I do *not* start to panic when I have to speak without preparation in language class (*low* score on language anxiety).

There are two serious potential problems in this directionality issue. First, due to the mixture of (A) and (B), it still remains unclear which one (i.e., language anxiety or coping strategies) becomes a predictor or an outcome variable. Thus, as academic studies cannot use regression analysis, they should use correlation analysis instead. Second, considering the correlation coefficient between language anxiety and coping strategies, while the case (A) would show positive correlation because the more learners feel anxious, the more frequently they use coping strategies, the case (B) would indicate negative correlation because the more frequently learners use coping strategies, the less anxious they feel. When those two types of correlations are in only one dataset, the result would be severely distorted. More specifically, it might show no significant correlations due to the mixture of the positive and negative correlations. For those two reasons, the most serious issue here is that correlational and regression analysis would not appropriately reflect the effects of coping strategies on language anxiety.

D. Willingness to Communicate as an Alternative Variable

One of the substitute methodologies to solve the problem above is to adopt a strongly-related concept as an alternative variable instead of language anxiety. Therefore, the present study employs *willingness to communicate* (WTC). WTC was first researched in the academic field of L1 communication (McCroskey & Richmond, 1987, 1991), followed by L2 studies for the past decades (Clément, Baker, & MacIntyre, 2003; MacIntyre, Baker, Clément, & Conrod, 2001; MacIntyre & Charos, 1996; MacIntyre, Clément, Dörnyei, & Noels, 1998). MacIntyre et al. (1998) defined WTC as "readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (p. 547) and suggested the multilayered pyramid model which has been oft-cited to date. The most important feature shown in this model is that WTC can be affected by various personal and social factors.

One of the most influential factors on WTC is language anxiety, the effects of which have been discussed at length. Many previous studies have adopted language anxiety as a predictor variable to ascertain negative impacts on WTC as an outcome variable (Clément, Baker, & MacIntyre, 2003; Liu & Jackson, 2008; MacIntyre & Charos, 1996; Sugawara et al., 2013). In other words, as learners' language anxiety decreases, their WTC is encouraged more strongly. According to those findings, the following hypothesis would be formed. If coping strategies successfully reduce language anxiety, a higher (or lower) frequency of coping strategy use will decrease (or increase) language anxiety (arrow 1 in Figure 1) and, as a result, WTC will be encouraged (or dampened; arrow 2). Thus, the higher (or lower) frequency of use of coping strategies results in more encouraged (or dampened) WTC (arrow 3). Therefore, while the effects of coping strategies on language anxiety cannot be directly investigated (*dashed* arrow 1), they could be

demonstrated indirectly in the relationships between coping strategies and WTC (*solid* arrow 3), because, as mentioned above, language anxiety should have a negative impact on WTC (*solid* arrow 2).
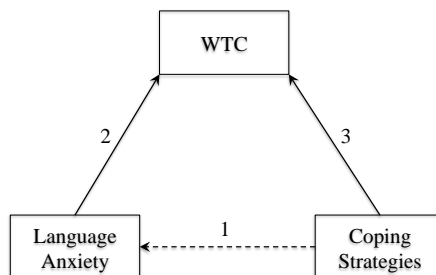

Figure 1. Effects of coping strategies on language anxiety represented by employing the concept of WTC.

E. *Classroom Speaking Anxiety of Japanese EFL Learners*

For the purpose of the investigation stated above, the present study focuses particularly on the classroom speaking anxiety of Japanese EFL learners. As explained, because language anxiety is essentially defined as a situation-specific concept, the way it emerges depends on each situational factor. First of all, this study aims to highlight Japanese EFL learners' classroom situations, where they would have the greatest opportunity to use English in their EFL setting. Another important factor is language modality (i.e., speaking, listening, reading, or writing). Since academic research in language anxiety became prevalent, many findings have indicated that among the four basic modalities, speaking is the most closely related to anxiety (e.g., Horwitz, et al., 1986; Young, 1990). Recently, English education in Japan has begun to benefit from the communicative approach and encourages speaking activities in classroom situations. Unfortunately, however, many Japanese EFL learners in general have become reluctant to use English in speaking activities due to language anxiety. Thus, focusing on the speaking modality is believed to be the most valid option regarding this study on Japanese EFL learners.

F. *Research Questions*

This study aims to explore the effects of coping strategies on language anxiety, focusing on the relationships between coping strategies and WTC. The two target scopes are Japanese EFL learners and the speaking modality. More specifically, the following research questions are investigated.

1.   Are there correlations between language anxiety and coping strategies? This study hypothesizes that there are no significant correlations, because the correlation coefficients reflect the issues of directionality stated in section I-C.

2.   Are there correlations between language anxiety and WTC, and does the former successfully predict the latter? This study hypothesizes that there are significant negative correlations and the former successfully predicts the latter in a negative way, based on many previous studies.

3.   Are there correlations between coping strategies and WTC, and does the former successfully predict the latter? This study hypothesizes that there are significant positive correlations and the former successfully predicts the latter in a positive way. If the results successfully verify hypothesis 1 and 2, and ensure the positive evidence for hypothesis 3, significant effects of coping strategies on language anxiety will be indirectly represented in the relationships between coping strategies and WTC.

4.   If the research verifies all the hypotheses above, which coping strategies are more effective?

II.   METHOD

A. *Participants*

The participants in this study consisted of 194 Japanese EFL undergraduate learners in the vicinity of the Greater Tokyo Area. Removing 36 cases in which one or more mistakes were made in the responses to the questionnaire survey (see the instruments below), 158 (male = 140, female = 18) eligible cases were analyzed. The first language of every participant was Japanese; in addition, none had ever been out of Japan for more than three months. All were participating in English compulsory classes twice a week (90 minutes per class), and had almost the same amount of homework every week, typically requiring approximately an hour per assignment for each class. The number of male students was considerably higher than that of female students, because the study took place in the department of science-related majors, where male students are commonly predominant in Japan. There were 72 first-year, 85 second-year and one third-year students. Their scores from the Test of English for International Communication (TOEIC) Listening & Reading were in the range of 300 to 400.[1] Judging from the conversion table between TOEIC Listening & Reading scores and the Common European Framework of Reference for Languages (CEFR), their English

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[1] The TOEIC is "an English language proficiency test for people whose native language is not English. It measures the everyday English skills of people working in an international environment" (Educational Testing Service, 2013, p. 2).

proficiency levels were converted primarily to level A2 in the CEFR (Eigo yon ginou shikaku kentei shiken kondan-kai, 2017).

B. Instruments

This study adopted the following questionnaires. If the original scale did not have a Japanese version, it was translated into Japanese. Furthermore, the wording of certain question items was altered to focus on speaking activities in classroom situations. To ensure the translation accuracy and content validity of each questionnaire, the researchers consulted with a professor, English teachers, and graduate students who majored in applied linguistics and English education. Appendix A, B, and C correspond to the following three questionnaires, respectively. The Japanese sentences in each Appendix reflect the final version of question items that we developed and to which the participants actually responded. Each Japanese sentence was translated into English and shown in each Appendix for the benefit of international readers of this article.

1. Coping strategy for language anxiety

As mentioned above, academic research should focus on realistic coping strategies which learners could use in actual learning situations. Therefore, a new questionnaire scale was developed focusing on speaking activities in classroom situations, based on the results of Kondo and Yang (2004). They suggested five categories of coping strategies for language anxiety that Japanese EFL learners had actually used in their English classrooms. The questionnaire allocated one representative question item on each category (Appendix A). Participants responded to each question item using a 6-point Likert scale (1 = *strongly disagree*, 2 = *disagree*, 3 = *slightly disagree*, 4 = *slightly agree*, 5 = *agree*, 6 = *strongly agree*). This scale could work as a preliminary short version of Marwan's (2007) questionnaire, which helps to reduce pressure upon participants to respond.

2. Language anxiety

The eight items of the Foreign Language Classroom Anxiety (FLCA; Dewaele & MacIntyre, 2014) scale were translated into Japanese. In addition, some words and phrases were modified focusing on speaking activities in classroom situations (Appendix B). In the original version, Dewaele and MacIntyre (2014) reported good internal consistency (Cronbach's α = .86). Participants responded to each question item using a 6-point Likert scale (1 = *strongly disagree*, 2 = *disagree*, 3 = *slightly disagree*, 4 = *slightly agree*, 5 = *agree*, 6 = *strongly agree*).

3. WTC

To measure WTC for speaking activities in classroom situations, this study adopted 16 question items for speaking situations/tasks included in Weaver's (2010) L2 WTC Questionnaire, which was originally developed by Weaver (2005) based on the dataset of Japanese EFL learners. This study modified the Japanese translation provided by Weaver (2010) to create a more comprehensible version (Appendix C). Participants responded to each question item by using a 6-point Likert scale (1 = *definitely not willing*, 2 = *not willing*, 3 = *probably not willing*, 4 = *probably willing*, 5 = *willing*, 6 = *definitely willing*).

4. Background information

Five background question items were used to ascertain the following information: (1) gender, (2) major, (3) academic year, (4) first language, and (5) whether they have overseas experience exceeding three months.

C. Procedures

The participants were asked to respond to each item on the questionnaires in their English classes. The students were given ample time to finish the questionnaires, including allocated time for an explanation of how to complete the forms.

D. Analytic Procedures

In this study, each combination of two constructs was investigated. The first combination focused on coping strategies and language anxiety for the research question 1. As stated in section I-C, because the present study did not distinguish the direction (A) from (B) methodologically, it remained unclear which one was the predictor or the outcome variable. Thus, correlational analysis was used. The second combination was language anxiety and WTC for the research question 2. Since language anxiety predicts theoretically the extent of WTC (e.g., MacIntyre & Charos, 1996), regression analysis, after calculating the correlation coefficient, was conducted with language anxiety as a predictor variable and WTC as an outcome variable. The third combination was coping strategies and WTC for the research questions 3 and 4. As language anxiety theoretically predicts WTC (e.g., MacIntyre & Charos, 1996), coping strategies for language anxiety could also predict WTC. In other words, regarding the relationship between coping strategies and WTC, the following path could be assumed: coping strategies reduce speaking anxiety in classroom situations, and the reduced anxiety subsequently raises the level of WTC in speaking activities. Thus, this path could allow us to use coping strategies as predictor variables and WTC as an outcome variable. After calculating the correlation coefficients, multiple regression analysis was conducted.

III. RESULTS

A. Excluding Outliers and Inappropriate Variables

The preliminary analysis removed 9 multivariate outliers based on Mahalanobis distance. The subsequent statistical

analyses were conducted with the remaining 149 cases. According to Cronbach's α of the FLCA, when "I always feel that the other students speak English better than I do" is excluded, the value will be raised from α = .78 to α = .82. Further, as for coping strategies, if "[w]hen I feel anxious about speaking in English in my class, I sometimes give up keeping up with the class" is excluded, the value will increase from α = .60 to α = .72. While the other four coping strategies represent learners' cognitive and behavioral efforts, this strategy allows them to avoid facing problems in language learning. In that sense, it has an obviously different nature from the others, which would be represented in the low Cronbach's α. In addition, it is not necessarily appropriate to encourage learners to give up their learning processes. As a result, those two items were excluded from the subsequent analysis.

B. Descriptive Statistics

Table I shows descriptive statistics. All the variables were normally distributed according to Kunnan (1998).[2]

TABLE I.
DESCRIPTIVE STATISTICS

	Mean	SD	Skewness	SE	Kurtosis	SE	Cronbach's α
Preparation	3.36	1.32	0.07	.20	−0.51	.40	.72
Relaxation	3.28	1.51	−0.06	.20	−1.00	.40	
Positive thinking	2.52	1.31	0.65	.20	−0.27	.40	
Peer seeking	2.34	1.43	0.83	.20	−0.25	.40	
Language anxiety	4.22	0.96	−0.33	.20	−0.26	.40	.82
WTC	3.65	0.98	−0.28	.20	0.26	.40	.94

Note. N = 149; SD = Standard Deviation; SE = Standard Error; WTC = Willingness to Communicate

C. Correlation Analysis

Spearman's rank order correlations were calculated between each variable (Table II). The results did not show any significant correlations between language anxiety and coping strategies. On the other hand, there was a negative correlation between language anxiety and WTC ($p < .05$). Furthermore, all coping strategies correlated positively with WTC ($p < .01$).

TABLE II
CORRELATION MATRIX

	Language anxiety	WTC	
Preparation	.07	.40	**
Relaxation	.15	.21	**
Positive thinking	.03	.22	**
Peer seeking	.12	.27	**
Language anxiety	1	−.20	*
WTC		1	

Note. WTC = Willingness to Communicate
*$p < .05$; **$p < .01$

D. Regression Analysis

As Table II shows, the correlation coefficients between language anxiety and WTC, and between coping strategies and WTC, were statistically significant. Then, simple regression analysis was conducted to investigate the predictive impact of language anxiety on WTC, and multiple regression analysis was also implemented to explore predictive impacts of coping strategies on WTC. The latter exploited the stepwise method to extract some coping strategies that significantly predict the extent of WTC. Some assumptions for regression analysis were confirmed in advance. First, as Porte (2002) recommends having 30 participants per predictor variable, a total of 149 cases in this study was deemed sufficient to meet the criteria. Second, according to Field (2009), there was no serious violation in the assumptions of multicollinearity, homoscedasticity of the residuals, independent errors of the residuals, normally distributed errors, and linearity between predictor and outcome variables. Table III shows the results of simple regression analysis. The beta value means that language anxiety significantly predicted WTC in a negative manner ($p < .01$), and the adjusted R^2 accounted for 4% of the variance in WTC with small effect size (Mizumoto & Takeuchi, 2008). Further, Table IV shows the results of multiple regression analysis. The stepwise method regarded two predictor variables as statistically significant (preparation, $p < .01$; positive thinking, $p < .05$), and the adjusted R^2 accounted for 15% of the variance in WTC with medium effect size (Mizumoto & Takeuchi, 2008).

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[2] Kunnan (1998) stated, "[i]f values for kurtosis or skewness of the individual variables of interest exceed ±2.0, the data are not normally distributed" (p. 313).

TABLE III
RESULTS OF SIMPLE REGRESSION ANALYSIS

Predictor variable	B	SEB	β	
Language anxiety	−0.22	0.08	−.21	**

** $p < .01$
$R = .21$, $R^2 = .05$, Adjusted $R^2 = .04$

TABLE IV
RESULTS OF MULTIPLE REGRESSION ANALYSIS

Predictor variable	B	SEB	β	
Preparation	0.24	0.06	.33	**
Positive thinking	0.12	0.06	.16	*

*$p < .05$; ** $p < .01$
$R = .40$, $R^2 = .16$, Adjusted $R^2 = .15$

IV. DISCUSSION

A. Research Question 1

As the dataset in this study, stated in section I-C, did not distinguish the difference between the direction (A) and (B), the research question 1 hypothesized no significant correlations. In fact, the results did not show significant correlations between any of the coping strategies and language anxiety (Table II). Thus, it indicates that correlational analysis would not help to identify the exact effects of coping strategies on language anxiety.

B. Research Question 2

There was a negative correlation found between language anxiety and WTC ($r_s = −.20$, $p < .05$). Sugawara et al. (2013), focusing on Japanese EFL learners, also elicited a negative correlation between the two ($r = −.43$, $p < .01$). Although the correlation found in this study is weaker, it has the similar feature to the previous empirical study in the same characteristics of target participants. Simple regression analysis conducted with language anxiety as a predictor variable and WTC as an outcome variable showed the similar results to previous studies (e.g., MacIntyre & Charos, 1996). Therefore, language anxiety should be regarded as a powerful disincentive factor to learners' WTC.

C. Research Questions 3 and 4

All of the coping strategies correlated positively with WTC ($p < .01$). These results show that the more (or less) learners use coping strategies, the higher (or lower) their WTC becomes. Then, referring to the assumption showed in Figure 1, multiple regression analysis was conducted between coping strategies and WTC to investigate indirectly the effects of coping strategies on language anxiety.

The analysis with the stepwise method extracted two significantly effective coping strategies that showed positive predictive impacts on WTC. This result represents the positive effects of preparation (i.e., To reduce anxiety about speaking in English in my class, I study hard and prepare well in advance.) and positive thinking (i.e., To reduce anxiety about speaking in English in my class, I tell myself that I can do it.) on language anxiety.

The final part of the discussion supports the effects of preparation and positive thinking based on some theoretical findings. Language anxiety inside classrooms can be affected by various factors. Young (1991) classified potential sources of language anxiety into six types: personal and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures, and language testing. Above all, personal and interpersonal anxieties have enjoyed the greatest focus in language anxiety research (Young, 1991), and Kitano (2001) emphasizes influences of *self-perceived ability* and *fear of negative evaluation*. More specifically, when learners have either lower confident in their own L2/FL abilities or greater fear of negative evaluation from others, or both, their language anxiety is more intensified. Preparation and positive thinking extracted in this study should be related to those two aspects. When learners "study hard and prepare well in advance," they feel more confident in their abilities and also feel less fear of negative evaluation as it reduces the potential danger of making mistakes in the classroom. Furthermore, when learners successfully "tell themselves that they can do it," they will enhance their self-perceived competence more directly, and they might not be so afraid of failure with greater belief in their capability of executing required actions.

Interestingly, there are no effects of relaxation and peer seeking on language anxiety. Based on speculative discussion, when participants responded to the question item of relaxation, they possibly assumed very simple and easy-to-master methods such as *deep breathing*, which might be shown in the relatively high frequency of the use of relaxation (Table I). Thus, introducing more psychologically sophisticated methods would dramatically enhance the effects of relaxation (e.g., *progressive relaxation*[3]). As for peer seeking, it would, theoretically, introduce some moderating effects on fear of negative evaluation from others. However, while both preparation and positive thinking aim at better performance in English speaking activities, learners might merely try to find "birds of a feather" in peer seeking. In that sense, it is no

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[3] Progressive relaxation is "a technique in which the individual is trained to relax the entire body by becoming aware of tensions in various muscle groups and then relaxing one muscle group at a time" (VandenBos, 2009, p. 400).

surprise that the former two strategies are more effective than the latter. In any case, it is certain that further investigation is needed.

V. PEDAGOGICAL IMPLICATIONS

One of the most important aspects is that learners can use the coping strategies independently to raise their autonomy in language learning. However, because learner autonomy is "not simply a matter of placing learners in situations where they have to be independent" (Sinclair, 2000, p. 8), proper support from others will still be required. As a result, this section discusses the kind of consideration teachers should take into encouraging learners to use the coping strategies of preparation and positive thinking.

The most crucial promoter for learners to achieve "studying hard and preparing well in advance (i.e., preparation)" is *metacognition*, or learners' objective perspective to control their own behavior and cognition. Metacognition has long been highlighted as an indispensable factor for learner autonomy in education and pedagogy including language learning. Sannomiya (2008) suggested a comprehensive theoretical categorization to sum up previous theories, and Yasuda (2016) developed a questionnaire scale to measure the metacognitive abilities of Japanese EFL learners based on the taxonomy. According to those findings, for effective preparation, learners need to obtain knowledge about learning strategies and their own characteristics as language learners and also carry out the cycle of learning processes (plan -> action -> evaluation) using this knowledge. Therefore, this implication suggests that teachers should let learners create their own learning portfolio. For example, teachers provide learners with a booklet-style portfolio where learners are able to write down their various language learning experiences such as learning plans, materials, strategies, and logs. Then, learners should undergo a self-evaluation process and obtain feedback from teachers and peers. By using the portfolio, learners could exploit more effective materials and strategies to boost the plan -> action -> evaluation cycle of their learning processes. As a result, they could successfully reduce their language anxiety and join the class more actively.

Second, while learners should try to use positive thinking by themselves, teachers' consideration still has a strong impact on the level of effective use of this strategy. This positive thinking strategy is similar to the concept of *self-efficacy* that has been well-researched in psychology. Bandura (1997) explained it as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3). As one of the sources that lead people to self-efficacy, Bandura (1997) raised *verbal persuasion*. That is, if significant others (i.e., teachers) verbally express faith in learners' capabilities, it will be easier for learners to maintain their own self-efficacy. Therefore, when using the positive thinking strategy, while learners should convince themselves that they will surely be able to do it, teachers should also deliver the same persuasion, or "you can do it" sentiment, and encourage them to execute the action. Regardless of learners' own self-belief in their abilities, language anxiety would not be effectively reduced unless teachers sent the same, positive message. These consistent evaluations would lead learners to a more stable sense of self-competence.

VI. CONCLUSIONS AND FUTURE DIRECTIONS

This study has demonstrated that preparation and positive thinking are effective coping strategies on language anxiety. The last section describes two fundamental points for future research.

First, longitudinal studies should be conducted to investigate the effects of coping strategies more authentically. For example, studies of a few months' length, at a minimum, should be conducted to train learners for coping strategies, observe their actual use, and measure the change of language anxiety. As preparation and positive thinking are seen as more effective in this study, the research could focus particularly on those two strategies. Then, it would be less likely to seriously impede participants' learning processes, even if the research could be conducted in actual classroom situations.

The second issue is related to trait anxiety. As already stated, anxiety has two types: state level as a transient experience of anxiety and trait level as an individual difference of the extent to which a person can be anxious. Learners with high trait anxiety would more easily feel anxious in a variety of situations. Besides, this personality factor might make learners feel language anxiety more suddenly, keenly, and strongly, where the effects of coping strategies indicated in this study would wane. For example, regardless of the level of preparation carried out for an English class in advance, the learner may experience the same (or greater) levels of anxiety. Further, they might not be easily persuaded when teachers and peers say, "you can do it." Therefore, further research is needed to investigate the effects of coping strategies for learners with high trait anxiety. If there are no effects found, other specific strategies should be considered for those learners.

APPENDIX A.   QUESTION ITEMS OF COPING STRATEGIES FOR LANGUAGE ANXIETY CORRESPONDING TO THE FIVE
CATEGORIES IN KONDO AND YANG (2004)

Categories of coping strategies in Kondo and Yang (2004)	Question items
1. Preparation	To reduce anxiety about speaking in English in my class, I study hard and prepare well in advance.
	私は、授業中英語で話すときの不安を減らすのに、事前の勉強や準備を一生懸命やるようにしている。
2. Relaxation	To reduce anxiety about speaking in English in my class, I try to relax.
	私は、授業中英語で話すときの不安を減らすのに、気持ちをリラックスさせるようにしている。
3. Positive thinking	To reduce anxiety about speaking in English in my class, I tell myself that I can do it.
	私は、授業中英語で話すときの不安を減らすのに、自分はできると思い込むようにしている。
4. Peer seeking	To reduce anxiety about speaking in English in my class, I tell myself that the other students must also feel anxious.
	私は、授業中英語で話すときの不安を減らすのに、他のクラスメイトも同じように不安を感じていると、自分に言い聞かせるようにしている。
5. Resignation	When I feel anxious about speaking in English in my class, I sometimes give up trying to keep up with the class.
	私は、授業中英語で話すのに不安を感じるとき、授業についていくのをあきらめることがある。

APPENDIX B.   QUESTION ITEMS OF LANGUAGE ANXIETY DEVELOPED BASED ON DEWAELE AND MACINTYRE (2014)

	Question items
1.	Even if I am well prepared, I feel anxious about speaking in English in my class.
	しっかり準備してきても、私は授業中に英語で話すのに不安を感じる。
2.	I always feel that the other students speak English better than I do.
	私は、自分より他の学生のほうが英語を話すのが上手だと感じる。
3.	I can feel my heart pounding when I'm going to be called on in my class and answer in English.
	授業であてられて英語で答えると分かったとき、私はドキドキするのを感じることがある。
4.	I don't worry about making mistakes when I speak in English in my class. ＊
	私は、授業で英語を話すときに間違いを恐れない。 ＊
5.	I feel confident when I speak in English in my class. ＊
	私は、授業中に自信を持って英語で話せる。 ＊
6.	I get nervous and confused when I am speaking in English in my class.
	授業中に英語で話しているとき、私は緊張したり混乱したりする。
7.	I start to panic when I have to speak in English without preparation in my class.
	授業中に準備なしで英語を話さなければならないとき、私はあわててしまう。
8.	It embarrasses me to volunteer answers in English in my class.
	授業中に英語で答える場合、自分から発言するのはためらわれる。

Note. ＊= Reversed item
Adapted with permission.

APPENDIX C.   QUESTION ITEMS OF WTC (WEAVER, 2010)

	Question items
1.	Greet someone in English.
	英語で挨拶をする。
2.	Say thank you in English when someone lends you a pen.
	ペンを借りたので、英語でありがとうと言う。
3.	Give directions to your favorite restaurant in English.
	自分のお気に入りのレストランへの行き方を英語で教える。
4.	Tell someone in English about the story of a TV show you saw.
	自分が見たテレビ番組の話を英語で伝える。
5.	Read out a two-way dialogue in English from the textbook.
	教科書に出てきた対話文を読みあげる。
6.	Translate a spoken utterance from Japanese into English.
	日本語の発話を英語に訳す。
7.	Interview someone in English asking your own original questions.
	自分で作った質問を英語で尋ねる。
8.	Interview someone in English asking questions from the textbook.
	教科書の中に出てきた質問を英語で尋ねる。
9.	Do a role-play in English at your desk (e.g., ordering food in a restaurant).
	英語のロールプレイを机でする（例えば、レストランで料理を注文するという想定でのロールプレイ）。
10.	Do a role-play standing in front of the class in English (e.g., ordering food in a restaurant).
	皆の前で立って英語のロールプレイをする（例えば、レストランで料理を注文するという想定でのロールプレイ）。
11.	Give a short speech in English about your hometown with notes.

	メモを見ながら、自分の出身地について短いスピーチを英語でする。
12.	Give a short self-introduction without notes in English.
	何も見ずに自己紹介を英語でする。
13.	Ask someone in English to repeat what they have just said in English because you didn't understand.
	何と言ったのか分からなかったので、もう一度言ってもらうように英語でお願いする。
14.	Ask the meaning of word you do not know in English.
	知らない英単語の意味を英語で尋ねる。
15.	Ask someone how to pronounce a word in English.
	英単語の発音方法を英語で尋ねる。
16.	Ask someone in English how to say a phrase you know how to say in Japanese but not in English.
	日本語では知っている言い回しを英語では何というのか知らないので、英語で尋ねる。

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Quality in Teacher Education: Evidence from the Universities of Sindh, Pakistan

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Abstract—**The quality in teacher education is an emergent topic and area that is discussed throughout the world by teachers, researchers, students, parents and other all concerned and non-concerned stakeholders. Because everyone is connected directly and indirectly to their education system and want to send their children and siblings to those institutions where they get proper, right and authentic education to cater the needs and requirements of the present and future, which is the need of time to live peacefully and prosperously. The qualitative research design with case study approach was employed to collect data and then analysed through thematic-narrative analysis techniques. The study is revolving around the five factors given by UNICEF (2000) such as students and teachers as learners; curriculum/content, material and standards; processes; environments; and outcomes respectively. The findings of this research study would be an excellent addition to the available research findings and the literature of quality education.**

Index Terms—**quality in teacher education, thematic-narrative analysis, students as learners, curriculum, materials and standards, environment and outcomes**

I. INTRODUCTION

Education is process that works and enables all individuals to achieve their full potentials (UNESCO, 2015b; UNICEF, 2012), which identifies the cognitive development of learners as the key objective (UNESCO, 2005) and emphasizes the role of education in promoting values and attitudes of responsible citizenship (UNESCO, 2005). The intrinsic purpose of education is to engage learners in critical, reflective and metacognitive processes to lead towards the self-discovery and co-creation of knowledge (Sauvé et al., 2005) to understand the complexity of education as embedded in a political, cultural and economic contexts. It is based on a human rights approach (Tikly & Barrett, 2011) that is a powerful conceptual tool to consider the quality in education depending on the factors of historical and contemporary issues to understand and recognize the different characteristics of children when they entering in to the education system (Hickling-Hudson, 2006). The quality education in the African context embraces both the individual development of the learner and the necessary circumstances to achieve the meaningful learning, which is widely accepted as a significant contribution to development (UNICEF, 2001; Indabawa & Mpofu, 2006). Education is the basic service and tool offered by governments and other stakeholders through quality process and system to bring economic development in the society (Miller, 2001). Where the quality of education is multi-facetted and articulated differently by various scholars, especially as analysing the internal efficiency of an education system as a fair attempt, wider view and key dimension of the quality education. Whereas, the total eight dimensions of quality education were found in teacher education institutions of Sindh, Pakistan (Sahito & Vaisanen, 2017c). Whereas, in 21st century, education is considered the fundamental factor and investment for economic, environmental and social development of individuals of the society (Krueger & Lindhahl, 2001) that converts the human capital in to the successful and strong profitable resources (Tilak, 2002).

The main aim of the study was to investigate the status and proper position of the QE in the light of UNICEF (2000) definition and its list of factors. The perception, experience and the practices of TEs about QE and its factors were recorded with special reference to the five factors of quality given by UNICEF. As the learning and the integration of knowledge, skills and attitudes can be done only through well planned and well managed practices that depend on the proper coordination of different skills to learn and use in their daily life at their working places and environments, that have been learned in school through education and training (Van Merriënboer & Kirschner, 2007). QE is unique tool to fulfill the needs and requirements of 21st century learners through supporting the learners to transfer the complex cognitive skills to their daily life (Van Merriënboer et al., 2002) to survive properly in this real world through the achievement of the economic developmental goals for quality, peaceful and prosperous life. The input factors consists of the fully equipped physical infrastructure, equipments, tools, library, books, laboratory and playground; students'

academic achievement, interest and needs; teachers' academic and professional background, socio-economic status, attitude and interest to their profession. Process factors consists of the development of necessary skills, Values and attitudes while the product factors are students' academic progress, and output, interest and efficiency towards learning for the development of their personality. As quality of education is the product of the effective implementation of processes and their results known as outputs, the intended achievement or the desired results may be natural or artificial but must be depending on the continuous inputs, activities and functions (Mishra, 2002).

Figure. 1. Factors of Quality Education (UNICEF, 2000)

II. LITERATURE REVIEW

A. Quality Education

The quality in education is a complex term and multifaceted in nature, represented by the different words in different cultural environments in different educational settings such as efficiency, effectiveness, equity and quality synonymously (Adams, 1993). The use of different words for one key word quality provides the unique platform to build a consensus on the basic dimensions of quality education to understand the definition and phenomenon in different perspectives with common understanding. Quality education consists on the participation that revolves around the learners, environments, contents, processes and outcomes. Where learners, are to be healthy, well-nourished and ready to participate; the healthy, safe, protective and gender-sensitive environments could provide adequate resources and facilities; the content, reflected in the curricula and resource materials for the acquisition of basic knowledge and skills; the processes depend on the training of the teachers to use child-centred teaching approaches; while the outcomes encompass knowledge, skills and attitudes for personal and national growth and development.

The quality of education is recognized due to its contribution to national development (Hanushek & Woessman, 2007), sustainable livelihoods (Bangay & Blum, 2010) and individual capabilities (Lanzi, 2007) to understand the phenomenon, its clarity (Tawil, Akkari & Macedo, 2011) and the determining factors. The quality of education is a notion that cannot be captured through any single definition or approach to understand the term or phenomenon in the light of different viewpoints (Motala, 2001) of policy makers, principals, teachers, parents and students, which consist of the common interest in educational outcomes (Scheerens, 2004). It varies by tradition to tradition, such as the economic and humanistic/ behaviorist or progressive tradition (Barrett, Chawla-Duggan, Lowe, Nikel & Ukpo, 2006) that are opposite to each other. First rejects the prescribed standards and externally defined curricula while second accepts tests and examinations as a major component to understand and examine the quality of learning and the performance of education systems relevant to the socio-cultural circumstances of the nation and learners (UNESCO, 2005). The economic view of education emphasizes on an investment to acquire the knowledge and skills to increase earnings in order to provide long-term benefits to the individuals (Barrett et al., 2006) of the society. Whereas, learning of basic cognitive skills, literacy, numeracy and general knowledge are considered as vital components of quality of education, which are closely connected to the objectives of UNESCO and UNICEF to promote education for humanity, peace and security; purely inspired by a human rights approach (Tawil et al., 2011). As, parents and communities value outcomes like school promotion and employment as a proof of the quality of education concerned with socio-economic development, productivity of workers, economic growth, poverty reduction and stronger integration between national and international knowledge societies to strengthen the social cohesion, cultural diversity and the development of active and responsible citizenship (Tawil et al., 2011).

The factors and indicators of quality are the standardized statements that ensure the comprehensiveness and coverage of the most important relevant domains that reflects the important components of teacher education program (Yackulic & Noonan, 2001). Whereas, the indicators play the leading role in the performance of the several activities to describe the current position and quantify the pre-determined objectives through providing the continuous feedback to suggest proper strategies for the advancement of the achievement of objectives (European Commission, 2001). The objectives

may be quantitative, subjective and both mixed such as the learners' engagements, employer satisfaction and competency completion were the three major factors or indicators explored by the Australian quality training framework (AQTF, 2007). These factors are supported by six more factors explored by Thaung (2008) such as the learners, teachers, content, teaching learning processes, learning environments and outcomes. While, the three more factors in the list such as assessment, research and communication were added by Moosa (2006). The programmes and courses; the quality of achievement; students' need assessment and fulfillment; students' learning experiences; students' personal and social development; curricular and vocational guidance and planning for future improvement were the top seven indicators added in the list of quality indicators out of thirty-three about Scottish school system by Her Majesty Inspectorate of Education (HMIE, 2004). Whereas, the sixteen indicators of quality of school education and fifteen indicators of lifelong learning were added in this list found by European Commission (EC, 2001; 2002) respectively. The attainment; success and transition; monitoring of system; and resources and structures were the prime factors out of sixteen, while the main indicators out of fifteen were the skills, competencies and attitudes; access and participation; resources for lifelong learning; and strategies and systems respectively.

The conceptual framework of the study purely consisting of the finding of the quality education of UNICEF (2000), which is comprising of the five factors such as learner, content, process, environments and outcomes. At the same time, this conceptual framework is also working as the guiding and leading framework to conduct study and collect data. However, the concept, perception, engagement, experiences and activites of TEs were limited to the given five factors. It was taken and granted as blessing to welcome the other new factors of quality education, which are said by the interviewees' in their richest statements that are supporting positively and affecting negatively the quality of teacher education.

B. Quality in Higher Education

The teacher education is a part of higher education, so the system of higher education and its quality can be considered same like other departments and fields of studies. Quality of higher education revolves around who and how students are taught rather than what students learn (Longanecker & Blanco, 2003). As academic staff is considered as resource and their performance is counted in terms of their individual reputation, quantity and quality of publications and number of courses taught (Koslowski, 2006). However, the administrators define it as a matter of coordination depending on the achievement of numerous institutional goals and obligations. As the quality of higher education was classified in to five aspects such as transcendent; manufacturing-based; product-based; value-based and user-based quality. Whereas the result of reputation of and expertise of academic staff; the service conforms the specifications and is fit to be used in a positive manner as designed for; student learning produced by the curriculum and implemented by academic staff; acceptable performance at an acceptable price; that fulfill the needs, wants and preferences of students respectively (Koslowski, 2006). However, the quality of higher education is defined by four perspectives such as the perception of stakeholders, quantification of elements, course design elements and external standards (Mitchell, 2010). While, the quality of higher education is defined subjectively that determined by the status of peer groups mainly depending on elites rather than the status determined by quality (Bertolin, 2011).

In this regards, most of the studies remained failure to bring a holistic view of the quality in higher that highlights the competition-based view (Akareem & Hossain, 2012; Ashraf et al., 2009) in order to bring better segmentation and target marketing. Students' qualification and background (Akareem & Hossain, 2012); individual characteristics such as age, research interests, previous results, perception pattern, family background and income; environmental factors such as social, economic and cultural influences; teacher as ideal or self-image teacher seen by student (Arnon & Reichel, 2007) are important contributors and play vital roles to understand the perception of education quality. Furthermore, the opportunity to learn during pre-service course, ability to assess student learning, ability to plan curriculum or content units and ability to receive feedback were identified the effective characteristics of teacher education programs (Ingvarson, Beavis & Kleinhenz, 2007), which measure the students' expectation such as course contents, academic staff and grades (Walker, 2008). Quality can be maintained and enhanced by improving the services provided by different administrative departments such as the registrar office, library, faculty office, rector office, residential units or hostel management, sports departments and health care center (Nadiri, Kandampully & Hussain, 2009) as tangibles and intangibles services, which have a positive effect on student satisfaction. These all departments have good human resources and management tools, which play important role in developing the teachers, supporting changes in the organisational culture, preparing managers, leaders and academic personnel (Kohont & Nadoh Bergoc, 2010) to achieve and maintain quality standards.

C. Quality Reforms in Teacher Education System of Pakistan

Teacher education plays an essential role to reform and strengthen the education system of any country. The Federal and Provincial Governments have established the teacher education institutions such as Government Colleges for Elementary Teachers Education (GCETs/GCETE), Government Colleges of Education (GCE) and University Departments of Education / IERs in all four provinces of Pakistan to flourish proper and authentic education and training to produce quality teachers for schools, colleges and universities. These teacher educational institutions impart professional education, training and research through various academic programmes from Bachelors to doctoral level. The pre-service teacher education institutions produce teachers every year (Government of Pakistan, 2005) but

unfortunately their understanding of the content and methodology is low (Government of Pakistan, 1998) that is why the improvement of the quality education was highly focused in new education policy (Government of Pakistan, 2009).

Since last decade, a number of initiatives are being taken to bring quality reforms in teacher education programmes in Pakistan in order to make the measures more focused, cost effective and practically implementable to maintain quality education to bring radical reforms in economic development of the country. As, quality education is directly connected with economic development, which upgrades the quality standards of life of the people in any country. There are many examples of developed countries who upgraded their education system to maintain the quality standards, trainings, research and its commercialization for economic development. The topmost countries who improved the living standards of their people are Finland, Norway, Sweden, Denmark, Germany, France, USA, Canada, UK, Australia, New Zealand, etc. Various agencies are involved for quality assurance in teacher education worldwide but few are the significant in this regards such as national council for teacher education (NCTE) and national assessment and accreditation council (NAAC). Whose main responsibilities are to achieve planned and coordinated development of the teacher education system and to assess, accredit and help the institutions to work continuously to improve the quality of education respectively. There process for assessment and accreditations consists of three stages such as preparation of self-appraisal report by the teacher education institution, self-appraisal report by peers visiting the institution and the final decision of NAAC based on the both reports. For bringing quality reforms in Pakistani teacher education system, a number of initiatives have been taken through public sector bodies especially HEC and its different departments such as Quality Assurance Division (QAD) and National Accreditation Council for Teacher Education (NACTE). The main responsibility of these departments is to identify the significant areas or aspects of quality improvement and measure them scientifically to make more focused and cost effective system. The seven aspects of quality education were identified by NACTE (2009) such as curriculum and instruction; assessment and evaluation system; physical infrastructure, academic facilities and learning resources; human resources; finance and management; research and scholarship; and community links and outreach. For more practicability in mechanism of quality education, the Quality Enhancement Cells (QECs) are established to look after and care through proper mechanism HEC, (2009) depending on qualified human resources, infrastructure, research, environment, curricula and governance (Batool & Qureshi, 2008).

III. Methodology

The qualitative research design with the epistemological and ontological presuppositions (Crotty, 1998) and assumptions of philosophy was used and supported by interpretivism and epistemological constructionism means the reality is manifold and multidimensional and the knowledge is created and a subjective (Creswell, 2009; 2012). The list of characterizing traits to judge the quality to maintain the reliability, validity and usability of the study and protocol (Sparkes & Smith, 2009, 2014) followed by the steps explored and suggested by Tracy (2010). The thematic-narrative analysis was used to analyse the collected data. As it is a strong technique and has a capacity to capture the correct human and personal dimensions of perception, experience and relationship between individuals and their cultural context (Clandinin & Connelly, 2000) that focus on the themes and content of stories with appropriate meanings (Polkinghorne, 1995) and converts them in to the real meanings (Riessman, 2008). It is a knowledge creator tool and technique to convert the story in to the social reality (Etherington, 2004) of the own narrator (Etherington, 2000, 2006; Wosket, 1999) or other's clients (Etherington, 2007) for summative analysis (Muylaert, Júnior, Gallo, Neto & Reis, 2014) consisting of the preparation, initialization, narration, questioning and discussions (Jovchelovich & Bauer, 2002).

The (n=40) participants were selected through multiple perspectives and sampling of snowball and purposive techniques to collect the in-depth, true and real data. The number of sample was ranging from 1 (one), or 2(two), or 3(three) to 30 or 40, to report properly and comprehensively (Creswell, 2012). In this regards, the four guiding research questions were designed to explore the answers from the narratives of TEs about quality education. The questions were (a). What is the perception of TEs about quality in teacher education? (b). what are the factors of quality in teacher education? (c). what are the agreements of TEs towards the factors of quality given by UNICEF? (d). How TEs support their system to maintain quality at their teacher education institutions?

IV. Results and Discussions

The interviews were conducted and the professional stories of TEs were listened carefully on the research topic. The stories of the TEs were found relevant and impressive in order to produce authentic primary data for this study and then analysed the life experiences of interviewees one by one. The sixty-two statements were recorded and coded from all (n = 40) interviews as the narratives of the TEs and then the analysis done with care in relation to the organisational cultures, their vision and mission, available working environment, curriculum, pedagogy, students and their teachers perceptions, the location to serve the community, and the systems the organisation have. In this regard, the detailed results with the main themes, sub-themes, the participants' statements as narratives and their discussions are available here in the following tables from 1 to 5, with title and theme.

TABLE. 1
STUDENTS AND TEACHERS AS LEARNERS

Theme	Sub Theme	Participants statements
Health and Psychological Development	Good health and nutrition status	Few things were learned from presentations about health and nutrition. There are no suitable opportunities to learn about good health and nutrition (TE-39).
	Learner confidence and Self-esteem	Students' confidence and self-esteem increased due to working in groups, making their assignments and presentations. Students' confidence and self-esteem increase the satisfaction level of their teachers (TE-05).
	Regular attendance for learning	The regularity makes students active and aware about class work and activities to learn well. Regularity effects positively on their results, skills development and achievement (TE-25).
	Early assessment of disabilities	No early assessment of disabilities is done at any stage completely in educational system (TE-32).
Home	Home/school/ community partnership	No suitable and effective policy, programme and activity to maintain partnership between home, department or school and community to maintain quality education for social, cultural and economic development (TE-03).
	Family support for learning	Some families or parents support their children physically, financially, socially and psychologically to learn well. The educated parents and families fulfill their responsibilities excellently and actively (TE-15).
	Positive early childhood experience	The educated and sensible parents and families take care of their children from their childhood to teach and train them positively. Students of educated and sensible parents work well and deal every one socially in their departments (TE-09).

Learning is important for students and their educational achievement, same way the learning is important for teacher educators. Because learning of teacher educators enhances their thinking, perception and action process and opens new dimensions to them to understand the subject matters, situations, issues and problems of the system, people and society. This understanding creates confidence among them to tackle the problem well and make sensible decision for the benefits of the majority of the stakeholders and the system. This learning process continues until the end of life of the students and teacher educators, known as lifelong learning, enhanced through age and experiences. Learning can be taken placed through attending different courses, working in different groups, assignments and presentation, which increase the confidence, self-esteem and satisfaction of students and teacher educators. In this regards, the regularity of students and TEs plays a pivotal role to create a competitive environment to attract the students to be active members of the classroom to learn well and bring good grades through skill development and knowledge development. Majority of the TE institutions do not have any course, access and facilities to teach their students about good health and nutrition, ethics concerned with day-to-day life (life skills) and citizenship education. There is no effective policy, planning, programme and activity of early assessment of disabilities; partnership between home, department or school and community; focused goals for social, cultural and economic development. However, some educated and sensible parents and families take care and support their children to get higher education especially to become teachers, which is one of favorite profession liked by students and their parents, especially for their female children.

TABLE. 2
CURRICULUM/CONTENT, MATERIAL AND STANDARDS

Theme	Sub Theme	Participants statements
Curriculum / Content	Based on defined learning outcomes	TE curriculum is based on pre-defined learning outcomes concerned with future development and sustainability to some extent (TE-20).
	Non-discriminatory & student centered	TE curriculum is non-discriminatory and student centered to most of the extent (TE-23).
	Unique local & national content	The contents of the subjects of TE represent the local and national content but not unique in nature (TE-29).
	Includes Literacy, Numeracy, Life skills	The contents of the subjects of TE include literacy, numeracy, pedagogy, practicum and life skills to some extent (TE-19).
	Includes relevant knowledge on gender equity, HIV/AIDS, health, nutrition and peace	The contents of the subjects of TE do not fully include the knowledge on gender equity, HIV/AIDS, health, nutrition and peace (TE-30).
Materials	Comprehensible, gender-sensitive, relevant to schooling	Understandable, clear, logical, relevant and gender sensitive instructional materials make instructional process effective (TE-33). Need some more good materials to fulfill the needs and requirements (TE-11).
Standards	Standards & targets for students learning	The curriculum and contents of the subjects of TE are not fully aligned with standards and targets for students (TE-37). Still the curriculum and contents need to be improved and aligned properly for maximum benefits (TE-02).

The new curriculum of TE for Bachelors (four years), MS and Ph.d degrees was designed with the help of foreign experts of USA through Pre-step project of USAID, based on defined learning outcomes concerned with future development and sustainability. As the centralized body of Higher Education Commission (HEC) and USAID (Huma, 2014) initiated the curriculum reforms in teacher education in Pakistan. However, there is a huge need of modification with the passage of time to incorporate it with the nationalization and internationalization needs and requirements. There is also an urgent need to designing the allied materials and course manuals for better understanding and effective results. While, TE curriculum is non-discriminatory and student centered but it is not fully implemented as per the needs and requirements of student-centered system to reach the economic development and sustainability. For the

required growth and development, TE institutions need highly experts and professional who review the curriculum and contents in order to modify and maintain as per national and international needs and requirement to compete with the system and professionals of developed nations. The main reason of not having experts and professionals in curriculum field is that the people who get degrees in curriculum development, instructions and implementation do not acquire scientific and updated expertise and skills from their department and teachers due to lack of professionals, facilities, opportunities and practices. Even though the Provincial Bureaus of curriculum (BOC) do not play any authentic and leading role in this connection to train the new comers in this field. Because the lack of professionals and experts and effective development and implementation of policies is the main problem that are faced by BOC, which are interpreted by teachers that they influenced their practices and results, leading towards the computable effects (Coburn, 2001; Hill, 2001; Spillane, 2001) and inefficient system.

Generally, the processes at majority of TE institutions found satisfactory not efficient, transparent and meritorious. Especially some of the selected TE are highly competent enough to make their system efficient but majority are selected through different foul means that make the system inefficient through participation in unions and pressure groups. For quality maintenance, the trainings are conducted by HEC for all university faculty members to keep up to date the every one through professional knowledge and lifelong learning. After professional trainings and routine practices, the majority of the TEs learn to take care about their students, their study matters positively depending on gender-sensitive, social enriched and culturally effective with a belief and trust that each student is unique and able to learn well. TEs, heads of the departments and students are the prime participants of feedback mechanism that work for learning and achievement of goals, depending on effective monitoring and assessment system to maintain the conducive and favourable working environment.

In some of the TE institutions the students are given proper attention, special assistance and suitable intervention as per their needs and requirement for better results; time management and utilization skills; language access; utilization of student-centered methods; advance planning through designing of annual and semester wise calendars, time table and events; effective engagements and supervision responsibilities; and administrative support and leadership appreciation to acquire and accelerate the active students' participation for departmental and institutional achievement and success.

TABLE. 3
PROCESSES

Theme	Sub Theme	Participants statements
Teachers	Competence & school efficiency	Some of the selected TEs are competent enough to make their system efficient (TE-36). Majority of TEs are selected through different foul means that make their system inefficient especially through participation in unions and pressure groups (TE-10).
	Ongoing professional learning for teachers	The professional learning goes on throughout the life of TEs (TE-14). Trainings are conducted by HEC at different places inside and outside the country for university teachers (TE-34).
	Positive & gender-sensitive teacher/students relationship	The majority TEs take care about their students and their matters positively depending on gender-sensitive, social enriched and culturally effectiveness (TE-31).
	Belief that all students can learn & commitment to student learning	The most of the TEs trust their students with the belief that everyone is unique creation of nature and are inculcated with learning qualities (TE-21).
	Feedback mechanism that target learning needs	The feedback mechanism consists of the views of the TEs, heads of the departments and students that target the learning needs and the achievement of goals (TE-35).
	Frequent monitoring and assessment by teachers that leads to further learning	Few TEs do monitoring and assessment frequently of their students and systems to help them for effective and further learning (TE-01).
	Positive living/ working conditions	Some TEs try their level best to maintain the conducive and favourable working conditions at their department through their positive attitude, dealing and relationship (TE-22).
Students	Intervention & special assistance where needed	Students are given proper attention, special assistance and suitable intervention in their studies in small size classes (TE-18).
	Time on task	Students are given suitable time on their tasks as per need, requirement and the nature of the work (TE-24). Given time on tasks and assignments, inculcate the time management and utilization skills among students (TE-07).
	Access to language used at school	Students and teachers have an access to the language at their department as per policy of the university (TE-16).
	Relevant, student-centered methods leading to active participation	Some teacher educators use student-centered methods to acquire and accelerate the active participation of their students (TE-28).
Supervision and Support	Adjustment in school hours and calendars to support students learning	The annual and semester wise calendars, timetable and events are designed in advance to facilitate the students learning activities, teachers' engagements and supervision responsibilities (TE-12).
	Administrative support & leadership	Administrative support and leadership appreciate the TEs to plan well, design appropriately and implement properly to get maximum organisational success (TE-13). Few administrators or heads have good leadership qualities and vision towards the achievement and success (TE-40).
	Using technology to decrease rather than increase disparities	Some of the TEs use ICT efficiently during their classes (TE-04). TEs make power point presentations, materials and notes in soft format for their lectures and students (TE-38).
	Governments that are supportive of education system	Governments support education system but unfortunately, their planning, financing and management is inappropriate, outdated and not effectively implementable (TE-08). The major issues on government side are corruption, injustice, inequity and inequality, which make the system incapable to deliver its best (TE-27).
	Financial resources for education system, especially for recurrent budgets	The financial budget for teacher education departments was not good before 2010 (TE-26). USAID Pre-step project supported a lot to bring radical reforms financially, physically and resourcefully (TE-17).

The activities and practices that negatively affect the TE system are less proficiency of TEs and students to use ICT efficiently; inappropriate, ineffective and non-practical government and organisational planning, financing, management and implementation; corruption, injustice, inequity and inequality, which create the system incapable to deliver its best in order to bring radical reforms financially, physically and resourcefully for economic development of the nation.

TABLE. 4
ENVIRONMENTS

Theme	Sub Theme	Participants statements
Physical Elements	Access to quality school facilities including water and sanitation	The physical facilities are quite ok (TE-06). Newly constructed building, furniture, drinking water and sanitation are available (TE-32).
	Class size	The classes are fully loaded with more than 50 students and some are even more than 100 (TE-11).
Psychosocial Elements	Peaceful, safe environment especially for girls	The peaceful and safe environment is the priority of TE departments for all students especially for girls (TE-14). Sexual harassment is reported in few TE institutions (TE-24).
	Effective school discipline, health and nutrition policies	The discipline is quite effective (TE-16). Health and nutrition policies are outdated and are not implemented appropriately (TE-40).
	Inclusive environments	Students from all cultures are given right and freedom to express their own opinions and points of view to fully participate in teaching, learning and social activities (TE-08). Few students and teachers are targeted by their seniors to abuse, harass and unfairly criticized (TE-17). Students are used to work as spy of the heads of the departments and organisations to report every activity done in classrooms (TE-06).
Service Delivery	Provision of health services	Most of the teacher education departments have no health service facilities especially for emergencies and first aids (TE-39). Most of the teacher education departments have no sick room, nurse and doctor to deal with emergencies (TE-09).

The environment of most of the TE institutions are quite good with especial reference to the physical facilities such as building, furniture, drinking water and sanitation, which are constructed in collaboration of USAID and HEC. Including the available facilities, there is separate girls' common rooms at TE institutions, which make the environment peaceful and the discipline quite effective for all students especially for girls. Students are given opportunities to express and share their views, ask questions from their teachers and fully participate in teaching-learning and social activities process actively.

The majority of the classes are admitted 50 to 100 students, which effect negatively their learning and participation. The health and nutrition policies are outdated and are not implemented properly and authentically for the benefits of students to deal with any emergencies. Even though, there is no sick room, nurse and doctor at any TE institute to attend any student patient in emergency. Some students and teachers are targeted, unfairly criticized and sexually harassed by their senior teachers, reported at few TE institutions of the large institutions and universities. Some heads use their students as spy of the class and departments to inform about every activity done in classrooms.

Outcomes of quality education are directly concerned with the quality products, which are students' knowledge, awareness, ability to do something and learning for life needs and requirements known as achievement in literacy, numeracy and life skills. Some subjects have few topics about health, nourishment, anti-exploitation and anti-violence. Class and organisational discipline inculcate respect for diversity, which teach them the high practice of quality through different courses that make them obedient, practical and different from others. They learn their content quite well and try to acquire good grades in literacy, numeracy and life skills, but majority of them learn their contents satisfactorily to pass their courses and get degree. These types of students learned the basics and they need some more practice, supervision, opportunity and time to get mastery that can be acquired and achieved in their professional life later.

No orientation is arranged for students to aware them about their rights, responsibilities and duties, issues in health, nourishment, exploitation and violence, and participation in decision-making process. As, there is no written document available in any institution in which the students' rights, responsibilities and duties are described as principles, rules and laws. In few TE institutions, students are given welcome and farewell parties to introduce them with their teachers and senior students and the visits of different offices and spaces are arranged for them to know how to deal with the day-to-day life matters in campus.

TABLE. 5
OUTCOMES

Theme	Sub Theme	Participants statements
Students' knowledge and awareness	Students' awareness about their rights, responsibilities, duties, and opportunities.	No orientation is given to students about their rights, responsibilities and duties (TE-29). No written document is available in any institution (TE-02).
	Students' awareness about labor laws and practices for job hunting.	No orientation is given to students about their rights, responsibilities and duties (TE-36). No written document is available in any institution (TE-21).
	Students' awareness and practice about health issues and precautions, nourishment, and free from exploitation and violence.	Not properly focused to provide any awareness about the issues of health, nourishment, exploitation and violence (TE-18). Few subjects have few clicks and TEs use to discuss sometimes (TE-12).
Students' ability	Students' ability to participate in decision making that effect their lives through evolving capacities.	No awareness and opportunities to know and participate in decision-making process (TE-38).
	Students ability to respect diversity, practice quality and resolve difference without violence.	Due to class and organisational discipline students respect diversity (TE-27). Due to requirement of different courses students learnt to practice quality that make them different from others (TE-26).
Learning for life needs and requirements	Students' knowledge and achievement in literacy, numeracy and life skills	Some students learn their content quite well and try to achieve good grades in literacy, numeracy and life skills (TE-25). Majority of the students learn their contents satisfactorily and they need some more practice and time to get mastery that can be possible in their professional life (TE-20).

Learning is important for students and teacher educators too that directs, improves and enhances the thinking, perception and action process of the all concerned stakeholders. It opens new dimensions to them in order to understand the subject matters, situations, issues and problems of their system, people and society in order to plan well for their prosperous future economic development through confidence development. In this regards, the TE institutions have to take responsibility to introduce new courses in order to cater the needs and requirements of the students to learn latest life skills and citizenship education through effective policy and planning. Furthermore, the educated and sensible parents and families can be involved to help educational institutions to take care and support their children to get higher education especially to become teachers with curiosity of teaching as favorite profession. Curriculum/Content, material and standards are the important things that play a vital role in quality education. Because curriculum and its implementation is cyclic and re-cyclic process that needs the modification with the passage of time in order to meet the national and international needs and requirements. In this regards, the allied materials and course manuals are to be design for orientations, trainings, proper guidelines and implementation of the curriculum. For better understanding and effective results, the need of highly experts and experienced professional would be needed to review the curriculum and contents in order to modify and maintain them as per national and international requirement. For more progressive results, the processes should be efficient, transparent and meritorious that purely depending on the selection of the highly competent enough TEs, who make, manage and maintain their system efficient, effective and results oriented. In this regards, the competent students or prospective teachers (PTs) would be given proper attention, special assistance and suitable intervention to prepare and trained them for future endeavors to cater the needs and requirements of the TE institutions for better results. The fourth factor is the environments, which are the most important and consists of the physical facilities and working relations that make the human and material resources peaceful and disciplined to achieve the required results through making students active and classrooms as laboratory of sharing and learning knowledge. The last factor is outcomes that are directly concerned with the quality products concerned with students' knowledge, awareness, ability to do something and learning for life needs and requirements such as achievement in literacy, numeracy and life skills. Outcomes cannot be achieved expect the class and organisational discipline that inculcates respect for diversity, obedience, practicability and practices to grip the pedagogical and andragogical skills. For the achievement of every outcome, the orientation should be arranged for all stakeholders to share the concept and further planning to work well on the plan for better achievement as it is said better understanding for better achievements.

The advancement in education is a continuous process that brings change and innovation in curriculum, methodology and evaluation, which takes place in curriculum at two levels such as the course contents and the training of the concerned teachers (Tunio & Aziz, 2012). The four factors of effectiveness and quality such as intervention, contextualizing, sustaining and ignition can be best suited to bring advancement. As, trained teachers and TEs perform five activities on daily basis to maintain the quality at their departments such as planning, organizing, leading, controlling and adopting activites (Sahito & Vaisanen, 2017b). These activities are connected with the curriculum and its implementation. Whereas, some further activites are performing by TEs such as making and reviewing the syllabus; preparing subject manuals; lesson planning and completing the material development; making and sharing the assignment guidelines and instructions; assessing students' tests or examinations; timely counseling and guidance activities; timely feedback for constructive progress; appreciating, motivating and supporting the students to participate in co-curricular activities (Sahito & Vaisanen, 2017a). In this regards, the best example is the Finnish education system that focus and approach to fulfill the needs and demands of the increasing standards through putting a lot of trust in teachers, teacher educators and local education authorities in order to deliver their best (Malinena, Vaisanen, & Savolainena, 2012), which is lacking in Pakistani education system. The transparent and meritorious methods, systems

and ways of selection are needed to recruit the competent people for teaching and non-teaching positions (Sahito & Vaisanen, 2016) in order to maintain and manage the quality education at all levels.

V. CONCLUSION

We conclude based on the collected data and its analysis that the all five factors are quite ok for maintaining quality in TE institutions in Sindh, Pakistan. However, the four other factors should be included among them broadly on urgent basis such as the recruitment and initial preparation of teachers and TEs; teacher development, support, career and employment conditions; teacher evaluation and compensation; teacher participation and engagement in policy designing and drafting, decision making and educational reforms. These four more factors would be helpful to support the system to achieve the aims and objectives of quality education such as learning needs; healthy and free from exploitation, violence and labour; awareness of rights and opportunities; able to participate in decisions that affect the lives of all stakeholders in accordance; and able to respect the diversity, effective practices for quality achievements and resolve differences without violence. Because, the quality depends on the quality of the instruments (content) and process factors through research-based framework depending on self-evaluation (SE) comprised of the both content and process factors that allows to evaluate the quality of self-evaluation (Van der Bij, Geijsel & Ten Dam, 2016). Furthermore, for the quality education, it is necessary to meet the content and process conditions of self-evaluations, the governance, and supervision issues at the level of schoolboards or top-level management depending on a balance between internal and external supervision and the role of school managers in the process of self-evaluation (Van der Bij, Geijsel & Ten Dam, 2016). In this regards, the internal supervisors can serve excellently than the external ones to maintain mediators between the government, management, the participants, and the environment to promote the learning and the working capacity of an organisation (Schillemans, 2011). Because the quality assessment and consequent supervision can bring the high level of educational quality (Inspectorate of Education, 2015) in any educational institutions. The realization about the high quality of education was made due to the attention paid by the external pressures and the internal desire of institutions (Hooge & Honingh, 2014) depending on the proper monitoring and the performance promoting system that stimulate the quality development (Gaertner, 2013) in the educational organisations. These all steps towards the quality education can be taken through the decentralisation and the distribution and due involvement in the powers dedication and sharing like the most of the policies of many Western national governments have been given to educational institutions to enjoy their greater autonomy (OECD 2012; Ranson, 2011). Furthermore, the quality education is connected with the pragmatic goals that explained as all the children have access to a quality education; their teachers are trained in innovative ways; teaching learning process depends on the child-friendly methods; and the learning is relevant and connected to the community and society (UNICEF, 2012).

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A Corpus-based Computational Stylometric Analysis of the Word "Árabe" in Three Spanish Generación Del 98 Writers

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Abstract—**Although the Generation of '98 writers represents a group of renown Spanish novelists, philosophers, essayists and poets active during the 1898 Spanish-American war, no previous studies have attempted to analyze the diverse linguistic and stylistic features employed by such writers. This study aims to use computational stylometry to detect hidden stylistic and linguistic patterns employed by three Generation of '98 writers, namely Pío Baroja, Vicente Blasco Ibáñez and Miguel de Unamuno. We employ a large corpus comprising 1,702,243 words representing nineteen works by the three writers. Several rigorous criteria were satisfied in designing the corpora such as authorship, genre, topic and register. Concordance, wordclouds, consensus trees, multidimensional and cluster analyses were performed to reveal the different stylistic and linguistic patterns used by the three writers. Although we focus solely on the use of the word "árabe", we show that computational stylometry techniques can be used to help detect hidden stylistic and linguistic patterns employed by different writers. This result is significant since it can help the reader navigate across various possibilities of expressions and terminologies employed by different writers.**

Index Terms—**corpus linguistics, Generation of '98, stylometric analysis, concordance, consensus trees**

I. INTRODUCTION

Generación del 98 or Generation of '98 represents a group of Spanish novelists, philosophers, essayists and poets active during the 1898 Spanish-American war. Outstanding figures of this group include the novelists Pío Baroja (1872-1956), Vicente Blasco Ibáñez (1867-1928), and Ramón María del Valle-Inclán (1866-1936), the philosophers Miguel de Unamuno (1864-1936) and José Ortega y Gasset (1883-1955), and the poets Antonio Machado (1875-1939) and Manuel Machado (1874-1947), among others. The disastrous defeat of Spain in the 1898 war, which resulted in the loss of its last colonies, prompted many writers and philosophers to embark on a soul-searching journey aiming at identifying Spain's ills and problems. Ramsden (1974, p. 465) argued that the Generation of '98 is a generation of "protest against the social, moral and intellectual state of Spain." Padreira (1929, p. 315) states that this generation aimed to "responde a la necesidad surgida ante la crisis de ideales de toda Europa en los últimos años del siglo XIX/to respond to the need arising from the crisis of ideals throughout Europe in the last years of the nineteenth century."

Although the Generation of '98 had shown diverse linguistic and stylistic features, all writers and thinkers who belong to the group had in common a desire to restore the purity and authenticity of the medieval Golden Age in Spain (Entralgo, 1945). Restoring Spain's glory had drove the Generation of '98 writers and thinkers towards utopias, solitude, and individualism. In so doing they enabled the ordinary people to reassess their own values within the context of the modern world.

Computational stylometry plays a major role in the study of style, linguistic analysis and lexicography (Sinclair, 1984). Chapelle (2001, p. 38) states that this relatively new field of study has resulted in creating a "corpus revolution." Hultsijn (1992) argued that a corpus, as opposed to a dictionary, typically calls for deeper processing that enhances the learning process. Miangah (2012) argued that computational stylometry can be used successfully in determining collocations, sub-categorizations, word clusters, which ultimately can be used to validate linguistic hypotheses. Baker (2006) claims that computational stylometry techniques can help formulate new research questions, identify linguistic norms and outliers and remove bias. A major trend in computational stylometry has been the use of corpora in language learning (Miangah, 2012), technical writing (Noguchi, 2004), and translation (Frankenberg-Garcia, 2012).

This study is organized as follows. The next section reviews relevant literature. The following section deals with the methodology employed to conduct the analysis. The subsequent section presents empirical results. Finally, the article sets out some implications and deals with research limitations. In this section we also explore avenues for future research.

II. Literature Review

Several studies have used stylometric techniques to investigate stylistic and linguistic differences among authors and/or texts. For example, using computational stylometry, Botz-Bornstein and Mostafa (2017) analyzed and compared stylistic and linguistic differences in analytic and continental philosophical texts. The authors found that texts belong to each school are distinct stylistically. The authors also concluded that philosophical thought depends on language. Similarly, Nelson (2005) investigated the usage of the terms "global", "international" and "local" in a specialized English corpus. Results revealed a distinct pattern in usage since the term "global" often collocated with phrases like "business activities", whereas "international" collocated with phrases like "companies and institutions." On the other hand, the word "local" collocated mostly with "non-business" terms. The author argued that although the three terms belong semantically to the same class, the word "local" is used usually with non-business activities as compared to the other two terms. In a similar vein, Sayoud (2012) employed a computer-assisted stylometric analysis to investigate "author discriminability between the Holy Quran and prophet's *hadith*." The author concluded that the two texts are stylistically and linguistically distinct and cannot be written by the same "author."

Stylometric techniques have also been employed to detect traces of lexical idiosyncrasies and/or translators' fingerprints. For example, using computational stylometric methods, Rybicki and Heydel (2013) successfully determined the chapter in which one translator took over from the other in a corpus of Polish translations of Virginia Woolf's novels. Similarly, Forsyth and Lam (2014) investigated authorial discriminability in 144 letters written to Vincent van Gogh by his brother Theo when translated from the original French into English. Based on a corpus comprising Chinese translations of James Joyce's *Ulysses*, Wang and Li (2012) investigated translator's style and use of specific linguistic patterns. Results revealed that translators usually "leave some traces of lexical idiosyncrasies that may be detected by analyzing translation corpora." Similarly, Li, Zhang and Liu (2011) used stylometric techniques to detect stylistic differences among different translators of a classical Chinese novel. The authors argued that such differences in style might be attributed to the socio-political, cultural and ideological perspective taken by the translator. Other studies have investigated translators' words choice (Saldanha, 2011) and disfluencies (Straniero-Sergio & Falbo, 2012).

Moreover, stylometric techniques have been used to test stylistic and linguistic hypotheses such as the simplification and the normalization/conventionalization hypotheses. For example, Laviosa (2002, 2011) argued that lexical variety and lexical density are both lower in translated corpora as opposed to original texts corpora. Several studies in different languages have replicated this finding, including Chinese (Xiao, He, & Yue, 2010) and Spanish (Corpas-Pastor, 2008). Several authors have also used computational stylometry to investigate the normalization/conventionalization hypotheses in translated texts in a corpus. For example, Puurtinen (2003) found that translated corpora tend to conform to more conventional rather than creative target strings.

Parallel corpora have also been used extensively to detect stylistic and linguistic differences among different languages. For example, in a stylometric analysis of medical French and English corpora, Deleger, Merkel, and Zweigenbaum (2009) found that even a single English term like "lifelong" may be rendered into French by a whole phrase such as "qui dure toute la vie." In a similar vein, Simo (2011) investigated stylistic differences in "blood" metaphors between Hungarian and English languages. The author found remarkable difference in usage patterns, frequency and connotation and of blood-based metaphors cross-culturally. Other studies using parallel corpora include Schmied's (1998) study comparing stylometrically the German proposition "mit" to the English "with", Cosme and Gilquin's (2008) study also comparing the use of the French "avec" to the English "with" in the *Poitiers-Louvain Échange de Corpus Informatisé* and Perez-Guerra's (2012) study focusing on the translation of the English existential term "there" into Spanish.

From this brief literature review we find that although numerous studies have used computational stylometrics to investigate stylistic and linguistic patterns, virtually no studies have focused on examining the diverse linguistic and stylistic features employed by the Generation of '98 Spanish writers.

III. Methodology

A. Corpus

Cermak (2010) argued that a balanced corpus is essential in stylometric studies. In this study we employ a large corpus comprising 1,702,243 words representing nineteen works by the three writers as shown in Table 1. Several rigorous criteria were satisfied in designing the corpora such as authorship, genre, topic and register (Biber, 1993). The creation of our corpora was facilitated by the availability of vast amount of electronic texts online. The Baroja corpus included 384,957 words, the Ibáñez corpus included 1,118,883 words, while the Unamuno corpus included 198,403 words. The size of our corpora is larger in size than other corpora reported in published studies, including Ferrero's (2011) study (692, 751 words), Merakchi and Rogers' (2013) study (288, 306 words, and Grabowski's (2013) study (705, 460 words).

Author	Baroja	Ibáñez	Unamuno
Corpus size	384,957 words	1,118,883 words	198,403 words
Works included	El aprendiz de conspirador Los Caminos del Mundo Los Caudillos de 1830 Con la Pluma y con el Sable Los Contrastes de la Vida Las Furias Mala Hierba	La araña negra Arroz y tartana La Catedral Los enemigos de la mujer Entre naranjos La horda La maja desnuda	Abel Sánchez: Una Historia de Pasión Amor y Pedagogía Niebla La Tía Tula Tres novelas ejemplares y un prólogo
Medium	Written	Written	Written
Subject	Literature	Literature	Literature/Philosophy
Language	Spanish	Spanish	Spanish

B. Procedures

Having compiled the Generation of '98 Spanish writers corpora, we focused on preparing the texts for analysis. We started by transforming the original texts html format into plain text format. This step is a prerequisite needed by the text analysis software packages used. All statistical analyses were conducted using both the R Stylo package 0.5.2 (Eder, Rybicki, & Kestemont, 2013) and the AntConc 3.3.5 software (Anthony, 2012). These software packages were selected because of their extensive tools that can be used to handle clusters of words and lexical bundle analyses. Since they include powerful concordance and frequency generators, the packages can also identify hidden patterns in textual data.

IV. RESULTS

A. Frequency Lists

Analyzing a corpus usually stars with generating a word frequency list or simply an incremental count of words in a corpus. Some authors have argued that albeit its simplicity, such approach can provide useful insights regarding the topic analyzed (O'Leary, 201). Similarly, Barlow (2004, p. 207) stated that this step is probably "the most radical transformation of a text used in linguistic analysis." We started by creating frequency lists for the three corpora. Figure 1 shows an example of a histogram for the most frequent terms found in Miguel de Unamuno's corpus.

From figure 1 it is clear that Miguel de Unamuno's corpus is dominated by words such as "que" (7900 times), "los" (1656 times), "con" (1581) times, "por" (1463 times), etc. Romer and Wulff (2010) argued that frequency lists might be more useful compared to alphabetical order lists. This is because the latter usually results in creating a list of function words like "los", "las", or "les", which do not really provide much information about the essence of the corpus. Based on the word frequency lists a type to token ratio may be calculated. This allows for the creation of a lexical variety index in the corpus. It should be noted, however, that such an index is extremely sensitive to corpus length (Kenny, 2001). Figure 2 shows a wordcloud of Miguel de Unamuno's corpus. A wordcloud or a tag cloud is a visual device indicating the frequency of occurrence of a specific word in a document. The higher the frequency of a word, the larger will its presence in the wordcloud.

Figure 1. Most frequently used words in Miguel de Unamuno's corpus

Figure 2. Wordcloud for Miguel de Unamuno's corpus

B. Concordances

Some authors have noted that the context in which a word is used in a corpus makes the reader aware of several linguistic issues, such as frequency-issues, phraseology, register and pragmatics. Such issues are generally not well-documented by traditional dictionaries (Aston, 1999). Contextual word use in a corpus is known as concordance. Barnbrook (1996, p. 65) noted that concordance aims to "place each word back in its original context, so that the details

of its use and behavior can be properly examined". Key word in context (KWIK) is usually used to present a certain term.

Figure 3 shows three examples of concordances produced for the term "árabe" in Baroja's 384,957 words corpus, Ibáñez's 1,118,883 words corpus, and in Unamuno's 198,403 words corpus. From this figure, we clearly see that the search term appears in the middle of the screen, whereas the context is displayed to the left and to the right of the term. This technique saves quite a lot of time going back and forth across the corpus in an effort to determine the contextual relevance of a particular term. The search word or the "node" is read vertically not horizontally. Atkins, Fillmore, and Johnson (2003) argued that such method can help us detect "(1) the syntactic contexts in which the node occurs, (2) the semantic properties of the node's syntactic companions, and (3) the membership of the node in classes of semantically similar words."

(a)

itas esperaban un español, moreno y lánguido, con aire de árabe. A pesar de esta primera impresión, Ribero siguió vi
s, los necesarios para un hombre que podía vivir como un árabe del Desierto en una tienda de campaña. Sólo tenía e
ntanas herméticamente cerradas. Antes de llegar al barrio árabe nos detuvimos en una casa baja y muy larga, con ce
u despacho y ha mandado al dragomán que lo traduzca al árabe, y me ha dicho que venga usted conmigo. Fuimos a
e a Chiaramonte y le pedí que me dejara una preciosa jaca árabe que tenía. --Sí, ya lo creo. Le pondré la mejor silla y
a casa. Al día siguiente se habló en Alejandría de la jaca árabe, montada por un oficial de marina inglesa, como de
uilé dos borriquillos y un criado o _zami_: fuimos al barrio árabe y pasamos por la puerta de la Columna. La columna
ás extraña jerigonza que imaginarse puede, una mezcla de árabe y de castellano arcaico que sonaba a algo muy raro.

(b)

Ira, y allí, contemplando con el mismo arrobamiento que un árabe soñador las tornasoladas vedijas de azulado hum
cosmopolitismo y allí se codea, el ruso con el brasileño y el árabe con el yanqui. Ese es el París de los cafés, el París
ección. Al volver un ángulo, apareció Bullier, con su fachada árabe alumbrada por hileras de llameante gas, encerrad
La _falla_ es la fiesta popular por excelencia: una costumbre árabe, transformada y mejorada a través de los siglos h
florido en la del Perdón y la de los Leones; la arquitectura árabe extiende sus graciosos arcos de herradura en el _t
róximos a desaparecer en el olvido, se salvaban siguiendo al árabe invasor en sus conquistas. Aristóteles reinaba en l
tíficos, etc. ¿Y esto quién lo hizo sino España, aquella España árabe-hebreo-cristiana de los Reyes Católicos? El Gran (
ncia al descuartizarse el cuerpo joven y robusto de la España árabe, cristiana y hebrea. Tiene usted razón, don Antolín
s. Aquí, por donde ha pasado el arte romano, el bizantino, el árabe, el mudejar, el gótico y el Renacimiento, todas las
os tenerlo todo. En la Sala Capitular, mezcla de arquitectura árabe y gótica, admiraban los visitantes la doble fila de a
on violentas contorsiones. Dudaba entre romper una ánfora árabe, próxima, ó abalanzarse sobre aquella cabeza incli

(c)

muerde, ladra. —Ah, pues haz lo que dice el refrán árabe: «Si vas a detenerte con cada perro que te salga

Figure 3. KWIK concordance for the word "árabe" as used in the corpora of Pío Baroja (a), Vicente Blasco Ibáñez (b) and Miguel de Unamuno (c)

From Figure 3, we see that the word "árabe" has been used eight times in Baroja's 384,957 words corpus. We present here the eight occurrences with their Arabic translation.

1. "... ironía burlona, que el poco éxito de mi amigo Ribero entre las damas dependía de que era rubio, con un tipo común de suizo o de francés, y las señoras y señoritas esperaban un español, moreno y lánguido, con aire de árabe. A pesar de esta primera impresión, Ribero siguió visitando la casa y se hizo amigo de todos."

"ومن سخرية القدر أن النجاح الضئيل الذي حققه صديقي ريبيرو مع السيدات قد اعتمد على كونه أشقر، وهو ما يشيع بين السويسريين أو الفرنسيين، على حين كانت السيدات والفتيات ينتظرن فتى إسبانيا يتصرف بتلقائية وأسمر اللون مع ملامح عربية. وعلى الرغم من هذا الانطباع الأول، فقد واصل ريبيرو زيارة المنزل وتكوين صداقات مع الجميع."

2. "...los necesarios para un hombre que podía vivir como un árabe del Desierto en una tienda de campaña."

"وهي الضروريات التي تتيح لرجل أن يعيش في خيمة كعربي في الصحراء."

3. "Recorrimos la calle de los Francos y fuimos por una callejuela de casas blancas, con puertas y ventanas herméticamente cerradas. Antes de llegar al barrio árabe nos detuvimos en una casa baja y muy larga, con celosías pintadas de verde."

"نزلنا في شارع الفرنجة، ومضينا عبر زقاق من بيوت بيضاء، مع أبواب ونوافذ مغلقة بإحكام. وقبل أن نصل إلى الحي العربي، توقفنا بمنزل منخفض البناء، وإن كان بالغ الامتداد."

4. "El coronel ha leído su despacho y ha mandado al dragomán que lo traduzca al árabe."

"قرأ الكولونيل رسالته، وأرسل بمترجم لترجمتها إلى العربية."

5. "Si aceptas, si encuentras bien la idea, te proclamarán general en jefe y presidente de la Junta; yo seré tu segundo y mandaré la caballería. ...... Se lo dije a Chiaramonte y le pedí que me dejara una preciosa jaca árabe que tenía. —Sí ya lo ... Le pondré la mejor silla y arneses, y yo iré también con un caballo muy bonito."

"إذا قبلت ذلك، أي إذا راقتك الفكرة، فسوف يعلنوك قائداً عاماً ورئيساً للمجلس العسكري. وسوف أكون أنا ذراعك اليمنى وأتولى إرسال كتيبة الخيالة...
لقد أخبرت شياراموتي وطلبت منه أن يترك لي مهره <u>العربي</u> الأصيل..."

6. "Al día siguiente se habló en Alejandría de la jaca árabe, montada por un oficial de marina inglesa…"

"في اليوم التالي كان هناك حديث في الإسكندرية عن المهر <u>العربي</u> الذي يمتطيه ضابط بحرية انجليزي..."

7. "... Alquilé dos borriquillos y un criado o zami: fuimos al barrio árabe y pasamos por la puerta de la Columna."

"استأجرت اثنين من البغال، وخادماً، ومضينا إلى الحي <u>العربي</u> ومررنا من باب العمود..."

8. "…su suegro y él en la más extraña jerigonza que imaginarse puede; una mezcla de árabe y castellano arcaico que sonaba a algo muy raro."

"جدا غريب شيء وكأذنها بدت ال تي ال قديمة والق ش تال ية <u>ال عرب ية</u> من خ ل يط؛ ت خ يلها يم كن رطانة ب أغرب ت حدث."

From the same figure, we note that word "árabe" has been used eleven times in Ibáñez's 1,118,883 words corpus. We present here the eleven occurrences with their Arabic translation.

1. "Se sentó en un banco de piedra, y allí contemplando con el mismo arrobamiento que un árabe soñador las tornasoladas vedigas de azulado humo que su cigarro arrojaba en el espacio,"

"جلس على كرسي من حجر، وهناك تأمل الأمر كما يتأمل حالم <u>عربي</u> دخان سيجاره الأزرق وهو ينير الفضاء..."

2. "un confuso cosmopolitismo y allí se codea, el ruso con el brasileño y el árabe con el yanqui. Ese es el París de los cafés, el París de los teatrillos desvergonzados, de las bandadas de cocottes, de los restaurants que admirarían a Gargantúa; el París que dice al mundo entero con acento dictatorial…"

"إنها كوزموبوليتانية مشوشة حيث يلتقي الروسي بالبرازيلي، <u>والعربي</u> بالأمريكي. إنها باريس المقاهي، باريس المسارح المشينة، أشجار جوز الهند، والمطاعم التي تثير شهية كل من لديه نهم للطعام، باريس التي تخاطب العالم كله بلهجة دكتاتورية."

3. "Cuando llegaron a la terminación de la avenida del Observatorio, vieron que la concurrencia en el bulevar iba engrosando y que todos marchaban en la misma dirección. Al volver un ángulo, apareció Bullier, con su fachada árabe alumbrada por hileras de llameante gas, encerrado en vasos de colores…"

"وعندما وصلوا إلى نهاية طريق المرصد، أبصروا حشداً كبيراً يسير في نفس الاتجاه. وعندما استداروا عند المنعطف ظهر بوليير، بواجهته <u>العربية</u> المضاءة بزخارف من قناديل الغاز المشتعل، والمغطاة بمشكاوات ملونة .. "

4. "La falla es la fiesta popular por excelencia: una costumbre árabe, transformada y mejorada a través de los siglos hasta convertirse en caricatura audaz."

"الخلا هو العيد الشعبي بلا منازع . إنه تقليد <u>عربي</u> تبدل وتحسن مع مرور القرون ليصبح بمثابة كاريكوتور جريء."

5. "la arquitectura árabe extiende sus graciosos arcos de herradura en el trífono, que corre por todo el ábside tras el altar mayor, siendo obra de Cisneros, que quemaba los libros de los musulmanes y restablecía ..."

"تمد العمارة <u>العربية</u> أقواسها الأنيقة المتدلية على شكل حدوة حصان في التريتون، الذي يمتد عبر الجزء العلوي من المذبح الرئيسي، وهو من عمل سيسنيروس الذي أحرق كتب المسلمين واستعاد..."

6. "Los filósofos griegos, próximos a desaparecer en el olvido, se salvaban siguiendo al árabe invasor en sus conquistas. Aristóteles reinaba en la famosa Universidad de Córdoba. Nació el espíritu caballeresco entre los árabes españoles, apropiándoselo después los guerreros del Norte…"

"لقد حافظ الفتح <u>العربي</u> على الفلاسفة الإغريق ، الذين سرعان ما اختفوا في غياهب النسيان، وهكذا ساد أرسطو جامعة قرطبة الشهيرة. وهكذا ولدت روح الفروسية بين العرب الأسبان ، وهي الروح التي اقتبسها محاربو الشمال فيما بعد..."

7. "Sociedad nueva, con cultivos, industrias, ejércitos, conocimientos científicos, etc. ¿Y esto quién lo hizo sino España, aquella España árabe-hebreo-cristiana de los Reyes Católicos? El Gran Capitán enseñó al mundo el arte de guerrear moderno; Pedro Navarro fue un ingeniero asombroso…"

"إنه مجتمع جديد مع زراعة وصناعة وجيوش ومعرفة علمية وما إلى ذلك. لكن من فعل ذلك غير إسبانيا <u>العربية</u> ـ العبرية ـ المسيحية تحت إمرة الملوك الكاثوليك ؟ لقد علم القبطان العظيم العالم فن الحرب الحديثة، وكان بدرو نافارو مهندساً مرموقاً."

8. "Pero antes de morir los Reyes Católicos ya empieza la decadencia al descuartizarse el cuerpo joven y robusto de la España árabe, cristiana y hebrea. Tiene usted razón, don Antolín: por algo se llamaban Católicos aquellos reyes. Establece la Inquisición doña Isabel con su fanatismo de hembra."

"ولكن وقبل وفاة الملوك الكاثوليك ، بدأ عصر الانحطاط بتشويه الجسد الفتي القوى لإسبانيا <u>العربية</u> والمسيحية والعبرية . أنت على حق يا دون أنطولين: لقد كان هناك سبب لتسمية أولئك بالملوك الكاثوليك. لقد تأسست محاكم التفتيش على يد دونا إيزابيل بتعصبها الأنثوي."

9. "Aquí, por donde ha pasado el arte romano, el bizantino, el árabe, el mudejar, el gótico y el Renacimiento, todas las artes de Europa…"

"هنا تتغلغل الفن الروماني والبيزنطي <u>والعربي</u> والمدجن والقوطي ، فضلاً عن فنون عصر النهضة، في كافة فنون أوربا."

10. "En la sala capitular, mezcla de arquitectura árabe y gótica, admiraban los visitantes la doble fila de arzobispos toledanos pintados en la pared con mitras y báculos de oro. Gabriel llamaba la atención sobre don Ceribruno, el prelado medieval llamado así por su enorme cabeza."

"وفي الصالة الرئيسية، وهي مزيج من العمارة <u>العربية</u> والقوطية، أبدي الزوار إعجابهم بالصفين المزدوجين لرؤساء أساقفة طليطلة المرسومين على جدار القصر المطلي بالذهب. ولفت غابرييل الانتباه إلى صورة دون سيروبرونو، أسقف القرون الوسطى ، الذي سمى كذلك لضخامة رأسه."

11. "Violentas contorsiones. Dudaba entre romper una ánfora árabe, proxima, o abalanzarse sobre aquella Cabeza."

"تردد بين كسر القارورة <u>العربية</u> المجاورة ، أو الانقضاض على تلك الرأس."

Finally, we note that word "árabe" has appeared just once in Unamuno's 198,403 words corpus. We present here this occurrence with its Arabic translation.

1. "Ah, pues haz lo que dice el refrán árabe: Si vas a detenerte con cada perro que te salga el ladrar al camino; nunca llegarás al fin de él."

<div dir="rtl">"آه ، إعملي إذاً بما يقوله المثل العربي :'إن توقفت مع كل كلب يخرج لينبح عليك في الطريق، فلن تصل أبداً إلى نهايته.'"</div>

From the concordance analysis, we see that the word "árabe" has been used only twenty times across a large corpus comprising 1,702,243 words representing nineteen works by the three Generation of '98 Spanish writers. Baroja's usage of the word focuses on some stereotypical characteristics like tents in the desert, the Arabic quarter in a city, or the Arab horse. Ibáñez's 1,118,883 words corpus uses the word "árabe" to signify the important intellectual contribution played by the Arabs in the history of Spain. Thus, the word is used in some historical and architectural contexts. The writer also highlighted the role of the Arabs in preserving the Greek's philosophical heritage in Spain and their influence on Spanish culture and music. Finally, Unamuno only used the word "árabe" only once. Not surprisingly, he used it within a philosophical context by referring to an Arab proverb in his philosophical novel "Niebla" or "Fog."

C. Multidimensional Scaling and Principal Component Analyses

Borg and Groenen (1997) noted that multidimensional scaling (MDS) can be used to visually detect complex patterns in high-dimensional datasets. MDS shows the structure of distance-type data in a two-dimensional graph by arranging points in space based on similarities between different objects. Following Cha, Kim, and Lee (2009), we used MDS to map the relationships among sub-corpora through the construction of a low k-dimensional space based on perceived similarities or dissimilarities among the set of sub-corpora. The alternating least squares approach to scaling (ALSCAL) algorithm (Zsoka, Szerenyi, Szechy, & Kocsis, 2013) is used in this study since this algorithm has been shown to optimally compute the Euclidean distances between objects in the k-dimensional space.

Figure 4 shows the resulting MDS for the three Generation of '98 writers corpora. From this figure, we see that the bottom left hand corner includes all the novels written by P ó Baroja (El aprendiz de conspirador, Los Caminos del Mundo, Los Caudillos de 1830, Con la Pluma y con el Sable, Los Contrastes de la Vida, Las Furias and Mala Hierba). The uper left hand corner includes all the novels written by Vicente Blasco Ibáñez (La araña negra, Arroz y tartana, La Catedral, Los enemigos de la mujer, Entre naranjos, La horda, and La maja desnuda). Finally, the right-hand corner is dominated by Miguel de Unamuno's works (Abel Sánchez: Una Historia de Pasión, Amor y Pedagog á, Niebla, La T á Tula, and Tres novelas ejemplares y un pródogo). This result confirms the fact that although the three authors belong to the Generation of '98, every author had shown different and distinct linguistic and stylistic features. The principal components graph shown in Figure 5 demonstrates basically the same results.
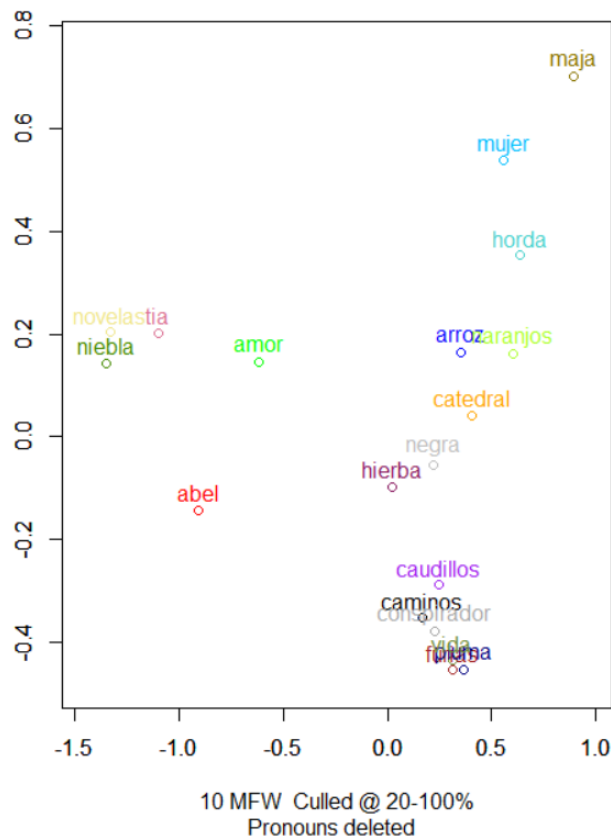
Figure 4. Multidimensional scaling (MDS) for the corpora used in the study
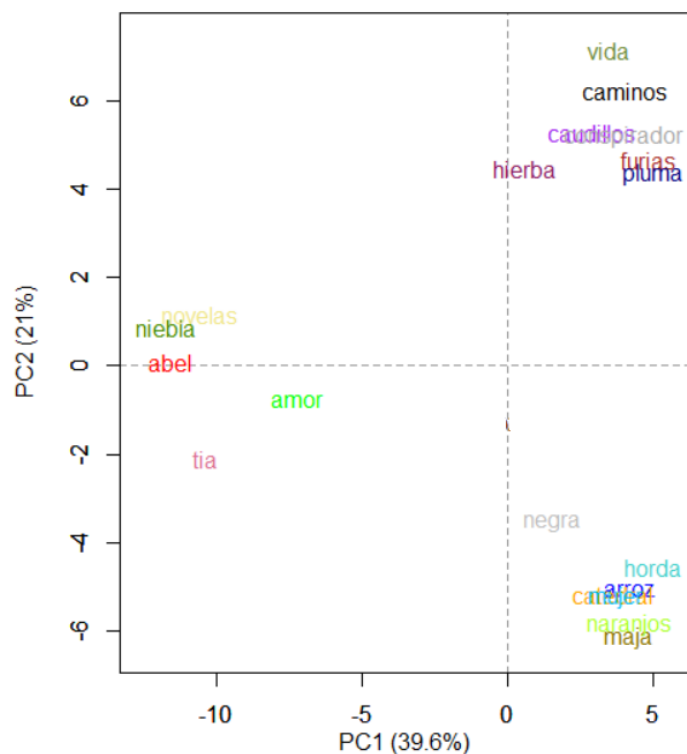
Figure 5. Principal components analysis (PCA) for the corpora used in the study

D. Cluster Analysis and Consensus Trees

To cluster sub-corpora of the three Generation of '98 Spanish writers, the Ward's method was used. This method generates a set clusters based on proximity of sub-corpora, which allows the detection of which sub-corpora were the most similar. A dendogram showing how the sub-corpora clusters are formed is shown in Figure 6. From this figure, we can detect three clearly distinguished clusters. The first cluster comprises all five novels by Miguel de Unamuno (Abel Sánchez: Una Historia de Pasión, Amor y Pedagogía, Niebla, La Tía Tula, and Tres novelas ejemplares y un prólogo). The second cluster includes all seven novels by Pío Baroja (El aprendiz de conspirador, Los Caminos del Mundo, Los Caudillos de 1830, Con la Pluma y con el Sable, Los Contrastes de la Vida, Las Furias and Mala Hierba), whereas the third cluster includes all seven novels by Vicente Blasco Ibáñez (La araña negra, Arroz y tartana, La Catedral, Los enemigos de la mujer, Entre naranjos, La horda, and La maja desnuda). This result confirms the results of other statistical techniques used such as the PCA and the MDS. Thus, it seems that each of the three authors shows different and distinct linguistic and stylistic features.

Finally, a Delta-normalized bootstrapped cluster analysis was used to generate a consensus tree (Hoover, 2004). This tree shows distances between the three Generation of '98 Spanish writers sub-corpora. In this study we used the similarity between sequences of most-frequent-word frequencies (MFW) to generate the bootstrapped consensus tree shown in Figure 7. Burrows (2002) has shown that bootstrapping can alleviate several problems attributed to the original Delta-normalized method. Following Rybicki and Heydel (2013), personal pronouns were removed to avoid possible false attributions. From Figure 7 it is clear that three branches are formed for the three authors. Each branch includes all the novels by the relevant author, which again confirms the distinct stylistic and linguistic patterns used by each author.
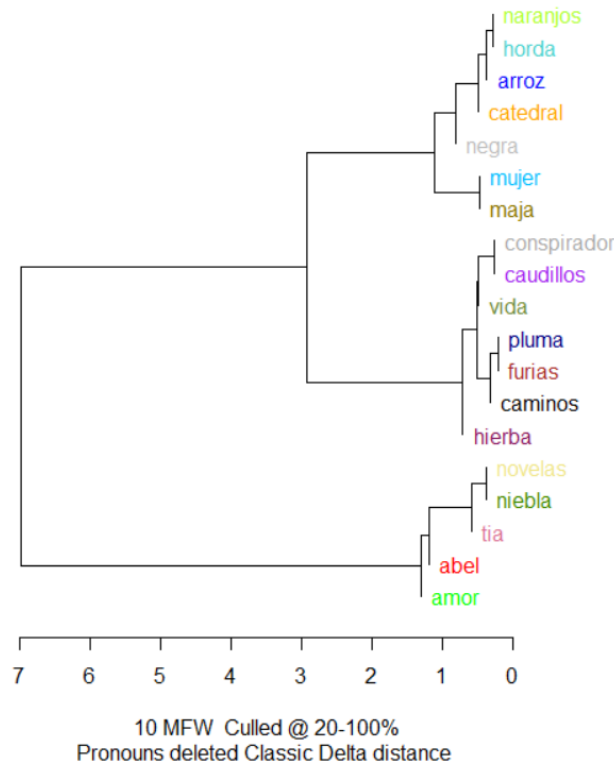
10 MFW Culled @ 20-100%
Pronouns deleted Classic Delta distance
Figure 6. Hierarchical cluster analysis for the corpora used in the study

Bootstrap Consensus Tree
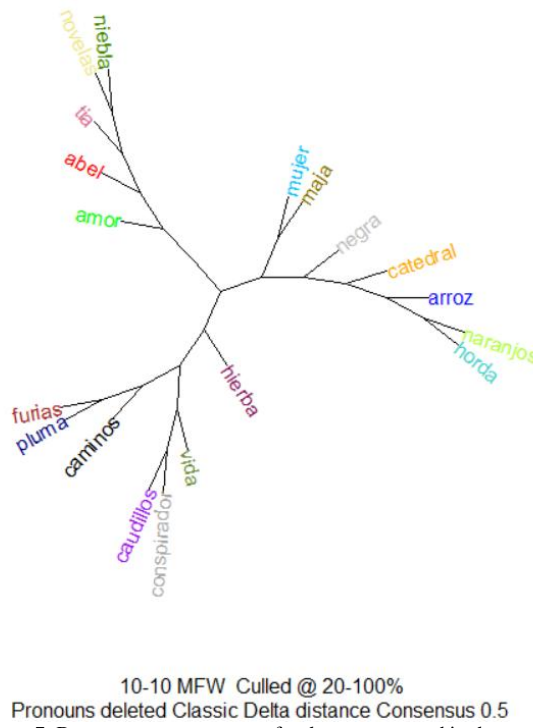
10-10 MFW Culled @ 20-100%
Pronouns deleted Classic Delta distance Consensus 0.5
Figure 7. Bootstrap consensus tree for the corpora used in the study

V. CONCLUSIONS AND IMPLICATIONS

By performing important tasks such as determining word clusters, concordances, sub-categorizations, stylometry plays a major role in the study of style and linguistic patterns. Stylometry can also be used to validate linguistic and stylistic hypotheses. In this study, we used corpora of nineteen works representing three Spanish Generation of '98

writers to investigate their stylistic and linguistic differences. Our corpora were designed to satisfy several rigorous criteria such as genre, register, authorship, and topic. We argue that our computational stylometric approach might help in obtaining context-specific information regarding syntactic and semantic usage of the term "árabe" by Spanish Generation of '98 writers.

Translators can exploit the corpora used in this study in several ways. For example, they can refer to concordances to find a suitable translation for a particular term. Miangah (2012) argued that "adjectives that collocate with nouns have been proven to be very useful in understanding the context." This is particularly true when traditional dictionaries do not suggest a suitable translation. Boulton (2012) shows the inherent limitations of traditional dictionaries as opposed to corpora using the following French example «Je suis paralysé entre **le brûlot** et la chanson d'amour.» A dictionary offers the following possible meanings for the term "**le brûlot**", "fire ship", "pamphlet", or "gnat". However, the author used a large corpus to show that a good translation would be "rebel", "revolutionary", or "protest". In fact, this is what Renaud, the faous French singer, is famous for. Thus, Wright (1993, p. 70) noted that "documents must speak 'the language' of the target audience and should resemble other texts produced within that particular language community and subject domain. These considerations frequently require that translators move beyond merely correct strategies in terms of lexical and grammatical content in order to account for stylistically appropriate solutions." This is probably true since a translator is basically a text producer. Thus, in the first place, a translator should be able to envisage how words are used and how they relate to other words in a particular context.

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The SPSS-based Analysis of Reading Comprehension—Take Grade Eight English Mid-term Test for Example

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Abstract—**Based on some language testing theories, an analysis of an English Mid-term Examination of grade eight students of JingZhi Middle School is made in this paper. By means of SPSS statistical software, the former study firstly makes a whole analysis of the test paper, which covers descriptive statistics, reliability and validity. Subsequently, on the basis of the former study, this study mainly makes an analysis of the relationship of all the items in reading comprehension from the perspective of facility value, discrimination index, reliability and validity. The research aims to find some problems in reading comprehension in this test paper. Thus, according to the results of this analysis, the quality of test papers can be improved and some advice can be given to language teaching.**

Index Terms—**reliability, validity, F.V., D.I., SPSS**

I. INTRODUCTION

With the development of society and technology, language testing becomes more and more important and popular in different kinds of fields,especially for language teaching. The Test paper is a necessary way for examination. Thus, the analysis of test papers can be regarded as a significant part of language testing, which will provide a guide for teachers and students (Cheng, 2015). An accurate analysis of test papers can improve teachers' teaching efficiency and students' learning ability. Besides, it will instruct teachers to make high-quality test papers to test students' ability.

II. BASIC ITEMS IN LANGUAGE TESTING

Facility value (F.V.) refers to different levels of the difficulty of test papers. The range of facility value is between 0 and 1 and the ideal range of facility value is between 0.3 and 0.7. Discrimination index (D.I.) refers to different students in different degree, which is very important in maintaining test reliability. The range of D.I. is between -1 and 1, and its ideal range is above 0.35. F.V. and D.I. are only used for objective items.

Reliability refers to the consistency of scores. (Bachman & Palmer, 1996) There are mainly4 methods to examine reliability of scores, including test-retest method, parallel-form method, split-half method and coefficient α method. Among all of these methods, coefficient α is the most commonly used one. And this paper chooses coefficient α to test the reliability of this English test paper. Validity refers to the appropriateness of a test and it is considered as a measure of assessment (Bachman, 1999). Many measures are used to examine the validity of a test, which covers face validity, content validity, concurrent validity, predicative validity, response validity and construct validity. This paper is mainly focused on construct validity, which refers to language ability or competence under question. It is something abstract, including proficiency and strategy skills. Besides, it is related to score interpretation. In general, validity and reliability are equally necessary in language testing. However, it is difficult to make a balance between reliability and validity. In fact, validity is firstly ensured and then reliability. Reliability is also considered as an aspect of validity (Bachman & Palmer, 1996).

SPSS (statistical package for the social sciences), as a statistic tool, is widely used to analyze the test scores in language testing. It is easy to handle and the result is reliable to analyze a test paper (Zou & Dai, 2012).

III. THE PROCESS OF THE RESEARCH

A. The Question of the Research

The research has been divided into two parts. One is the whole analysis of the test paper, which has been finished and published. And the other one is the analysis of Reading Comprehension, which is closely related to other sections based on the results of the former study. This paper firstly tries to make a summary on the basis of the former study , which includes descriptive statistics, reliability and validity of this English mid-term test paper with the use of SPSS software.

Then, a further detailed study of Reading Comprehension will be made to focus on the following aspects in this study: F.V., D.I., reliability and validity. Because the first section of the analysis of the whole paper has been published, so this paper mainly is focused on the analysis of Reading Comprehension. The purpose of this research is to find some problems in this test paper, developing a highly qualitative test paper and improving teachers' teaching and students' learning.

B. The Research Object and Sample of the Research

The object of the study are 30 students from Grade 8 Class 1 in JingZhi Middle School. The sample of the research is students' English mid-term test paper. The valid samples are 30. There are 9 parts in this test paper: Listening Comprehension, Multiple Choice Question, Cloze, Reading Comprehension, Translation between English and Chinese, Filling in the blank, Rewriting the sentences, Translation from Chinese to English and Writing. As shown in the table 1, the types of items are diversified. And the amounts of the subject items are more than the object items.

TABLE 1.
THE TYPES OF ITEMS

	Listening Comprehension	Multiple Choice Question	Cloze	Reading Comprehension	Phrases Translation	Filling in the blank	Rewriting the sentences	Sentences Translation	Writing	Sum
Scores	25	10	10	30	5	5	10	10	15	120
Numbers of Items	25	10	10	15	10	10	5	5	1	91

C. The Methods and Processes of the Research

The research uses SPSS to collect the data and then makes a detailed analysis of Reading Comprehension. Firstly, make a summary of the former study on the whole analysis of the test paper. Then, based on the former study, make a concrete analysis of the Reading Comprehension, calculate the F.V. and D.I. of all the items of Reading Comprehension and collect the data of reliability and validity of Reading Comprehension in this study. Because the first section of the analysis of the whole paper has been finished, so this paper mainly pays attention to the analysis of Reading Comprehension.

IV. RESULTS AND DISCUSSION

A. The Summary of the Analysis of the Whole Test Paper in Former Study

a. The analysis of descriptive statistics

Table 2 reflects the descriptive statistics of the whole test paper. From the following table, in this class, the mean of test is 69.18, which demonstrates that most students can pass the exam. But the level of the whole class is not too high. Maybe not all the students can master the knowledge what they have learned in the past term. The median is 63.75 and the mode is 45.5. The maximum is 112 while the minimum is 38.5, so the range is 73.5. It indicates that the scores of different students are of largely variance. The individual difference of the whole class is a big problem. The S.D. is 22.1, which is too big for the whole class. The higher the S.D. is, the bigger the gap is. It also demonstrates that students in this class have an extremely large difference in their English level. Considering the whole class, the scores of the students are relatively unstable. The polarization between high and low scores students is serious.

TABLE 2.
DESCRIPTIVE STATISTICS

N (Valid/Missing)	Mean	Median	Mode	Std. Deviation	Range
30/0	69.18	63.75	45.50	22.12	73.50

TABLE 3.
HISTOGRAM OF SCORES

总分

Mean =69.18
Std. Dev. =22.121
N =30
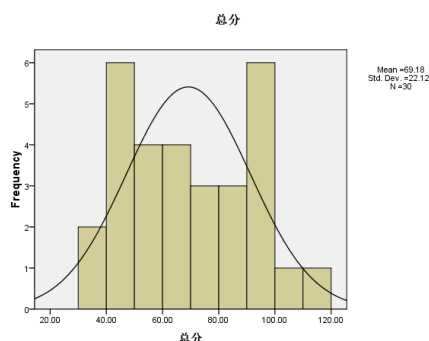
From the above histogram, the scores of the whole class correspond to the normal distribution. By calculation, the skewness is 0.29 and the value of kurtosis is -1.22. They are almost between -2 and 2, which also indicates a reasonable normal distribution. Normal distribution is prerequisite in language testing, for it is the basis for a further analysis. Thus, the items of the test paper are relatively reasonable to test students' ability of the past half-term knowledge. Besides, the most two frequent scores are mainly centralized on 40-50 and 90-100. About 12 students (nearly half of the class) cannot pass the exam, whose scores are below 60. Teachers should pay more attention to these students, asking them to remember and recite what they should master (vocabulary, sentence or grammar) and giving them more exercises to master the basic knowledge. For the students whose sores are between 90 and 100, they may lack some skills and techniques in dealing with the test. Thus, teachers had better teach them some skills or techniques to improve their scores.

b. The analysis of reliability

After the calculation by SPSS in the former study, the data can be collected in the following table.

TABLE 4.1
CASE PROCESSING SUMMARY

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

TABLE 4.2
RELIABILITY STATISTICS

Cronbach's Alpha	N of Items
.899	9

TABLE 4.3
ITEM-TOTAL STATISTICS

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Listening	54.42	391.50	.633	.890
MCQ	61.68	437.58	.723	.891
Cloze	64.22	444.36	.617	.895
Reading	51.88	324.98	.681	.904
Phrases Translation	65.38	453.58	.676	.897
Filling in the blank	66.27	439.37	.817	.890
Rewriting the sentences	64.6000	393.248	.837	.877
Sentence Translation	64.7000	348.666	.934	.863
Writing	60.5833	327.191	.848	.873

Theoretically, the range of Cronbach's α is between 0 and 1. If the α is higher, the relevance between different items will be better and the internal consistency of reliability will be higher. In the former study, the Cronbach's α is 0.899, which indicates that the consistency of scores is high and the test paper is of high reliability. Besides, a comparison between every single part and the whole test paper can be made in the above table. If the Cronbach's α (if item deleted) of some part is higher than 0.899, the items can be regarded as unreasonable items and they can be deleted. On the contrary, the items can be regarded as good items and can be stored in the test bank. Thus, among all parts in the test paper, only the value of reading comprehension is higher than 0.899, which indicates that there are some problems in reading comprehension. Maybe it is too easy or too difficult in some degree. It is no doubt that reading comprehension needs more improvement to correspond to the whole paper. Therefore, it is necessary to make a new study to probe into the reading comprehension and to find some problems in this section. So this study will give a detailed analysis of reading comprehension in the later part.

c. The analysis of validity

Construct validity can be established through the following measures: internal correlation, factor analysis and MTMM (multi-traits multi-methods). This paper is mainly focused on internal correlation. And 3 types of internal correlation can be listed as follows. Firstly, the correlation between different components should be low (0.3-0.5). Secondly, the correlation between two tasks in a testing component should be high (at least 0.5-0.7). Thirdly, each

component should have a high correlation coefficient with the total score (above 0.7). So the results can be observed in Table 5.

According to Table 5, except for the Cloze (0.664), the correlation coefficient is all above 0.7, which meets the demands that each component should have a high correlation coefficient with the total score (above 0.7). And they are all significant at the 0.01 level with the total score. So it proves that the test is valid to some degree. Its results of this test are accurate and precise. Besides, as for the correlation of different tasks, almost the correlation of every two different parts is between 0.5 to 0.7, which is also reasonable. Sentence translation and writing have the highest correlation (0.892) with each other. In general, the test paper corresponds to the requirements of validity. That is to say, it is reasonable to test students' ability of English.

TABLE 5.
CORRELATIONS

	Listening	MCQ	Cloze	Reading	Phrases Translation	Filling in the blank	Rewriting	Sentence translation	Writing	Sum
Listening	1	.584**	.517**	.465**	.315	.519**	.585**	.649**	.556**	.723**
MCQ	.584**	1	.593**	.625**	.325	.584**	.588**	.668**	.620**	.759**
Cloze	.517**	.593**	1	.573**	.276	.529**	.460*	.546**	.495**	.664**
Reading	.465**	.625**	.573**	1	.475**	.507**	.556**	.720**	.586**	.805**
Phrases Translation	.315	.325	.276	.475**	1	.819**	.708**	.747**	.734**	.713**
Filling In the blank	.519**	.584**	.529**	.507**	.819**	1	.811**	.827**	.828**	.838**
Rewriting	.585**	.588**	.460*	.556**	.708**	.811**	1	.852**	.865**	.873**
Sentence translation	.649**	.668**	.546**	.720**	.747**	.827**	.852**	1	.892**	.955**
Writing	.556**	.620**	.495**	.586**	.734**	.828**	.865**	.892**	1	.900**
Sum	.723**	.759**	.664**	.805**	.713**	.838**	.873**	.955**	.900**	1

**. CORRELATION IS SIGNIFICANT AT THE 0.01 LEVEL (2-TAILED).
*. CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).

B.   The Analysis of Reading Comprehension in This Study

In the previous section, the summary of the analysis of whole paper has been made clearly. And according to the analysis of the former study, the data show that the reliability of Reading Comprehension in the whole test paper is a bit unreasonable. Maybe there exist some problems in it. So it is extremely necessary to choose it as a single part with a detailed analysis in this study, which includes Facility Value (F.V.), Discrimination Index (D.I.), Reliability and Validity. There are totally 15 items in this part.

a. The analysis of F.V. and D.I. of Reading Comprehension
After collecting the data and calculating, F.V. and D.I. of Reading Comprehension can be listed as follows.

TABLE 6.
F.V. AND D.I. OF READING COMPREHENSION

item	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55
F.V.	0.93	0.97	0.60	0.90	0.47	0.80	0.67	0.40	0.47	0.13	0.37	0.80	0.27	0.73	0.13
D.I.	-0.12	-0.1	0.30	0.10	0.80	0.20	0.40	0.90	0.90	0.20	0.60	0.40	0.50	0	0.10

Based on the theory of F.V., the range is between 0 and 1. If the F.V. is higher, the item will be easier. However, the ideal range of the items is between 0.3 and 0.7. Then, observed from the above table, only 1/3 of the items are in the ideal range. Most of them are higher than 0.7. So these items tend to be too easy in reading comprehension. The lowest F.V. of those items is No. 50 and No.55 (equally 0.13), lower than 0.3. So these two items will be taken for example in further analysis. Theoretically, the range of D.I. is between -1 and 1. However, the ideal range is above 0.35. The higher, the better. According to the formula, D.I.=(H-L)/No. of H or L. So the data of every item can be listed in the above table. From the table, the D.I. of most items is below 0.35, which also indicates that the items are too easy to test their reading ability for students. Observing from the test paper, some problems can be found in reading comprehension. For example, the answers of most items can be found directly in the reading context. To some degree, this type of question is no significance either for teachers or for students. On one hand, teachers cannot find students' shortcomings from their answers because they are too easy to discriminate different levels of the items and to test students' real ability. On the other hand, students cannot find their own weakness of reading comprehension. If so, students will not improve their ability and make great progress in reading. Among all the items, D.I. of the item 48 and 49 is the highest (0.9). The following section will take them for example to analyze concretely.

Item 48 If you want to take the tour to Taiwan, you can book it by phone at_____
    A. 4:00 p.m on Wednesday

B. 4:30 p.m on Sunday

C. 8:00 a.m on Saturday

D. 8:00 a.m on Wednesday

Item No	Group	Options			
	(N=10)	A*	B	C	D
48	Top	9	0	0	1
	Middle	5	1	2	2
	Bottom	0	1	6	3

In item 48, F,V. is 0.4. D.I. is 0.9. The results show that the item has a high discrimination. The text is an advertisement on tourism. So this item is mainly to test students' ability to search information from an advertisement. Only if they find the office hours, they will choose the correct answer. Maybe some students do not understand the meaning of the stem. Maybe some students just guess the answer at random. This item is closely related to life. In general, this item is a good item.

Item 49 What does the phrase "*crumpled up*" mean_____

A. 撕碎 (tear up)

B. 弄皱 (crumple)

C. 揉碎 (triturate)

D. 展开 (unfold)

Item No.	Group	Options			
	(N=10)	A	B*	C	D
49	Top	0	10	0	0
	Middle	2	5	0	3
	Bottom	2	1	1	6

In item 49, F.V. is 0.47. D.I. is 0.90. This item is mainly to test the knowledge of vocabulary. And the options are easy to mix with each other. If students remember the vocabulary, they will choose the correct answer easily. Also some students can infer from the text or guess the meaning. But it is a good item to test students' ability of using the vocabulary.

Item 50   The speaker crumpled the bill up because he wanted to_____

A. Let more listeners want the bill

B. Make the listeners feel sorry for the bill

C. Make the bill look worse

D. Show the listeners that the bill was worthless

Item No	Group	Options			
	(N=10)	A	B	C*	D
50	Top	0	0	2	8
	Middle	2	3	3	2
	Bottom	5	2	1	2

In item 50, F.V. is 0.13. D.I. is 0.20. Most students think it difficult to make a choice. The key point is to read the text carefully and the following text has cues for this option. The difficulty is that option D has something ambitious. The word "*worthless*"occurs in the later text, so most students misunderstand it and consider it as the correct answer.

Item 55 Which of the following is not true according to the passage?

A. Diana Nyad became the first person to swim from Cuba to Florida.

B. President Barack Obama congratulated Diana Nyad on her success.

C. Diana Nyad began trying to swim from Cuba to Forida in 1978.

D. Diana Nyad faced many challenges during the swim.

Item No	Group	Options			
	(N=10)	A*	B	C	D
55	Top	2	3	3	2
	Middle	2	3	5	0
	Bottom	2	3	3	2

In item 55, F.V. is 0.13. D.I. is 0.10. It indicates that most students do not choose a correct answer. There are 2 key points in this item. Firstly, the key word "*not true*" in the stem of the item. Secondly, the option A has been easily misled as the true answer according to the text. Because in the original text, it says"*Nyad made history by becoming the first person to swim from Cuba to Florida without using a shark cage*". So many students make a mistake in this item because they do not read the original text carefully, leading to neglecting the phrase "*without using a shark cage*" in the original text. Practically, this item is not difficult, which is decided on whether students are careful or not.

b. The reliability of Reading Comprehension

In this part, the reliability of Reading Comprehension calculated by SPSS can be concluded as follows. The valid data are 30. Table 7.2 shows that Cronbach's α of reading comprehension is 0.715. As a whole, it is not too low, which corresponds to the requirement of Cronbach's α. Thus, the result shows that the items of reading comprehension are relatively reasonable and reliable. Besides, Table 7.3 presents the reliability of every item in Reading Comprehension. According to the results in the table, the values of item 41, 42, 44 and 54 are higher than 0.715. So these items are not reasonably set up in the test paper and they can be deleted. But the rest of the items in Reading Comprehension are lower than 0.715, they can be thought as the good items to test students' reading ability and can be included in the test bank.

TABLE 7.1
CASE PROCESSING SUMMARY

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

TABLE 7.2
RELIABILITY STATISTICS

Cronbach's Alpha	N of Items
.715	15

TABLE 7.3
ITEM-TOTAL STATISTICS

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
N41	7.70	8.010	-.077	.730
N42	7.67	7.816	.113	.717
N43	8.03	6.723	.384	.693
N44	7.73	7.789	.049	.724
N45	8.17	6.626	.414	.689
N46	7.83	7.316	.219	.712
N47	7.97	7.068	.262	.709
N48	8.23	6.185	.618	.659
N49	8.17	6.144	.621	.658
N50	8.50	7.431	.220	.711
N51	8.27	6.547	.469	.681
N52	7.83	6.902	.419	.690
N53	8.37	6.861	.382	.693
N54	7.90	7.334	.176	.718
N55	8.50	7.431	.220	.711

c. The validity of Reading Comprehension

According to the basic theory of construct validity, the correlation between two tasks in a testing component should be high(at least 0.5-0.7) (Wei, 2007). From Table 8, the relevance of every two items cannot be up to the above standard, most of them are below 0.5. Item 41 is of the highest relevance with item 42 (0.695), whose correlation is significant at the 0.01 level. Therefore, Reading Comprehension, as a complete part in this test paper, is not valid enough. The validity also reflects the quality of Reading Comprehension. So this test paper should be further revised to be up to the standards of validity. Actually, one of the major problem in reading comprehension is that the items are too easy for students, which cannot test the real ability of students. From this point, teachers should choose various types of texts and set up different kinds of items to make them more difficult in line with the real ability of students. Another problem is that some students just guess answers randomly. So their attitudes towards the test should be paid more attention. Maybe their attitudes also have an effect on the validity.

TABLE 8.
CORRELATIONS

	N41	N42	N43	N44	N45	N46	N47	N48	N49	N50	N51	N52	N53	N54	N55	T4
N41	1	.695**	.055	.356	-.018	-.134	-.189	-.327	-.286	.105	-.351	-.134	.161	.141	.105	.016
N42	.695**	1	.227	.557**	.174	-.093	-.131	-.227	-.199	.073	-.244	-.093	.112	.308	.073	.179
N43	.055	.227	1	.181	.218	.272	-.144	.250	.218	.320	.339	.102	.185	.277	-.080	.518**
N44	.356	.557**	.181	1	.312	-.167	-.236	.045	.089	.131	-.208	-.167	-.050	.050	-.196	.121
N45	-.018	.174	.218	.312	1	-.200	-.047	.464**	.464**	.026	.397*	.134	.342	.111	.026	.549**
N46	-.134	-.093	.272	-.167	-.200	1	.000	.238	.134	.196	.035	.375*	.113	.264	.196	.362*
N47	-.189	-.131	-.144	-.236	-.047	.000	1	.289	.378*	.069	.391*	.530**	.107	.053	.277	.452*
N48	-.327	-.227	.250	.045	.464**	.238	.289	1	.736**	.280	.508**	.238	.431*	.031	.080	.690**
N49	-.286	-.199	.218	.089	.464**	.134	.378*	.736**	1	.223	.536**	.301	.494**	-.191	.223	.694**
N50	.105	.073	.320	.131	.026	.196	.069	.280	.223	1	.109	-.049	-.015	-.207	.135	.331
N51	-.351	-.244	.339	-.208	.397*	.035	.391*	.508**	.536**	.109	1	.380*	.010	-.010	.312	.593**
N52	-.134	-.093	.102	-.167	.134	.375*	.530**	.238	.301	-.049	.380*	1	.113	.264	.196	.543**
N53	.161	.112	.185	-.050	.342	.113	.107	.431*	.494**	-.015	.010	.113	1	.193	-.015	.510**
N54	.141	.308	.277	.050	.111	.264	.053	.031	-.191	-.207	-.010	.264	.193	1	.015	.337
N55	.105	.073	-.080	-.196	.026	.196	.277	.080	.223	.135	.312	.196	-.015	.015	1	.331
T4	.016	.179	.518**	.121	.549**	.362*	.452*	.690**	.694**	.331	.593**	.543**	.510**	.337	.331	1

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

V. CONCLUSIONS

This paper takes the reading comprehension in an English mid-term test as the object of the research, firstly accurately summarizing the former analysis of the whole test paper with the use of SPSS, including descriptive statistics, reliability and validity of the test paper. Then, based on the results of the previous study, it is found that some problems exist in reading comprehension. So Reading Comprehension is chosen as a single part to calculate its F.V., D.I., reliability and validity in this study. The results can be concluded as follows. From the point of F..V., D.I., reliability and validity of Reading Comprehension, the results show that some items of Reading Comprehension are not reasonable, which are too easy to test the real ability of students. Therefore, teachers should choose various types of texts and set up different kinds of items to make them more difficult to improve the quality of the test paper. Besides, SPSS, as an extremely necessary tool in language testing, plays an important role in language teaching. Based on the results of SPSS, teachers can exactly choose good items and delete bad items. And they can adjust different types of items to establish a test bank, which can improve the quality of the test paper and enhance the reliability and validity of a test. In brief, language testing has an extremely important influence on language teaching.

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Comparing the Effects of L2-based with Code-switching-based Instruction on EFL Speaking Classes

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Abstract—**This study is aimed at investigating the effects of L2-based and code-switching-based instruction in teaching Indonesian EFL primary level speaking classes by comparing and examining any potential correspondences between the uses of two different instructions with students' improved speaking achievement. The participant of the study consisted of 70 seventh grade students at a Junior High School in Central Java Province, Indonesia. The samples were divided into two groups: experimental and control group. The former was taught using L2-based-instruction (L2BI) and the later was taught using the most common instruction used i.e. code-switching-based-instruction (CBI). A speaking performance test was developed by the researcher and administered before and after the experiment as pre-test and post-test. The data was analyzed using Analysis of Variance (ANOVA). The finding of the study revealed significant differences ($0\alpha\ 05$) between the groups in support of the experimental group.**

Index Terms—**L2-based instruction (L2BI), code-switching-based instruction (CBI), speaking, primary level EFL**

I. Introduction

The language as medium of instruction in 'English as a Foreign Language' (EFL) classrooms such as in Indonesia has long been a subject of debate, where there have been supporters of English-Only class to promote an authentic language use and on the other hand there also have been supporters of code-switching-allowed class to scaffold bilingual and multilingual learners. Yet is it really best to have EFL classes conducted using L2-based instruction (L2BI)? Should the class allow using code-switching-based instruction (CBI) to help the students? Many studies have been carried out to examine this issue.

Related empirical grounds have been taking shape on how teachers' beliefs and students' preferences on the language used as medium of instructions (Alenezi, 2010; McMillan & Rivers, 2011; Macaro & Lee, 2013; Margana, 2013; Wei, 2013; Blackman, 2014; Mareva, 2016; Irawan, 2013; Ekawati, 2014; Haryanto et.al, 2016). Those studies emphasized on the students' and teachers' personal aspects of the effect of preference language as a medium of instructions and the reasons behind them. Those studies were important as an effort to reveal the qualitative side of the use of preference language. To complete those previous studies, this study quantitatively compares the equation on the effectiveness of L2BI with CBI in primary level EFL.

Some other previous studies were only focused on students' overall English proficiency and not in specific language skills (Wong, 2010; Tian & Macaro, 2012). Even though teaching English means teaching the four skills integrative, it would be better to investigate a specific language skill so that the truth can be elaborated deeper and the result of focus-on-skill research can be effectively used to improve certain skill achievement. Furthermore, most of the study involved students in secondary and tertiary levels (Haryanto et.al, 2016; Wong, 2010; Wei, 2013; Tian & Macaro, 2012; Al-Kahtany et.al, 2016). Thus, to address these emerging debates on which one is more effective between L2BI and CBI, especially in EFL context, this study compares the effects of L2BI and CSI on primary level EFL speaking classes. Practically, this study gives a new insight for teachers in deciding what language is best used as a medium of instruction.

II. Literature Review

English as a Foreign Language (EFL)

Teaching English as a Foreign Language (EFL) differs with teaching English as a Second Language (ESL). One can say English as a Foreign Language (EFL) when English is studied by people who live in a place where English is not the native language. It is in line with Saville-Troike's (2012) idea that said studying a foreign language is to study a language that is not typically or widely spoken or used within the learners' immediate social context (Saville-Troike, 2012 in Williams, 2017, p. 6). In EFL setting, students learn English to be able to use it in communication with other

English speakers in the world (Harmer, 2007, p. 19). Referring to these terms, most Indonesian students are regarded as EFL learners.

In EFL context, the target language exposures beyond the classroom are insufficient. Though the exposures can be obtained through language clubs, media, books, but they need much effort to do so. The students are also infrequently able to practice the language they learn in their daily life (Brown, 2000, p. 116). Thus typically, in an EFL class, it is not only the lack of exposures in class but also most or all of the students would not naturally use English as a means for communication outside of the controlled environment of the English class.

Based on the definitions above, it can be inferred that teaching English as a Foreign Language (EFL) will be characterized as teaching English in a country in which English is not the native language, with various purposes, and with limited immediate exposure to and practice of the target language outside the classroom. One way to compensate those limitations, the language used by teachers, or the classroom instructions, should be rich of exposure. In other words, teachers should speak authentic communicative English as much as possible. It is in line with Krashen's (2002) idea of teacher talk as one of simple code, which is aimed to help language learners in acquiring second or foreign language. Yet the debate on what language is best used as classroom instruction in EFL setting still has been going on. Hence, it is essential to investigate more on the effectiveness of L2BI with CBI in EFL context, especially when the students are in primary level which is considered lack of background knowledge of English.

Teaching Speaking to Primary Level EFL Students

Primary level students refer to young and young-adult learners. They are in the transition, confusion, self-consciousness, growing age and changing their bodies and minds (Brown, 2000, p. 92). One of their characteristics as explained by Harmer (2007, p. 83) is always searching for individual identity. Besides, adolescents can also cause discipline problem in the class. The boredom in the classroom is the main reason. Puchta and Schratz (1993) in Harmer (2007, p. 84) say that teenage students are in fact the best language learners when they are engaged to activities which make them out of the boredom and make them enjoy and concentrate in their process of learning such as by using their everyday interests in the instruction.

One of the instructions used by a teacher is known as teacher talk. Teacher talk is particularly important to language teaching (Cook, 2000, p. 144). Based on pedagogical theory, one factor, which determines whether a language class will succeed or not, is the language that teachers use in classrooms. Teacher talk is also regarded as one of the three simple codes, or simpler input in English, proposed by Krashen (2002, p. 120-121). He defines teacher talk as the language used in the classroom that goes along with exercises as well as explanations in some second language and foreign language classrooms, and the language of classroom management. Some studies on teacher talks reveal that teacher talks make up around 70% of classroom language (Chaudron, 1988; Cook, 2000). Therefore the more effective the teachers' instructions and talks are, the more successful the language learning and teaching will be.

In a speaking class, teacher's instructions play even more important roles. In EFL class, the main exposures are in the classroom so what the teacher says are models for students. Teacher's role in teaching speaking according to Harmer (2007) are as a prompter, a participant, and a feedback provider (p. 347-348). As a prompter, a teacher has to be able to help the students, when they get lost in speaking, by offering discrete suggestions. As a participant, a teacher should be a good animator when asking students to produce language. Then, as a feedback provider means a teacher has a responsibility to respond to the content of speaking activity as well as the language use. Furthermore, a most crucial part of the teacher's job in organizing speaking activity is to make sure that the students understand exactly what they are supposed to do. The primary level EFL students, which have never had enough background knowledge about English, often hesitate to speak. Because of that, their teachers have to make their instructions as effective as possible and also as rich of exposures as possible.

Language Used as a Medium of Instruction

It is already known that there are debates on the language used as a medium of instructions and talks in TEFL. The same debate has also been going on in Indonesia as one country which considers English as a foreign language. Some English teachers in Indonesia prefer to use L2BI. They do so because they want to create as much as possible exposure to English. Some other teachers would like to use code-switching-based instruction. They do so since they want to make it easier for the students to understand what the teachers mean.

In relation to English language teaching (ELT), there are several arguments that are provided by L2BI supporters, or in this case refer to English-Only instruction supporters, in order to offer validity to this approach. All of them are based on the basic premise that the greater the exposure to L2, the greater the possibility of learning of the target language (Ellis, 2005). Some studies then were done related to the learners' and teachers' attitudes towards the use of this type of instruction by the teacher and whether it is effective in making the ELT class succeed (Wong, 2010; McMillan & Rivers, 2011; Ekawati, 2014; Sa'd & Qadermazi, 2015). Some of the learners agreed to have such instruction in their classroom as their English proficiency improved. It makes them feel more comfortable in speaking English. Then, the learners in class which has English as the sole medium of instruction had higher English proficiency than those of the more L1-tolerant class. Moreover, students enjoyed studying in the monolingual class and supported the use of this instruction in their English classes. Hence, the L2BI used by the teacher is somewhat effective in ELT process.

On the other hand, phenomena of code-switching also occur in English language teaching in EFL classes. One expert that supports code-switching in EFL classes is Guy Cook (2010). He says that a new language is best taught when

bilingualism is recognized and allowed to be used in the classroom. First language use and translation cannot be separated in learning a new language and both of them give their own advantages to both teachers and learners of a language. Some studies also were done regarding to learners' and teachers' attitudes towards the use of code-switching by English teaching in the ELT process and whether the use of code-switching is effective in the ELT process (Alenezi, 2010; Irawan, 2013; Fareed et.al, 2016; Mareva 2016). The findings show that there are positive attitudes towards teachers' code-switching especially since the learners perceive L1 as a tool to facilitate their learning and to foster their understanding of materials. In other words, ELT process will be effective if the teacher uses code-switching. However, some of the students feel that code-switching by the teachers sometimes restricts their exposure to English.

It can be seen that most of the previous studies only investigated students' and teachers' perceptions towards the language. Meanwhile, the study in this article will reveal the equation of effectiveness of the use of preference language in teaching speaking. It means that the result of students' performance in speaking will be quantitatively studied and statistically analyzed. The findings of previous studies also revealed that level of students also has an effect on teachers' decision of language used for instruction. Unfortunately, most of the previous studies have not investigated the teaching and learning L2 in primary level yet. Most of them were conducted in tertiary level or in a university context. Thus, to be more comprehensive, it will be beneficiary to conduct a research on the language used as the medium of instruction in primary level speaking class, especially Indonesian primary level EFL.

III. RESEARCH METHOD

Based on the theories, a quasi-experimental study was developed accordingly. L2BI and CSI were used by the teachers in teaching speaking to the Indonesian primary level EFL students. This study employed pre-test and post-test instruments, involving groups of students in one experimental class and one control class. The experimental class was given different treatment that is the technique in which the teacher uses L2BI in speaking class while the control group was given the common technique applied by most teachers, i.e. a technique in which the teacher uses CBI.

The instruments were oral assessments adapted from Common European Framework of Reference for Languages/ CEFRL issued by Cambridge English Language Assessment (2001). Referring to the CEFR, the seventh graders are classified as A1-A2/ Basic User level. One example of assessments that based on CEFRL can be found *Cambridge English Key: Handbook for teachers for exams from 2016* (2016). The test that was carried out was of two types. The first type was information exchange between student-to-student in which they ask and answer questions about factual, personal information using materials have been taught. The contents of the rubrics were grammar and vocabulary, pronunciation, and interactive communication. Then the second type was doing a monologue on certain topics. The contents of the rubrics were grammar and vocabulary as well as pronunciation. Before administered to the participants, the instruments should pass validity and reliability criteria.

The population of this study was the seventh-grade students of a Junior High School in Central Java Province, Indonesia. In order to meet the data requirements to test the effectiveness of L2BI and CBI in teaching speaking to the primary level EFL students, the sampling technique was cluster random sampling. It is the sample selection in which all members of the population are naturally grouped in units (Wiersma and Jurs, 2009, p. 355). The participants were 70 students. The students were randomly divided into two classes as explained previously, 35 students in an experimental group and 35 students in a control group.

The data of the result on post-test was analyzed in some steps. First, it had to pass the normality and homogeneity test. Normality test was used to analyze whether the pre-test and post-test data are in normal distribution or not. Homogeneity test was done to find out whether the variables have an equal variance or not. Then, if the data were proven as normal and homogeny, an ANOVA test will be done. The ANOVA was carried out using SPSS 22 application for Windows. If the result shows F > Alpha 5%, it means that H_0 is rejected and H_a is accepted. H_0 (null hypothesis) is the hypothesis stating that there is no correspondence between independent and dependent variables. Meanwhile, H_a (alternative hypothesis) is the hypothesis stating that there is a correspondence between independent and dependent variables. In this study, independent variable refers to the language used as a medium of instruction and dependent variable refers to students' speaking achievement. The hypothesis in this study is that use of L2BI is more effective in teaching primary level EFL speaking classes than that of CBI.

IV. RESULTS AND DISCUSSION

A. Results

Since this study was quasi-experimental that employs pre and post-test to both experimental and control class, the data then were described based on the pre-test and post-test result.

1. Pre-test Data

The mean, standard deviation, minimum score, and maximum score of pre-test were as follow.

TABLE 1.
DESCRIPTION OF PRE-TEST SCORE

Group	Analytical Data	Pre-test
Experimental	Mean	6.34
	Standard Deviation	1.12
	Minimum	4.75
	Maximum	9.25
Control	Mean	6.11
	Standard Deviation	1.28
	Minimum	3.50
	Maximum	9.25

It is obviously clear from Table 1 that the mean of pre-test scores of the experimental group was 6.34 and the mean of scores of the control group was 6.11. The data then had to fulfill two assumption tests for ANOVA, i.e. normality and homogeneity test. Firstly, normality test was used to analyze whether the data are in normal distribution or not. The test used was *Lilliefors Significance Correlation* from *Kolmogorov-Smirnov* with the level of significance is 5% (α = 0.05). Table 2 below showed the result of normality test.

TABLE 2.
RESULT OF NORMALITY TEST OF PRE-TEST SCORES

Group	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Experimental	0.08	35	0.20
Control	0.12	35	0.20

Table 2 revealed that the value of probability (*p*) of both classes were higher than α (0.20>0.05). Therefore, the data of pre-test of students' speaking achievement in both experimental and control group were on the normal distribution.

Then, homogeneity of variance test was done to find out whether or not the samples researched have equal variance. The pre-test data were analyzed using *one-way ANOVA* by seeing the probability (sig) of *Levene statistic on the test of homogeneity of variance.* Table 3 below presents the result of the test.

TABLE 3.
RESULT OF HOMOGENEITY TEST OF PRE-TEST SCORES

Levene Statistic	df1	df2	Sig.
0.39	1	68	0.54

The table showed that the value of '*p*' on *Levene test* is higher than α (0.54>0.05). It means the scores were equal in variance. For this pre-test, a *one-way ANOVA* was then applied to prove that there is no significant difference between experimental class and control class before employing the treatment. Table 4 below showed the result of the ANOVA analysis.

TABLE 4.
RESULT OF ANOVA TEST OF PRE-TEST SCORE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.97	1	0.97	0.67	0.41
Within Groups	98.01	68	1.44		
Total	99.02	69			

The table revealed that the value of probability *p* is higher than α (0.41>0.05). It means that there was no significant difference between experimental class and control class before employing the treatment. It indicated that before the treatment, all the samples were in the same level of English speaking proficiency.

2. Post-test Data

The descriptive statistics including mean, standard deviation, minimum, and maximum scores of post-test data were shown in Table 5 below.

TABLE 5.
DESCRIPTION OF POST-TEST SCORE

Group	Analytical Data	Post-test
Experimental	Mean	8.79
	Standard Deviation	0.54
	Minimum	7.50
	Maximum	9.75
Control	Mean	8.49
	Standard Deviation	0.68
	Minimum	7.00
	Maximum	9.75

It is shown in Table 5 that the mean of post-test scores of the experimental group was 8.79 and the mean of scores of the control group was 8.49. To pass two assumptions of ANOVA, the data then also had to be tested for their normality and homogeneity. First, normality test was used to analyze whether the data are in normal distribution or not. The test used was *Lilliefors Significance Correlation* from *Kolmogorov-Smirnov* with the level of significance is 5% (α = 0.05). Table 6 below showed the result of normality test.

TABLE 6.
RESULT OF NORMALITY TEST OF POST-TEST SCORES

Group	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Experimental	0.14	35	0.08
Control	0.12	35	0.20

Table 6 showed that the value of probability (p) of the experimental class was higher than α (0.08>0.05) and the value of probability (p) of control class were also higher than α (0.20>0.05). Therefore, the data of post-test of students' speaking achievement in both experimental and control group were on the normal distribution.

Then, homogeneity of variance test was done to find out whether or not the samples researched have an equal variance. The post-test data were analyzed using *one-way ANOVA* by seeing the probability (sig) of *Levene statistic on the test of homogeneity of variance.* Table 7 below presented the result of the test.

TABLE 7.
RESULT OF HOMOGENEITY TEST OF POST-TEST SCORES

Levene Statistic	df1	df2	Sig.
2.19	1	68	0.14

The table showed that the value of '*p*' on *Levene test* was higher than α (0.14>0.05). It denoted the variant of the scores are equal. For the final analysis of post-test data, a *one-way ANOVA* was then applied to prove that there is a significant difference between experimental class and control class after the treatment. Table 8 below showed the result of the analysis.

TABLE 8.
RESULT OF ANOVA TEST OF POST-TEST SCORE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.57	1	1.57	4.17	0.04
Within Groups	25.63	68	0.37		
Total	27.21	69			

The table revealed that the value of probability *p* is lower than α (0.04<0.05). It meant that there was a significant difference between experimental class and control class after the treatment. It could be inferred that teaching technique which employs L2-based instruction (L2BI) made students gain better speaking achievement than that of common technique which employs code-switching-based instruction (CBI).

B. Discussion

As shown in Table 8, there are significant statistical differences, which *p* is lower than α (0.04<0.05), between the mean of speaking achievement in post-test of the experimental group over that of the control group. It differs with the result of speaking achievement in pre-test (α = 0.41). This can be attributed to L2BI which is employed to teach students in the experimental group. L2BI positively improves the speaking achievement of students in the experimental class. Students who belong to this class are characterized as more active participants. In speaking class activities, they are willing to speak English more rather than their native language while students in control group are still feeling more comfortable to speak in their L1. It absolutely has an impact on their post-test achievement. Students in experimental class who used to speak English during the learning process can achieve better achievement. It therefore supports the notion of learning as a habitual action which requires more practices to make perfect.

Students who belong to the experimental class are also characterized as more positive learners. They pay more attention to what their teacher says, try harder to listen how to pronounce the word correctly and make more effort to comprehend the meaning of their teacher's utterances. Since teacher in the control group is allowed to switch between L2 and L1, the students pay less attention to the English pronunciation and make less effort to comprehend their teacher's talks. They, in fact, are more talkative but in more 'negative' term, that is 'speak more but not speak English'. It corresponds to the result of post-test. After the treatment, students in the experimental class can use more varied vocabulary with better pronunciation while students in control class often are found repeating mispronunciation. As a result, students in experimental class gain better achievement than students in control class.

The result of this study supports what some previous studies related to use of L2BI have been revealed. Wei (2013) and Haryanto et.al (2016) both find that L2BI which is employed in tertiary level EFL students somehow make students progress in English listening and speaking proficiency. On the contrary, in Vietnam EFL context, Hoang, Jang, and Yang's (2010) research reveals that the English-Only policy failed to assure the majority (around 70%) of the students'

sufficient understanding of the lesson. It is because, in the Vietnamese educational situations, the implementation of L2BI has been constrained by some factors. There are insufficient classroom resources, teachers' limited English abilities, teaching methods, students' low level of English competence, motivation, and autonomy. For the Indonesian primary EFL level, it is also true that the teachers have to make more effort to make their instructions clear and effective as well, regarding students in the primary level have only limited background English knowledge. The teachers must be more creative in explaining the materials, must have sufficient vocabulary, must have the ability to paraphrase, as well as must be able to use teachers' talk as one of simple code that promotes the use of authentic language to reach communicative language teaching context.

V. Conclusions and Suggestions

Based on the findings of the collected data and its interpretation, it can be concluded that use of L2BI is more effective in teaching primary level EFL speaking classes than that of CBI ($p < 0.05$). It means that speaking achievement of primary level EFL students can be better if the teacher employs L2BI during the teaching process. The use of such instruction makes students more eager to speak in L2, pay more attention to what their teacher says, try harder to listen how to pronounce the word correctly, and make more effort to comprehend the meaning of their teacher's utterances.

Therefore, L2BI shall be used in primary level EFL speaking class. It is not an easy job, especially in EFL context where the English teachers are not native English. The teachers must make more effort to make their instructions clear, correct, and effective as well. The teachers must be more creative in explaining the materials, must have sufficient vocabulary, must have the ability to paraphrase, as well as must be able to use teachers' talk as one of simple code that promotes the use of authentic language to reach communicative language teaching context. Nevertheless, it is still possible to do. Teachers can always learn and train themselves to improve their English and teaching competencies. It would be better if government support this effort by conducting relevant trainings for the teachers.

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Pynchon's *Against the Day*: Bilocation, Duplication, and Differential Repetition

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Abstract—In Against the Day, Pynchon is obsessed with twoness, double worlds, as well as dual realities, and like Deleuze's concept of repetition, these duplications and twinships are not merely repetition of the same, rather they allow for creativity, reinvention, and becoming. Pynchon's duplication of fictional and spectral characters intends to critique the notion of identity as does Deleuzian concept of repetition. Not attached to the representational concept of identity as the recurrence of the same, Pynchon's duplications decenter the transcendental concept in favor of a perpetual becoming and reproduces difference and singularity. Like Deleuze, Pynchon eschews an identity that is always guaranteed, and shows that the repetition of an object or a subject is not the recurrence of the original self-identical object or person. Moreover, Iceland spar, the mystifying calcite, with its doubling effect provides the reader with a view of a world beyond the ordinary, actual world, which is quite similar to what Pynchon's novel does per se.

Index Terms—bilocation, duplication, repetition, difference, double refraction

I. INTRODUCTION

"Even if you forget everything else," Rinpungpa instructs the Yogi, "remember one thing—when you come to a fork in the road, take it." Easy for him to say, of course, being two people at once. (Pynchon, 2006, p.766)

In Against the Day, Pynchon reveals his obsession with double worlds, bilocation, and repetition, but not the commonsensical concept of repetition rather the Deleuzian, differential repetition. To Deleuze, repetition is creativity and invention not sameness, difference not habitual reiteration; that is, repetition is not reducible to the repetition of the same which is based on the idea of identity and resemblance, rather it is contingent on difference. Indeed, "difference" and "repetition" are interlocked and integrated. From Deleuzian perspective, the two presents, two scenes, or two events might be successive, "at a variable distance apart", but they are rather

two real series which coexist in relation to a virtual object of another kind […] It is because this object constantly circulates, always displaced in relation to itself, that it determines transformations of terms and modifications of imaginary relations within the two real series in which it appears, and therefore between the two presents (Deleuze, 1994, p. 105).

Simply put, when one thing repeats itself, although we have "two presents [that] are successive," it is an illusion to consider one as the copy of another or consider one more real than the other since both possess a virtual force and a singularity to itself. In fact, Deleuze criticizes the traditional, totalizing, and homogenizing approach to repetition. To him, repetition is not redundancy or habitual recognition of the same; quite the opposite, it is essentially creative and productive of difference. In other words, only difference is repeated, and only difference returns (akin to Nietzsche's "eternal return"[1]). To Deleuze repetition functions as a critique of representation[2], as well as identity.

We have tried to show that it is a question of simulacra, and simulacra alone. The power of simulacra is such that they essentially implicate at once the object = x in the unconscious, the word = x in language, and the action = x in history. Simulacra are those systems in which different relates to different by means of difference itself. What is essential is that we find in these systems no prior identity, no internal resemblance. It is all a matter of difference in the series, and of differences of difference in the communication between series. (Deleuze, 1994, p. 299)

Arguably, Pynchon's Against the Day is replete with bilocation, duality, and bifurcation implying the omnipresence powers of repetition and difference, and transcending the actual realm. In the novel, dual refraction opens the actual world to the virtuality by the duplication, triplication, and even multiplication of possibility. The novel, as such, seems to be a calcite with the ability of double refraction, having two Chums of Chance, Chums and their Russian double The Bol'shaia Igr; two Stupendicas, Stupendica and Emperor Maximillian; multiple twin characters such as Dr. Werfner and

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[1] To Deleuze, Nietzsche's concept of eternal return is "the fundamental axiom of a philosophy of forces in which active force separates itself from and supplants reactive force and ultimately locates itself as the motor principle of becoming" (Spinks, 2012, p. 86).

[2] Deleuze criticizes Freud's conception of repetition; he believes Freud reduces repetition to representation by confining it to a compulsive reiteration of the past (Parr, 2012, p. 224). Deleuze (1994) argues that difference is not contingent on representation; "Difference is not and cannot be thought in itself, so long as it is subject to the requirements of representation" (Deleuze, p. 262).

Dr. Renfrew; multiple Shambhalas; two Earths, "our" Earth and Counter-Earth; two Venices, "Venice of the Low Countries" and contra-Veneziai or "Venice of the Arctic" (Pynchon, 2006, p.136);[3] two New Yorks, New York and its doppelganger; and many other different manifestations of the same person, same event, or same place. As Elias (2011) aptly points out, "As in picaresque understood as romance, Pynchon's novel doubles and mirrors characters and scenes" (p. 31). Moreover, due to the operation of light refraction, several possible alternatives are given for some actual event of the novel and some of those actual events of history that are referenced in the novel.

II. DISCUSSION

It is noteworthy that out of the five chapters of the novel, one (chapter three) is entitled "Bilocations" which implies parallel worlds and the experience of being at two different places or dimensions at the same time. Nevertheless, the theme of pairings, twonesses, and alternate versions is reverberated in the whole novel; as Paul Narkunas (2011) argues, characters "throughout Against the Day are doubled and mirrored to disturb further this national space-time, and therefore the theme of bilocation figures prominently" (p. 242). Pynchon's propensity for twoness is comparable to that of his character Lindsay Noseworth. Lindsay, who is afflicted with the symptoms of "Incipient Gamomania" i.e., an "abnormal desire to be married" (Against p. 432), says, "my governing desire in life is to be no longer one, but two, a two which is, moreover, one—that is, denumerably two" (Against p. 432).

Pynchon's plurality of possibilities leaves us with a pluralized universe which is a transcendent flight from mundane existence of the actual realm. This tendency for differential repetition allows for the possibility of being exposed to the hidden, virtual worlds; Kit, pondering over the mysterious nature of light, states, "Double refraction appears again and again as a key element, permitting a view into a Creation set just to the side of this one, so close as to overlap, where the membrane between the worlds […] has become […] frail" (Against p. 566). In "Binocular Disparity and Pynchon's Panoramic Paradigm", Clair refers to the differential power of repetition; he quotes parrot's conversation with Frank in which the parrot says,

"Think! Double refraction! Your favorite optical property! Silver mines, full of espato double-refracting all the time, and not only light rays, naw, uh-uh! Cities, too! People! Parrots! […] you don't see those strange lights all around you. Ay, Chihuahua. In fact, Ay, Chihuahua, Chihuahua" (Against p. 387).

Clair (2011) believes this exchange is more than a comedic aside and that the bird which is famed for "its powers of repetition", "attempts to transcend mere repetition by presenting a case for the omnipresence of repetition" (p.78). Besides, in the novel, Zombini, the magician, is able to duplicate people using Iceland spar. However, according to Deleuzian concept of repetition and difference, the only thing that is repeated is difference; hence, the two duplicated persons will be two different people with different paths in life as "To repeat is to begin again; to affirm the power of the new and the unforeseeable" (Parr, 2012, p. 225). Here, Zombini is explaining to his daughter the repletion of difference that transpires in the process of duplication:

"Is it a happy ending. Do they go back to being one person again?" […]

"No, and that's been kind of a running problem here. Nobody can figure out […] how to reverse it. I've been everywhere, asked everybody, college professors, people in the business, even Harry Houdini himself, no dice […]. It was an optical problem, I thought it would be completely reversible. But according to Professor Vanderjuice up at Yale, I forgot the element of time, it didn't happen all at once, so there was this short couple of seconds where time went on, irreversible processes of one kind and another, this sort of gap opened up a little, and that was enough to make it impossible to get back to exactly where we'd been." (Against p. 355)

Zombini tells his daughter that he has copied two or three people making four or six different individuals with totally different life paths. What is more, they are unable to go back to unite in one original person because each version turns out to be a differential repetition of the duplicated person not an identical copy; as Colebrook (2002) states, "There is not an original life that is then varied or copied in different versions; each event of life is already other than itself, not original, a simulation" (p. 99). Indeed, this is similar to what Deleuze (1989) describe as "the bursting forth of life, of time, in its dividing in two or differentiation" (p. 88). Interestingly, Zombini explains that this disaster happens because of the element of "time" as the passing of time makes the process irretrievable since, from Deleuzian perspective, repetition is not the return of the past or a repetition of the same. Interestingly, one of the basic concepts of Deleuze is the intricate rapport between time and difference; he always emphasizes that time is difference in itself. Moreover, as with difference, for Deleuze, one of the central concepts in repetition is time. Further, time itself splits itself into past and present, "in two dissymmetrical jets" coexisting as a virtual and actual image: "Time has to split at the same time as it sets itself out or unrolls itself: it splits in two dissymmetrical jets, one of which makes all the present pass on, while the other preserves all the past. Time consists of this split, and it is this, it is time" (Deleuze, 1989, p. 81).

The notion of duplicated and multiple world could also be seen in Werfner's speech regarding the tragedy of Mayerling. When Colonnel Kautsch suggests that in the tragedy, the agent who possibly had killed the Prince Rudolf and his lover, was Jack the Ripper, Werfner suggests that there might have been Hundreds of Jack the Rippers, "Hundreds, by now thousands, of narratives, all equally valid -- what can this mean?" "Multiple worlds," says Nigel. "Precisely!" cries the Professor (Against p. 682). Moreover, Lew Basnight is obsessed with the concept of bilocation

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[3] Hereafter, I refer to Pynchon's *Against the Day* (2006) as *Against*.

too. Once, Dr. Otto Ghloix informs Lew that in order to reach the pure land of Shambhala, he should go through the "secret geographies of the beyul, or hidden lands" using a procedure called "bilocation." The technique is a "strange and useful talent of being two places or more at once, known in the Psychical field for about fifty years as 'bilocation.' North Asian shamans in particular seemed to be noted for it" (Against p. 686). The technique is discovered by Dr. Werfner and/or Dr. Renfrew who are the manifestation of one person's bilocation as such.

Further, identity to Deleuze is a problem caused by being tied to representation and deviating from difference. As Cliff Stangol (2012) states, Deleuzian concept of difference challenges, "the primacy accorded identity and representation in western rationality" (p. 72). Indeed, in Difference and Repetition, Deleuze (1994) intends to undermine the western notion of identity which is based on rational Cogito, the "identical, similar, analogous" Kantian "I" which makes difference an object of representation:

The "I think" is the most general principle of representation—in other words, the source of these elements and of the unity of all these faculties: I conceive, I judge, I imagine, I remember and I perceive ... they form quadripartite fetters under which only that which is identical, similar, analogous or opposed can be considered different: difference becomes an object of representation always in relation to a conceived identity, a judged analogy, an imagined opposition or a perceived similitude. (p. 138)

To Deleuze, Kant's conception of "I" is devoid of "the conditions of a true critique and a true creation" (1994, p. 139), an "I" with the ability of transcendental apperception, an "I" whose identity is contingent on representation and signification, an identity which only gains meaning in relation to "other". Opposite to Kantian persistence on identity, sameness, and representation, in Deleuzian difference, identity is dissolved in "the destruction of an image of thought which presupposes itself and the genesis of the act of thinking in thought itself" (Deleuze, 1994 p. 139).

Thus, the Deleuzian notion of repetition is based on the assumption that we have virtual singularities and actual individuals.[4] An instance of repetition that leads to singularities, not sameness, could be seen in the pair of Professor Werfner of G ä̈tingen and Professor Renfrew of Cambridge. In London, Lew Basnight along with Neville and Nigel (the British agents, Neville and Nigel or "the Two N's" are another of the novel's comic pairs) goes to watch an intriguing play about "An actor playing an actor playing Jack" where Lew sees a person that Lew thinks is Professor Renfrew. Later, he learns that he is Professor Renfrew's double, Professor Werfner. Lew then realizes that T.W.I.T. and the two N's have hid many things from him including the fact that Renfrew and Werfner are actually one person with a paranormal power:

They were impersonating British idiots. And in that luminous and tarnished instant, he understood, far too late in the ball game, that Renfrew and Werfner were one and the same person... that this person somehow had the paranormal power to be in at least two places at the same time... and that everybody at the T.W.I.T. had known this, known forever, most likely -- everybody except Lew. (Against p. 729)

Lew reads many books on the "talent of being two places or more at once" or "bilocation" some "in languages he didn't even recognize" (Against p. 685).[5] This practice is an internal journey similar to dreaming "in which one version of you remains behind," and your other version goes serenely off to "worlds unexpected" with paranormal skills such as "flying, passing through walls, performing athletic miracles of speed and strength" (769). This reminds us of Deleuzian idea of repetition that repudiates "Platonist idea of repeating in order to produce copies is completely", an idea that "subsumes the creative nature of difference under an immobile system of resemblance" (Parr, 2012, p. 225). That is, the virtual and mysterious "bilocation" which Werfner /Renfrew is capable of is quite akin to Deleuzian notion of repetition and difference. The narrator says Renfrew is the "opposite number" (Against p. 254) of Werfner, rival scientists with palindromic name whose characters read the same backward. When T.W.I.T employs Lew to spy on them, Nookshaft tells Lew that Werfner and Renfrew have the position of The Devil of the Arcana. Lew is very "willing to accept the two professors as a single person" and feels "curiously released, as if from a servitude he had never fully understood the terms of anyway" (Against p. 771) when he concludes from the evidence that they are the same person. Arguably, this sense of "relief" on the part of Lew stems from his desire to for "identity" and "sameness" as opposed to difference. Lew tend to see the two professors as one rather than two people with two different individualities who have been created out of one individual whose each half is housed in a new body; that is, the result of the mitosis is two different singularities. As Deleuze states, "Repetition and resemblance are different in kind—extremely so" (1994, p.1). In the same vein, despite the stunning similarities, Werfner Renfrew are different in many ways so much so that the two develop an acrimonious rivalry as well as harsh conflicts, and they seem to be each other's opposite image. Generally, from Deleuzian perspective, as differential repetitions, the two can resemble each other and share particular qualities, but they do not repeat one another. That is, one is not a copy or simulacra (in its Baudrillardian sense) of the other as they maintain their own "non-exchangeable and non-substitutable" (Deleuze, 1994, p.1) singularities which are expressed in their differences. Nathalie Aghoro (2009) also states, "Renfrew and Werfner's story exposes the pitfalls of

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[4] Deleuze holds that "repetition is more a matter of coexistence than succession, which is to say, repetition is virtual more than it is actual" (Parr, 2012, p. 226).

[5] Cohen Nookshaft sees Lew reading books on Bilocation and offers him some explanation, he says, "We are light, you see, all of light" and when "we lost our aetherial being and became embodied, we slowed, thickened, congealed to" this body. "The soul itself is a memory we carry of once having moved at the speed and density of light" (Against, p. 688). He holds that our soul is an aetherial and virtual being replete with virtual force of difference.

an identity concept based on continuity in space over time" (p. 37). Dr. Ghloix, an alienist, talks to Lew and analyses the reason behind Renfrew/Werfner's manifestation as two rivals with contrary qualities. He believes this stems from an internal conflict within Renfrew/Werfner, "a rupture within a single damaged soul" which is reflected in the Renfrew and Werfner's stark opposition.

"This person Renfrew/Werfner appears afflicted […] by a deep and fatal contradiction—deeper than consciously he can appreciate, and as a result the conflict has no other place to go but outward, ejected into the outside world […] now obliged to suffer the disjunction in himself which he cannot, must not, admit… so pretending to be two 'rivals' representing the interests of two 'separate nations' which are much more likely secular expressions of a rupture within a single damaged soul." (Against, p. 772)

Indeed, Dr. Ghloix thinks that this person is suffering from a deep contradiction so he decides to double himself so that the disjunction inside him could be bearable to him/them. Renfrew and Werfner seem to have co-consciousness as they are dealing with the same academic vocation, the same major, and the same research field. For both of them, "their shared interest in the Eastern Question had evolved from simple bickering-at-a-distance by way of the professional journals to true mutual loathing, implacable and obsessive, with a swiftness that surprised them both" (Against, p.254). Nonetheless, this mirror-like sameness does not imply identity, and "some symmetry [is] being broken. Violated" (Against, p.769). There are differences seen in this symmetrical relationship which shows the reality of difference as opposed to identity, their singularities, their being two separate existence. Up to a point in time, Renfrew/Werfner had been the same person, but with bifurcation they become two persons as the space-time becomes different for each of them. Given that--as Deleuze contends--time is difference, with time passing by, the identical persons will deviate more from each other in an unalienable manner. Therefore, they will go their separate ways after bilocation no matter how similar they are because the element of time which creates difference is inevitable. As the magician Zombini's practice of using double refraction to bifurcate people shows, to his consternation, the bilocation is not "reversible" because of "the element of time"; indeed, even "short couple of second" is "enough to make it impossible to get back to exactly where we'd been" (Against, p.400). Moreover, as Deleuze (1994) states, repetition is a conduct that is "necessary and justified [...] only in relation to that which cannot be replaced" which is "non-exchangeable and non-substitutable singularities" (p. 1). That is, the bilocation of Renfrew and Werfner, two people with "non-exchangeable and non-substitutable singularities", does not only question the concepts of continuity and sameness but also highlights the concept of difference and the branching possibilities it brings up.[6]

Moreover, Professor Edward Morley and Charles Morgan (aka M&M) are also double-refracted; as Merle discovers, "It was so obvious! Professor Edward Morley and Charles 'Blinky' Morgan were one and the same person! Separated by a couple-three letters in name as if alphabetically double-refracted," and both have "long shaggy hair and big red mustaches" (Against, p.62). Yet again, there are some differences between them even if minor. Æther is to be "blame[d]" as well as light that "goes someplace else" and "takes a detour" (Against, p.62) thus creating the inevitable differences.

"[…] suppose when they split that light beam, that one half of it is Michelson's and the other is his partner Morley's, which turns out to be the half that comes back with the phases perfectly matched up […]you could blame it on the Æther, sure, but other cases may be the light goes someplace else, takes a detour and that's why it shows up late and out of phase, because it went where Blinky was when he was invisible, and--" (Against, p.62)

For instance, one of the differences seen in the repetition of Morley/Morgan is the fact that "Blinky's a natty dresser, whereas Professor Morley's attire is said to exhibit a certain tendency to the informal" (Against, p. 62). Interestingly, this difference, "disparity", or "asymmetry" exists even for Blinky as such (who emerges "from invisibility" and "reenter[es]" the world) because each one of his eyes "saw the world differently" (Against, p. 62). In Deleuzian terms, these differences are because "in a very real sense, repetition is a creative activity of transformation" (Parr, 2012, p. 226), and to Deleuze, this is difference that allows for the prospect of the unique and the singular.

Further, several characters in the novel seem to be the virtual duplications of "Kieselguhr Kid" who is a spectral figure, a legendary anarchist whom the mining owners are after. One of these doppelgangers is Frank. Dwayne who is sent by a group of anarchists to find Kieselguhr Kid and seek help from him, once drops hints to Frank implying that he believes Kieselguhr Kid is actually Frank. Ellmore Disco and Bob Meldrum are also of the opinion that Frank is Kieselguhr Kid; the federal force which is after Kieselguhr Kid is also passing around photos of Frank as the legendary anarchist. However, Webb (and after his death, his soul) could also be the legendary Kieselguhr Kid because after Webb's death, the mine company is worried that Deuce have not managed to kill Webb at all since the bombings have continued without any interruption since then. Reef while driving to Telluride for taking his father's dead body, also ponders over the possibility of Webb's being Kieselguhr Kid. When he is thinking he might "carry on" this heritage of being the anarchist Kieselguhr Kid, he feels "some new presence inside him, growing, inflating" (Against, p. 214)

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[6] Lew is also subject to the similar experience of difference and becoming. Once, he is reminded of his oblique past in Chicago and the crime he does not even remember. We learn that it was the bilocated Lew who had committed the unforgivable crime, but the actual Lew is paying for that; he wonders, "how much to some other version of Lew Basnight, bilocated off somewhere he could gain no clear sense of" (*Against*, p. 688). Moreover, in his dialogue with Renfrew, Lew realizes that Lew's bilocated self is having a dialogue with the bilocated self of Renfrew, i.e., Werfner. Lew asks him a question and has a sudden certitude that in Göttingen the bilocational Lew is asking Werfner the same question, and both "Lew Basnights" get "the same offended narrow stare" (*Against*, p. 690).

which brings to mind the probability that being Kieselguhr Kid is now passed down to Reef from his father. He feels he is enjoying "a sort of dual existence, both in Socorro, and at the Pole" (Against, p. 215). Moreover, he is able to read a book aloud to his father's corpse in the absence of light without even noticing the darkness, and more importantly, nearly in the end of the book, years after Webb's death, Reef acknowledges his belief of "being the Kieselguhr Kid in Webb's place" (Against, p. 887). Although it is never clear who the Kieselguhr Kid is, the possibility that this spectral figure is Webb Traverse or his sons will remain open to the end of the novel. It is also possible that Kieselguhr Kid by turns resides in the souls of different people among them Traverses; suffice it to say, "As a power of the new, repetition calls forth a terra incognita filled with a sense of novelty and unfamiliarity" (Parr, 2012, p. 226). Moreover, the novel is replete with familial duplications, Web and his doubles Kit, Frank, and Reef; Reef and his younger double, Kit ("Kit and his own somehow aged or gravely assaulted double" [Against, p. 667]); and Merle and his daughter Dally who are very similar yet different: they "lived for different futures, but they were each other's unrecognized halves, and what fascination between them did come to pass was lit up, beyond question, with grace" (Against, p. 70). This genetic repetition of fathers in the kids is "the internal genetic elements of repetition" (Deleuze, 1994, p. 17) in which the virtualities of gene can unfold differently.

Also, among the abundant doublings is that of Chums of Chance and their Russian counterpart. The Chums of Chance encounter their Russian counterparts, "Tovarishchi Slutchainyi" that means accidental comrades in Russian. The "counterpart" of Inconvenience is "Bol'shaia Igra" which is led by Padzhitnoff.

It [the Bol'shaia Igra] was readily recognized by all as the flagship of Randolph's mysterious Russian counterpart—and, far too often, nemesis—Captain Igor Padzhitnoff, with whom previous "run-ins" (see particularly The Chums of Chance and the Ice Pirates, The Chums of Chance Nearly Crash into the Kremlin) evoked in the boys lively though anxious memories. (Against, p. 137)

That the parallel Chums are from the opponent country of Russia again shows the virtual power of difference in the repetitions in which difference privileges over identity and sameness. Indeed, like Deleuze, Pynchon tends to free repetition from mimesis since repetition is not the recurrence of the exact same thing as it is the site of emergence of pure difference. As Nathalie Aghoro (2009) sates in "Bilocated Identities: Taking the Fork in the Road in Against The Day," "The double presence of American and Russian national icons shows how their narrative identities shift between sameness and difference, between national representation and selfhood" (p. 39). That is, the dissimilarities in the duplicated Chums show that difference has a threatening effect on identity and sameness. At some point, the American Chums realize that the Tovarishchi Slutchainyi are themselves, yet ahead of them in time; that is, the force of time has caused the differences as time is difference from Deleuze's viewpoint.

"The travels of Captain Padzhitnoff […] over the years, have pretty closely matched our own. No surprises there. But looking only at the months just before he disappeared, everyplace we'd been that year, ... old Padzhy's gone as well. Where we haven't been yet, he seems to have left no trace." (Against p. 1023)

Darby exclaims, "We're chasing ourselves now"; that is, the Tovarishchi are the future version of the Chums, very similar yet very different." Here the unity and continuity of identity is undermined since "repetition is a positive power (puissance) of transformation" (Parr, 2012, p. 226).

Justin Clair (2011) argues, "Perhaps the single most significant pairing in the novel is that of Scarsdale Vibe, the novel's central 'evil capitalist' caricature, and his double, Foley Walker" (p. 76); "the twin Vibes" (Against, p. 102) are another example of the novel's insistence that repetition is the virtual force of difference. Foley Walker had been Vibe's paid substitute to go to the Civil War instead of him. Years later, Foley feels that he has mental "communications from far, far away" with Vibe. He finds Vibe and becomes his closely attached companion for the rest of his life since, as Indians believe, "if you save the life of another, he becomes your responsibility forever" (Against, p. 101). Thus, they become undividable afterwards.

The Twin Vibes, as they soon came to be known, were sighted together often at Monmouth Park and Sheepshead Bay as well as tracks farther afield, togged out in matching sport ensembles of a certain canary-and-indigo check, screaming and waving fistfuls of betting slips—when they were not careering at excessive speeds up and down the avenues of Manhattan in a maroon phæton whose brass and nickelwork were kept rubbed to a blinding shine, side by side in their pale dusters, appearing to the unwary spectator as ineluctable as any other Apocalyptic Riders.

"So you could make a case," Foley concluded, "for me being more Scarsdale Vibe than Scarsdale Vibe himself." (Against, p. 102)

Foley Walker, once the physical representative of Vibe, his body double, is now his "deputy of Wealth" and merges his identity with Vibe's; as he puts it, "I am he" (Against, p. 99). Yet, Vibe and Foley, although very similar, are very different at the same time as "repetition is produced via difference, not mimesis" (Parr, 2012, p. 225). Folly is a secular and strong-willed person, as Folly himself says, his nerves are "cast iron" while Vibe is obsessed with his own interpretation of Christian sense of duty "isolated in self resonant Fantasy" (Against, p. 333). The more we further in the story, the more we notice these differences between the two. Thus, the twinship, this "being more Scarsdale Vibe than Scarsdale Vibe himself" (Against, p. 102) as mysteriously deep as it is, is not to last forever. As Deleuze, while offering some examples of repetition, says, "Reflections, echoes, doubles and souls do not belong to the domain of resemblance or equivalence; and it is no more possible to exchange one's soul than it is to substitute real twins for one another" (1994, p.1). Thus, Foley starts questioning their twinship. Talking to himself he says, "You suffered through the

Wilderness and at last, at Cold Harbor, lay between the lines three days, between the worlds, and this is what you were saved for? This means, nervous, scheming servitude to an enfeebled conscience?" (Against, p. 335) and finally, in the last pages of the novel he becomes a "born-again Christer" (Against, p. 1004) and kills Vibe when Vibe asks Foley to protect him against vengeful Frank who intends to kill Vibe.

Even in a town full of murderous Anarchists who hated him worse than Rockefeller, Scarsdale had seen no need to walk around these streets heeled. In his accustomed tone of command, at exactly the moment he should not have adopted it, he now barked, "Well you see them as clearly as I do, Foley. Take care of it." In reply, smoothly as if it were another long-practiced personal chore, Foley stepped away swiveling, lined up the Luger's muzzle with his employer's heart, and chambered the first round. Scarsdale Vibe peered back, as if only curious. "Lord, Foley ..." (Against, p. 1006)

When, all of a sudden, Folly shoots Vibe instead of shooting his enemy, we are still shocked. Yet, this abrupt killing reveals the differences between the two seemingly indistinguishable characters even more. Foley Walker being "the 'other' Scarsdale Vibe" claims his differential existence by killing Vibe, showing that he is not a mere copy; as Deleuze holds, repetition is "the possibility of reinvention, that is to say repetition dissolves identities as it changes them, giving rise to something unrecognisable and productive" (Parr, 2012, p. 224). Namely, the only thing that is repeated is difference. Scarsdale's death can, therefore, be seen as an analogy for the complicated concept of identity and difference.

Yet, one of the most fascinating and significant examples of duplications in the novel is related to Stupendica, a ship which has the capacity to duplicate itself. Going to Europe, Merle Rideout's daughter Dally and her mother Erlys along with Zombinis are aboard the Stupendica, the ocean liner. Another passenger aboard the Stupendica ship is Kit who is going to Göttingen to study mathematics. Stupendica has the ability to split into two vessels; it can be transformed into S.M.S. Emperor Maximilian a 25,000 ton battleship of the Austro-Hungarian Navy. Originally, the two ships were adjoined just at a "deeper level"; that is, the Engine Room (Against, p. 519). Indeed, these two ships were being made as two different projects in different places but they "merged" into a "single ship" whose "How? At whose behest?" (Against, p. 517) were known by no one. While Dally and Kit are abroad, the ship is assaulted by a torpedo, then it bifurcates into Emperor Maximilian ship. Kit is trapped in the engine room where he finds out that the Stupendica is pregnant with another ship. Stupendica, which has received a message in cipher "from somewhere else not quite 'in' the world", starts its metamorphosis and the "entire decks began ponderously to slide, fold, or rotate, and passengers found themselves, often lethally, in the way of this booming and shrieking steel metamorphosis" (Against, p. 518). And,

The ship itself splits in two, and sailors comically tear off their uniforms to reveal the get-up of naval ratings. The ship, for a moment maintains a dual identity, one briefly transposed over the other before they split. As the chief Oberhauptheitzer says: "…there are no staterooms, it is no longer the Stupendica up there. That admirable vessel has sailed on to its destiny. Above decks now you will only find His Majesty's dreadnought, Emperor Maximilian. It is true that for a while the two ships did share a common engine room. A 'deeper level' where dualities are resolved." (Against, p. 519)

Dally has been taken by the other half of the ship to the Counter-Venice and is curious what has happened to Kit, unaware of the fact that "she and Kit were on separate vessels, distinct versions of the Stupendica, pulling away slowly on separate courses, each bound to a different destiny" (Against, p. 514). The bilocated Kit takes an electric tram to a hotel "where for some reason he assumed there'd be a room reserved and waiting" (Against, p. 525). Then, all of a sudden, he runs into Root Tubsmith whom he lost in the Stupendica, and Kit says, "Nothing's been rigorously what you'd call 'real' lately. Does seeing you in this condition mean that everything is normal again?" to which Root answers, "Of course" (Against, p. 535); as if, lately, Kit has been in a bilocated world or parallel universe and the actual world by turns.

Later, the narrator mentions that after 1914 (when World War One is looming), "The Stupendica's destiny was to reassume her latent identity as the battleship S.M.S. Emperor Maximilian" which was "one of several 25,000-ton dreadnoughts contemplated by Austrian naval planning but, so far as official history goes, never built" (Against, p. 515). This actual, "official", or sedentary history is different from the virtual, nomadic, alternate reality in which the Stupendica can bifurcate. In fact, Bilocation and the splitting of paths are also Pynchon's techniques to propose the concept of alternative history or the virtual possibilities of history. Clair (2011) also argues, "As any reader of Against the Day can attest, however, the novel's obsession with doubles extends far beyond issues of characterization and corporate citizenship. Spaces, places, and even history itself seem to double back and reduplicate" (p. 76). In Against the Day, several Characters and things are doubled, and this is Pynchon's means of disturbing the traditional sense of human history with traditional space-time dimensions. Pynchon's strong passion for dyads and metaphors of duality, which is more evidently reflected in the twinned characters (like Webb and Kieselghur Kid, Professors Renfrew and Professors Werfner, Nigel and Neville, Pino and Rocco, Frank and Reef and other multiple personas and bilocated persons) transgresses these bilocations and twinships to other deeper concepts like time, space, and history, for instance, through revealing virtual localities inside the actual one (such as the sub-desertian cities of North Pole, the counter earth, the "Inner Asia" of Asia, the "Deep Germany" of Germany [Against, p. 661]). Hence, the counter historical figures and events, the binocular events, the dual temporalities, and in a word, the theme of bilocation--since Bilocation entails a person or an event in two places at one time--disrupt the fixed territorial and temporal dimensions as well as actual dimensions while transcending secular time and space.

Iceland Spar, Double-Refraction and Revealing the World Beyond

Another representation of Pynchon's obsession with duality is the doubling effect Iceland spar, a calcite which has the qualities of "Deep wisdom, ancient truth, light from beyond" (Against, p. 391). Besides bifurcated twins and twin worlds mentioned throughout the novel, the fact that part two of Against the Day is entitled "Iceland spar" and starts with the introduction of the Chums' doppelgangers, as well as the book's cover image which portraits an Iceland spar bifurcating the words of the title via double refraction, show the significance of the theme in the novel. Indeed, Iceland spar and its doubling effect which have been the main motives of the novel can provide the reader with a visual metaphor for the whole novel as such since the novel also reveals the multidimensionality of the reality of the world and showcases the virtual aspects of actual events, entities, and people. That is to say, the reader is left with a doubly refracted reality of the world through the prism of Against the Day. As Seán Molloy (2010) argues, Pynchon implies that "the expansion of possibility" caused by dual refraction is a glimmer of hope for avoiding the doom; he states, "Despite the gloomy prognosis of Pynchon as regards the future of 'the' Earth, he does not quite abandon hope. Mankind is spared certain doom by the expansion of possibility due to the operation of dual refraction and the warping of space and time as the Earth traverses the universe" (p. 13).

The calcite is "a different form of calcium carbonate— namely, to microscopic crystals of the doubly-refracting calcite known as Iceland spar" (Against, p. 114). It can duplicate images and enable bilocation; indeed, its extraterrestrial properties and functions are gained through double refraction, and several fantastic devices and deeds become possible by dint of the its virtual quality.[7] The fact that the calcite has the transcendent potentiality to doubly refract light, enables it to create an aspect of the object viewed through it which is beyond the ordinary, actual aspect that human's eye can perceive, that is the virtual side of the object hidden from the bare eyes. Whatever is observed through the Iceland spar is produced as a double dimmer image. Through the prism of the calcite, the actual light refracts into actual virtual divisions revealing the potentially hidden forces inside any entity; when you look through a pure enough specimen of Iceland spar you can see "not just the man but his ghost alongside him', a vision of a multitude of worlds that is 'either horrifying or amazing" (Against, p. 375). Through the lenses, prisms, or mirrors made of this double-refracting "ghostly mineral", "certain 'invisible' lines and surfaces" can become "accessible" and actual.

Sometime before the first report of it in 1669, calcite or Iceland spar had arrived in Copenhagen. The double-refraction calcite having been noticed immediately, the ghostly mineral was soon in great demand among optical scientists across Europe. At length it was discovered that certain "invisible" lines and surfaces, analogous to conjugate points in two-dimensional space, became accessible through carefully shaped lenses, prisms, and mirrors of calcite, although the tolerances were if anything even finer than those encountered in working with glass, causing artisans by the dozens and eventually hundreds to join multitudes of their exiled brethren already wandering the far landscapes of madness. (Against, p. 250)

Indeed, Pynchon assigns a paranormal value to double refraction and depicts it in several points in the story as more than merely the optical phenomenon of light being refracted and the image of things being split. As the narrator explains, the ordinary light passes through this calcite and is split into two separate rays "termed 'ordinary' and 'extraordinary'" enabling the scientists to "create an additional channel of optical communication" (Against, p. 114). Moreover, another mysterious quality that the calcite has due to double-refraction is that it can function like the magician's globe. El Espinero gives Frank "a twin crystal, pure, colorless, without a flaw" and invites him to look into the spar and "see things" (Against, p. 391). In the depth of a dark cavern, the calcite is filled with "some queer luminescence" and Frank sees Sloat Fresno and his place (Against, p. 391). That is, the "deep wisdom, ancient truth, light from beyond" related to the calcite foreshadows what is going to happen soon, that Frank will accidentally see Sloat in a cantina and manages to take his father's revenge by killing him. Further, using the "damned Magic Crystal" (Against, p. 133) and its ability for double refraction, one actual person can be split into two persons who are two manifestation of the virtual existence of one person in two persons. The magician Luca Zombini, while is taking out a crystal of Iceland spar says that it

Doubles the image, the two overlap, with the right sort of light, the right lenses, you can separate them in stages, a little further each time, step by step till in fact it becomes possible to saw somebody in half optically, and instead of two different pieces of one body, there are now two complete individuals walking around, who are identical in every way, capisci? (Against, p. 355)

Iceland spar, which has a "Mineral consciousness" (Against, p. 133), can reveal the hidden aspects of things, "the architecture of dream", and it can escape from the frame of the actual by going beyond the "network of ordinary latitude and longitude" (Against, p. 250). As Professor Svegli explains to Chums, "if one accepts the idea that maps begin as dreams, pass through a finite life in the world, and resume as dreams again," "these paramorphoscopes of Iceland spar, which cannot exist in great numbers if at all, reveal the architecture of dream, of all that escapes the network of ordinary latitude and longitude" (Against, p. 250). The calcite even can help people read texts "Outside of time" or "[i]n a different relation to time"; Chums use "an optically–perfect sheet of Iceland spar" (437) to read the cryptic Itinerary to Shambhala which was indeed a "strangely-distorted and only partly-visible document" (Against, p. 437). Also, Iceland spar has the capacity to make people invisible, as it does with the hidden people who live in their private rock

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[7] Moreover, The Book of Iceland Spar, which is a magical book telling its readers "even of days not yet transpired," is to be read through Iceland spar. As the Librarian says to the Chums, The Book of Iceland Spar reveals "the sub-structure of reality" (*Against*, p. 133). The book is the "doubling of the Creation, each image clear and believable."

dwellings:

Iceland spar is what hides the Hidden People, makes it possible for them to move through the world that thinks of itself as "real," provides that all-important ninety-degree twist to their light, so they can exist alongside our own world but not be seen. They and others as well, visitors from elsewhere, of non-human aspect. (Against, p. 134)

Using Iceland spar's double-refraction that twists light and "can polarize light not only in space but in time as well", the hidden people can remain invisible to human eyes. For generations, the people have been passing humans and commuting between the alternate worlds without humans' noticing them. Simply put, Iceland spar, the polarizing filter, generates a refractory image of anything that is looked at through its prism. This potentiality references many virtual aspects that are hidden in the entities and human beings like the ability of things and humans to be doubled or multiplied in time and place, the ability to go beyond actual time and space, and the possibility of parallel universes and alternate worlds.

III. CONCLUSION

In Against the Day, Pynchon shows a strong penchant for duality, bilocation, and duplication. In Difference and Repetition, Deleuze states, "Repetition is not generality"; that is, as we also see in Against the Day, in differential repetition, although the two objects or subjects share generalities, there are always differences which makes them "non-exchangeable and non-substitutable" (1994, p.1) singularities; this is because each particular being follows various paths of development. Therefore, repetitions reproduce difference and singularity, not identity or sameness. It is noteworthy that, the whole book of Difference and Repetition with all its intricate content, could be considered as a critique of identity. In this novel, each time the repetitions create a differential genetic condition in which there is an indviduation of a definite entity or person for example, Werfner/Renfrew pair, Vibe and Foley, Zombini's duplications, Lew and his duplication, Professor Morley and Morgan, Kieselguhr Kid and his personifications, Chums of Chance and their Russian counterpart, as well as Stupendica and the battleship S.M.S. Emperor Maximilian. These are doubling up of identities since the duplication not only is concerned with continuity in space but with time as well. Moreover, one of Pynchon's major leitmotifs is the mysterious calcite of Iceland spar and its promising ability of double refraction. The potentiality to doubly refract light creates a double image and allows for revealing things beyond the ordinary, actual realm that human's eye discerns. Pynchon, even, undermines the traditional and sedentary history as well as traditional space-time conceptions with the counter historical figures and events, the dual temporalities, and the binocular events he creates throughout the novel.

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Arabic Language Teachers Teach and Collaborate through Mobile Instant Messaging: Analysis of Use, Benefits, and Challenges in Jordan

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Abstract—The current study aimed to examine Arabic language teachers' perceived competence, use, benefits, and challenges of WhatsApp use as an educational tool. A questionnaire as a quantitative data collection method was used. The findings revealed that participants had different levels of WhatsApp integration skills, with 44% of them being advanced or expert and 56% being intermediate or beginner users. The study also found that participants used WhatsApp primarily for sharing and accessing language materials and for chatting purposes. It was also revealed that participants perceived WhatsApp as a beneficial collaborative language educational tool. Yet, participants identified a number of challenges, such as requiring extra effort and time to use, digital divide, students' improper use, smartphones' screen size, and failure to deliver effective instruction.

Index Terms—Arabic, instant messaging, mobile technology, use, teachers, WhatsApp

I. INTRODUCTION

The use of such mobile technologies as smartphones and their apps, which is revealed by the high rate of ownership of those devices among teachers and students, has been rising speedily (So, 2016). This technology that allows teachers and students access to a variety of resources via Wi-Fi, cellular data plans, or Internet connections has the power to change teaching and learning, with excessive potential both inside and outside the classroom (Sung, Chang, & Liu, 2016). It is used in a variety of teaching and learning settings, with numerous positive impacts, including increasing autonomous and self-paced individual learning (Domingo & Garganté, 2016; Lu, Meng, & Tam, 2014), providing a variety of authentic learning settings (Boticki, Baksa, Seow, & Looi, 2015), enhancing enjoyment and promoting motivation to learn (Furió, Juan, Seguí & Vivó, 2015), facilitating immediate access to digital content (Domingo & Garganté, 2016; Murphy, 2011) and fostering interaction and communication (Churchill & Wang, 2014).

A very popular example of smartphone apps is WhatsApp instant messaging. It is an app that can be categorized as quasi-synchronous communication (So, 2016). WhatsApp is the number-one mobile messaging app, which enables users to exchange messages across the world at no cost (Mwakapina, 2016). In addition to exchanging short, typed texts, WhatsApp supports sharing hyperlinks, multimedia content, support group communication, and social interaction (So, 2016; Vrocharidou & Efthymiou, 2012). Research literature revealed that language education can be improved by creating a wide range of valuable and effective learning activities facilitated by the use of WhatsApp (Aburezeq & Ishtaiwa, 2013; Hamad, 2017; Maria, 2016; Plana et al., 2013).

Just like with any other technological application, teachers have a fundamental role to play to ensure the success of integrating that application as a fundamental part of their teaching. With their attempts to adopt WhatsApp as an example of mobile instant messaging apps for educational purposes, identifying teachers' perceptions towards the benefits and challenges of WhatsApp might be a driving factor to support their use (Baek, Zhang, & Yun, 2017). Even with wide popularity of WhatsApp among teachers and students, there is very limited research on the use of the app for educational purposes, especially related to Arabic language education. As a consequence, this study aims to explore the Arabic language teachers' perceptions and use of WhatsApp as a tool to support their teaching practice in Jordan.

II. LITERATURE REVIEW

WhatsApp Instant Messaging as a Teaching Tool

The widespread use of mobile devices among educators and students from all levels of education has attracted educators to the use of those devices to support the teaching-learning process (Dhir, Gahwaji, & Nyman, 2013; Ishtaiwa, 2014; Kinash, Brand, & Mathew, 2012). This attractiveness could be justified by the valuable features of smartphone apps that provide distinctive educational benefits. Such features include affordability, functionality (Kinash et al., 2012), movability, context sensitivity, social interactivity, connectivity, and independence (Klopfer, Squire, & Jenkins, 2002). With those features, the teaching-learning process has become more enjoyable, interesting, convenient, flexible, and

effective (Ishtaiwa, 2014; Peng, Su, Chou, & Tsai, 2009).

WhatsApp is a smartphone app that has been persuasive among teachers and students. It is a free instant messaging platform operated on smartphones devices. Users can send text messages, images, audio, or video clips. In addition, it can be used for voice calling as well as for voice recording to send audio messages instead of written ones. The comparison of WhatsApp to communal messaging and social media apps used in education, such as email, SMS, Facebook, and Twitter, reveals that WhatsApp has the following distinctive characteristic. It includes the ability to change the text format, provides information about user availability, eases creating and facilitating learning groups, enables collaborative learning, eases sharing content, and has a high level of privacy and security (Bouhnik & Deshen, 2014).

It is an appropriate tool to facilitate the "bite-sized approach", which allows teachers to convey learning materials in small pieces. This approach has many advantages, such as easing the learning process and making it less overwhelming. WhatsApp also chronologically stores those small pieces of learning materials, where students can easily and conveniently access and revisit them. This easy, convenient, and on-demand access is also useful for students with special needs, which enables meeting their individual differences (So, 2016). Through formal and informal communication supported by WhatsApp, students are able to break down traditional boundaries, reach their teachers with confidence, and promote their interest and success in their learning journey (Cifuentes & Lents, 2010). The WhatsApp platform can also be used to provide students with meaningful means for co-creation of educational materials and constructing meaning and understanding (So, 2016).

WhatsApp and Language Education

Although substantial work has been conducted on the use of mobile apps for language teaching and learning (Cavus & Ibrahim, 2009; Lu, 2008; Zhang, Song, & Burston, 2011), most of those research studies concentrated on text-messaging apps, such as SMS, or on PC instant messaging applications (So, 2016). The limited research studies discussed the use of WhatsApp as a mobile instant messaging app for language education and revealed that WhatsApp has the power to improve language education and to advance students' language proficiency (Abdul Fattah, 2015; Andújar-Vaca & Cruz-Martínez, 2017; Hamad, 2017; Maria; 2016; Plana et al., 2013).

The strengths of WhatsApp lie in its ability to provide opportunities for collaborative learning, which is necessary for language learning (Aburezeq & Ishtaiwa, 2013; Hou & Wu, 2011). Mwakapina (2016) asserted that language is best learned when there is adequate space for communication and dialogue. Aburezeq and Ishtaiwa (2013) asserted that WhatsApp is a successful tool to enhance student collaboration with peers, instructors, and content by offering a user-friendly platform for communicating and sharing ideas and information beyond the class time. WhatsApp allows teachers and students to send and receive an indefinite number of messages through creating and facilitating learning groups. Another strength of WhatsApp, as Hamad (2017) and Plana et al. (2013) reported, is rising enthusiasm and increasing engagement in learning activities. WhatsApp offers an authentic environment where students can discuss ideas, construct meaning, evaluate, and reflect on their performance "on the go", regardless of constraints of time and place (Andújar-Vaca, & Cruz-Martínez, 2017). Cheung, Hew, and Ng (2008) reported that students were fully engaged and actively participating in employing online collaboration tools. Using WhatsApp for educational purposes is reinforced by the social constructivist theory of learning, where students are encouraged to socially interact with each other to create and share their own knowledge (Vygotsky, 1978). Despite that students may extensively use WhatsApp for chatting purposes, which possibly entail using improper language, WhatsApp could help students develop and enhance their language productivity in a new and pleasant way, especially with teachers' constant support for using correct language (Al Shekaili, 2016). Consistently, Army (2014) argued that students' access to a variety of digital learning resources whenever and wherever enhances their deep learning competencies and allows them to create their own knowledge in an interesting environment.

In spite of WhatsApp's valuable benefits to language education, some studies unveiled that mobile short messaging and instant messaging apps have a negative impact on developing students' language proficiency, especially related to vocabulary, spelling, and grammar skills (Rankin, 2010; Salem, 2013). The adverse impact is due to the overuse of clippings and abbreviations that are grammatically incorrect and inaccurate (Salem, 2013). Further discussion of the negative aspects or challenges of WhatsApp is provided in the following section.

Challenges of Using WhatsApp in Language Education

While WhatsApp provides several benefits to language education highlighted above, the literature also reported some challenges to WhatsApp use. For example, Aburezeq and Ishtaiwa (2013) reported that pre-service language teachers that participated in their study indicated that the use of WhatsApp was hindered by a number of factors related to technology cost, time-consuming and increasing workload, increasing distraction, deficiency of students' commitment to effective contribution, lack of integration skills, and architectural features of smartphones (screen size). Yeboah and Ewur (2014) indicated that the use of WhatsApp leads to procrastination-related problems, damages students' spellings and grammatical language skills, and leads to losing concentration during study time or for an assignment.

Bouhnik and Deshen (2014) categorized the challenges of WhatsApp into three main areas: technical, educational, and academic. The main technical challenges reported were the unavailability of smartphones owned by students and message swamping. However, the expectations of teachers' high level of availability, teachers' exposure to their students' personal lives, and students' use of unsuitable language were the major educational dilemmas. In terms of

academic challenges, students' use of informal language and lack of some students' enthusiasm to give effort were identified. Similarly, in a later study conducted by Gon and Rawekar (2017), eye strain (technical), confusion due to the massive amount of learning materials (educational), and some students' sharing of material only to impress the teachers (academically) were also recognized as additional challenges. Other challenges documented by Mwakapina, Mhandeni, and Nyinondi (2016) included students' posts of improper materials, difficulty of evaluating students' contributions, losing focus due to unrelated questions, impossibility of blocking posting after the assignment due date, and absence of a mechanism for sorting each student's posts.

Purpose of the Study

The associated benefits and challenges of WhatsApp create confusion and discrepancy regarding its use as an educational tool. In addition, the literature critically lacks exploration of Arabic language teachers' perceptions of this issue. Given the fact that teachers are an important agent in terms of acceptance and use of such mobile app, this study was carried out to examine Arabic language teachers' perceptions of WhatsApp as a tool to enhance Arabic language education. Mainly, the study examined teachers' competence of using WhatsApp for educational purposes, their actual use of WhatsApp, and their perceptions of the benefits and challenges of WhatsApp. Furthermore, the study examined the impact of teachers' age, gender, and teaching experience on their use of WhatsApp. The study also examined the relationship between teachers' use and their perceptions of competence, benefits, and challenges of WhatsApp.

III. METHODOLOGY

Participants

The study sample consists of 114 Arabic language teachers teaching in 31 public and private schools in Amman, the capital of Jordan, during the first semester of 2017-2018. The convenience sample method was employed to facilitate participation. One of the research assistants (n=4) visited each school multiple times to contact as many Arabic teachers as possible. Those available teachers were asked to fill in the study questionnaire if they had not done so in the previous visit. A summary of participants by gender, age, teaching experience, and highest degree is presented in Table 1.

TABLE 1
NUMBER OF PARTICIPANTS BY AGE, GENDER, TEACHING EXPERIENCE, AND HIGHEST DEGREE

Category	Sub-Category	Number	Percentage
Gender	Male	44	38.6%
	Female	70	61.4%
	Total	114	100%
Age	Under 25	21	18.4%
	26-35	58	50.9%
	36-45	22	19.3%
	46-55	11	9.6%
	Older than 55	2	1.8%
	Total	114	100%
Teaching Experience	1-5	50	43.9%
	6-10	32	28.1%
	11-15	15	13.1%
	More than 15	17	14.9%
	Total	114	100%
Highest Degree	MA.	2	1.8%
	Higher Diploma	8	7%
	BA.	104	91.2%
	Total	114	100%

Instrument

A questionnaire developed by the researchers was used to collect data needed to achieve the purpose of the study. The questionnaire comprised 47 items divided into four categories: demographics (4 items), WhatsApp competence and use (11 items), benefits (15 items), and challenges (17 items) of WhatsApp. Eight educational experts participated in the questionnaire validation process. Several items were added, modified, or deleted, based on comments and feedback from the expert panel. Afterword, the reliability of the questionnaire was assessed by calculating the Cronbach's alpha coefficient for the data collected from 42 teachers that participated in the pilot study. The alpha coefficient was calculated for the whole questionnaire ($\alpha = .85$) and for each section individually, as follows: WhatsApp use ($\alpha = .77$), benefits ($\alpha = .90$), and challenges ($\alpha = .86$). This indicates that the questionnaire was suitable and valid to achieve the purpose of the study.

Data Collection

Four research assistants visited each participating school a minimum of three times during the first semester of 2017-2018 to request participation. All available Arabic language teachers during each visit were invited to take part in the study by completing a hard copy of the study questionnaire. A written consent form, including all necessary information about the study and the data collection process, was given to each Arabic language teacher. The purpose of the consent form was to help teachers choose whether to participate or not.

Data Analysis

To analyze the collected data, different descriptive and inferential statistical analysis means were used. Particularly, the descriptive analysis involving frequencies, percentages, means, and standard deviations was employed to examine teachers' competence, use, and perceptions of the benefits and challenges of WhatsApp. In addition, teachers' WhatsApp competence and use were characterized into three levels – low (1-2.339), moderate (2.34-3.66), and high (3.67-5) – for interpretation purposes. Furthermore, the inferential analysis involving t-test and one-way analysis of variance (ANOVA) were used to examine the impact of teachers' gender, age, and teaching experience on their WhatsApp use. Lastly, the Pearson correlation was used to examine the relationships between teachers' use and their perceptions of competency, benefits, and challenges of WhatsApp as a language education tool.

IV. RESULTS

WhatsApp Competence

To assess Arabic language teachers' competence of using WhatsApp, they were requested to respond to the question: "Which of the following best describes your level of competence of using WhatsApp as an educational tool?" The rating scale was: Novice (1), Advanced Beginner (2), Intermediate (3), Advanced (4), and Expert (5). As shown in Table 2, respondents had various levels of WhatsApp competence ($M = 3.42, SD = 0.90$). For example, while 46% rated themselves at the intermediate level, 44% of them considered themselves advanced or expert users.

TABLE 2
TEACHERS' SELF-ASSESSMENT OF WHATSAPP COMPETENCE

Level of WhatsApp Competence	Number	Percentage
Novice	3	2.6%
Advanced Beginner	9	7.9%
Intermediate	52	45.6%
Advanced	36	31.6%
Expert	14	12.3%
Total	114	100%

WhatsApp Use

Arabic language teachers' use of WhatsApp as an educational tool was assessed by asking participants to respond to ten items using a 5-point Likert scale: Never (1), Rarely (2), Occasionally (3), Frequently (4), and Always (5). Table 3 reveals that participants highly used WhatsApp for sharing and accessing language materials ($M=4.01$ and 3.94, respectively) and moderately for chatting purposes ($M=3.55$), creating online learning groups (M=3.39), and providing written or audio feedback (M=3.04 and 2.79, respectively). However', the data analysis indicated that other features of WhatsApp are minimally used to support Arabic education. They include making voice calls ($M = 2.14$), chatting with parents ($M=2.05$), conducting synchronous online activities ($M=1.83$), and conducting online assessments ($M=1.65$).

TABLE 3
TEACHERS' USE OF WHATSAPP

Activity	1	2	3	4	5	M	SD
1) Sharing language-learning materials	0	7%	13.2%	50.9%	28.9%	**4.01**	**0.84**
2) Accessing language-learning materials	0	11.4%	9.6%	51.8%	27.2%	**3.94**	**0.91**
3) Chatting with colleagues and students	5.3%	10.5%	28.1%	36%	20.2%	**3.55**	**1.08**
4) Creating and facilitating study groups	9.6%	5.3%	31.6%	43%	10.5%	**3.39**	**1.06**
5) Providing written feedback and guidance	9.6%	23.7%	28.1%	29.8%	8.8%	**3.04**	**1.13**
6) Providing audio messages/lessons	13.2%	24.6%	35.1%	23.7%	3.5%	**2.79**	**1.05**
7) Making voice calls	25.4%	42.1%	25.4%	7%	0	**2.14**	**0.88**
8) Chatting with parents	31.6%	38.6%	22.8%	7%	0	**2.05**	**0.91**
9) Conducting synchronous online collaborative-learning activities	41.2%	39.5%	14%	5.3%	0	**1.83**	**0.86**
10) Conducting online assessments	46.5%	43%	8.8%	1.8%	0	**1.65**	**0.70**

Benefits of WhatsApp

Using a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5), participants were asked to assess 15 educational benefit statements. Table 4 displays the overall mean of the listed items, ranging from 4.14 to 3.12. This indicates that participants received all the listed statements as benefits of WhatsApp with a different level of influence. For analysis purposes, those benefits were categorized into five groups. As shown in Table 4, Arabic language teachers have perceived using WhatsApp mostly as a tool for sharing and accessing material ($M=3.91$), creating a motivating learning environment ($M=3.86$), and supporting collaborative learning ($M=3.74$). Conversely, providing new educational methods ($M=3.50$) and improving language education ($M=3.28$) were the least valued benefits. More specifically, items that received the highest score were related to issues such as the ease of sharing digital materials ($M=4.14$), motivating students to help each other ($M=4.12$), and increasing collaboration ($M=4.01$). However, items that received the lowest score were related to meeting different learning needs ($M=3.40$), enhancing students' achievement ($M=3.28$), and developing good personal relationships ($M=3.12$).

TABLE 4
TEACHERS' PERCEPTIONS OF WHATSAPP BENEFITS

Benefits	1	2	3	4	5	M	SD
1. Sharing and accessing materials						**3.91**	**0.97**
1) Providing a convenient way for sharing digital materials	0.9%	6.1%	8.8%	45.6%	38.8%	4.14	0.88
2) Providing easy access to digital material	1.8%	4.4%	15.8%	52.6%	25.4%	3.95	0.86
3) Providing secure online learning platform for sharing ideas	5.3%	13.2%	14%	47.4%	20.2%	3.64	1.10
2. Creating a motivating learning environment						**3.86**	**0.98**
4) Motivating students to help each other	0.9%	3.5%	13.2%	47.4%	35.1%	4.12	0.83
5) Increasing students' motivation to learn Arabic language	2.6%	12.3%	13.2%	48.2%	23.7%	3.78	1.02
6) Fostering participation and engagement	4.4%	8.8%	21.1%	43.9%	21.9%	3.70	1.04
3. Supporting collaborative learning						**3.74**	**1.04**
7) Increasing collaboration with colleagues and students	1.8%	7%	12.3%	45.6%	33.3%	4.01	0.94
8) Promoting a pleasant collaborative learning environment	4.4%	13.2%	15.8%	48.2%	18.4%	3.63	1.06
9) Increasing student-student collaboration	6.1%	7.9%	25.4%	41.2%	19.3%	3.59	1.07
4. Providing new educational methods						**3.50**	**1.08**
10) Supporting innovative ways for language education	5.3%	6.1%	23.7%	47.4%	17.5%	3.65	1.01
11) Increasing flexibility of Arabic language education	6.1%	17.5%	14%	48.2%	14%	3.46	1.12
12) Providing ways for meeting different learning needs	4.4%	19.3%	23.7%	36.8%	15.8%	3.40	1.10
5. Improving language education						**3.28**	**1.18**
13) Improving teaching effectiveness	3.5%	15.8%	28.1%	38.6%	14%	3.43	1.03
14) Enhancing students' achievement and performance	5.3%	18.4%	31.6%	31.6%	13.2%	3.28	1.07
15) Developing good personal relationships with students	16.7%	21.1%	14.9%	28.1%	19.3%	3.12	1.38

Challenges of WhatsApp

Similarly, by using a 5-point Likert scale, participants were asked to assess 17 challenge statements. Table 5 shows the overall mean of the listed items, ranging from 4.16 to 2.34. This indicates that participants received 13 items as challenges to WhatsApp use. By contrast, the remaining four statements were not considered significant challenges. More particularly, items that received the highest score dealt with issues such as the need for extra work and time to use ($M=4.16$), digital divide existing among students ($M=4.09$), providing opportunities to exchange offensive materials ($M=4.05$), and using incorrect or colloquial Arabic language ($M=3.98$). Conversely, items that received the lowest score dealt with issues such as resistance to WhatsApp use ($M=2.77$), lack of student motivation ($M=2.36$), and lack of security ($M=2.34$).

TABLE 5
TEACHERS' PERCEPTIONS OF WHATSAPP CHALLENGES

Challenge	1	2	3	4	5	M	SD
1) Extra work and time needed	0	2.6%	12.3%	50.9%	34.2%	**4.16**	**0.73**
2) Digital divide existing among students	1.8%	9.6%	9.6%	35.1%	43.9%	**4.09**	**1.03**
3) Providing opportunities to exchange offensive materials	0	6.1%	11.4%	53.5%	28.9%	**4.05**	**0.80**
4) Using incorrect or colloquial Arabic language	4.4%	9.6%	9.6%	36%	14.4%	**3.98**	**1.13**
5) Smartphones' small screen size	3.5%	5.3%	11.4%	57.9%	21.9%	**3.89**	**0.92**
6) Failure to use WhatsApp to deliver effective instruction	0.9%	10.5%	18.4%	42.1%	28.1%	**3.85**	**0.97**
7) Message overflowing	2.6%	12.3%	13.2%	48.2%	23.7%	**3.78**	**1.02**
8) High expectation for teacher's availability	1.8%	10.5%	21.9%	48.2%	17.5%	**3.69**	**0.94**
9) The difficulty of assessing students' contributions	5.3%	15.8%	18.4%	37.7%	22.8%	**3.57**	**1.15**
10) Banning communication with parents via WhatsApp	4.4%	12.3%	26.3%	37.7%	19.3%	**3.55**	**1.07**
11) Confusion due to sending unrelated materials	7%	16.7%	20.2%	38.6%	17.5%	**3.42**	**1.16**
12) Exposure to students' personal lives	10.5%	21.1%	28.1%	29.8%	10.5%	**3.08**	**1.16**
13) Increasing learning distraction	13.2%	25.4%	25.4%	17.5%	18.4%	**3.02**	**1.30**
14) Lack of students' access to Internet	11.4%	32.5%	27.2%	22.8%	6.1%	**2.79**	**1.10**
15) Resistance to use due to comfort with teaching status quo	17.5%	28.1%	25.4%	17.5%	11.4%	**2.77**	**1.25**
16) Lack of student motivation to use/participate	24.6%	32.5%	24.6%	18.4%	0	**2.36**	**1.04**
17) Lack of security	26.3%	35.1%	21.1%	13.2%	4.4%	**2.34**	**1.13**

Teachers' Gender, Age, and Teaching Experience and WhatsApp Use

The study also sought to examine the impact of teachers' gender, age, and teaching experience on their WhatsApp use. The results of this section are presented as follows.

Gender and WhatsApp Use

First, the total scores of teachers' use of WhatsApp were calculated, as they had to respond to ten WhatsApp teaching-related activities on a 5-point Likert scale. Subsequently, the teachers' scores ranged from 10 (lowest use) to 50 (greatest use), with a scale theoretical mean of 30. Then, a t-test was used where the analysis of the results revealed that there was no significant difference in the use of WhatsApp perceived by male Arabic language teachers (*M= 28.88, SD= 5.52*) and female Arabic language teachers (*M= 28.15, SD= 5.31*), *t (112) = .702, p = .734.*

Age and WhatsApp Use.

The one-way ANOVA was used to examine the impact of teachers' age on their WhatsApp use. As shown in Table 6, there was no significant difference at the p < .05 level in teachers' WhatsApp use based on age, *F (4,109) = 1.82, p = .129.*

TABLE 6
THE DIFFERENCES IN WHATSAPP USE BASED ON TEACHERS' AGE

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	205.839	4	51.460	1.826	.129
Within Groups	3072.231	109	28.186		
Total	3278.070	113			

Teaching Experience and WhatsApp Use

As shown in Table 7, an analysis of variance (ANOVA) revealed that there was a significant difference at the p < .05 level in teachers' WhatsApp use based on their teaching experience, *F (4,110) = 2.91, p = .038.*

TABLE 7
THE DIFFERENCES IN WHATSAPP USE BASED ON TEACHERS' TEACHING EXPERIENCE

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	241.433	3	80.478	2.915	.038
Within Groups	30.36.637	110	27.606		
Total	3278.070	113			

Afterward, a Tukey HSD post hoc test was utilized to explore the differences between each group and other groups. The results, as shown in Table 8, revealed that there was a significant difference in WhatsApp use between teachers with 6-10 years of experience (*M= 26.96, SD= 5.25*) and more than 15 years (*M= 31.47, SD= 4.33*) in favour of those with more teaching experience at *p = .026.* Lastly, the Tukey HSD test suggested that there was no significant difference between any other groups.

TABLE 8
TUKEY HSD TEST OF WHATSAPP USE BY TEACHING EXPERIENCE

(I) Teaching Experience	(J) Teaching Experience	Mean Difference (I-J)	Std. Error	Sig.
1-5	6-10	1.13125	1.18945	.777
	11-15	-1.16667	1.54677	.875
	More than 15	-3.37059	1.47512	.108
6-10	1-5	-1.13125	1.18945	.777
	11-15	-2.29792	1.64410	.504
	More than 15	-4.50184*	1.57688	.026
11-15	1-5	1.16667	1.54677	.875
	6-10	2.29792	1.64410	.504
	More than 15	-2.20392	1.86125	.638
More than 15	1-5	3.37059	1.47512	.108
	6-10	4.50184*	1.57688	.026
	11-15	2.20392	1.86125	.638

The Relationship between Use, Competence, Benefits, and Challenges

Pearson Correlation was used to examine the relationship between Arabic language teachers' use and their perceptions of competence, benefits, and challenges of WhatsApp. It was affirmed that there was a small positive significant relationship between teachers' use and their perceived competence, *r (114) = .25, p=.009.* The results also indicated that there was a medium positive significant relationship between use and perceived benefits, *r (114) = .39,* p < .001. Lastly, a small negative significant relationship was found between use and perceived challenges, *r (114) = -.19, p=.044, a=.05.*

V. DISCUSSION

The findings of the current study provide substantial information and evidence related to Arabic language teachers' perceived usage, benefits, and challenges of WhatsApp instant messaging as an educational tool. Those findings are discussed in the section below.

In addressing the issue related to Arabic language teachers' competence of using WhatsApp to support their teaching practice, the study data revealed that a significant number of participants indicated that they are skillful users, with 44% of them considering themselves as advanced or expert WhatsApp users. The high level of competence in using WhatsApp could refer to its high level of popularity and acceptance among educators as a free, available, and user-friendly smartphone app (Bouhnik & Deshen, 2014; Mwakapina, 2016; So, 2016). However, the remaining participating Arabic language teachers (56%) indicated that they possess an intermediate or beginner level of WhatsApp use. Consistently, participating Arabic language teachers considered that failure to use WhatsApp to deliver effective instruction was challenging. This entails the inevitability of providing them with the appropriate professional development for mobile apps integration (Aburezeq & Ishtaiwa, 2013; Ishtaiwa, Khaled, & Dukmak, 2015).

With regard to Arabic teachers' use of WhatsApp for educationally related work, they highly used WhatsApp for sharing and accessing language materials and moderately for chatting purposes, creating online learning groups, and providing written or audio feedback. The type of use could refer to their perceived ease of use and usefulness of employing such mobile teaching and learning activities (Davis, Bagozzi, & Warshaw, 1989). This indicates that Arabic language teachers tended to use easy and beneficial WhatsApp features. On the other hand, Participating Arabic language teachers minimally used WhatsApp for making voice calls, chatting with parents, conducting synchronous online activities, and conducting online assessments as a way to support their Arabic teaching.

The poor use of such WhatsApp activities could be justified by the challenges of WhatsApp use in Jordan, including instructional, educational, cultural, and technical challenges. More particularly, participants in the study identified a variety of different challenges to WhatsApp use as an educational tool. Most notably is the need for a huge amount of work and time for conducting WhatsApp teaching-learning activities. Extra work and time are needed to design online activities, facilitate and monitor groups' work, read a vast amount of messages, and provide feedback. Given the fact that most Arabic language classes in Jordan are categorized under large class size, all those activities are difficult to be effectively achieved. Digital divide existing among students presents another major challenge. It is worth pointing out that unavailability of smartphones for all students may limit teachers' integration of such apps into their teaching practice. Another important challenge is the fear of students' improper use of WhatsApp. This includes two important issues. The first is that use of WhatsApp could provide an opportunity to exchange offensive material. Therefore, there are many voices among stakeholders (teachers, administrators, and parents) calling for banning mobile devices in schools. It is evident that some stakeholders still perceive mobile devices as dangerous tools. It is a culture issue, where they think that allowing students to use mobile apps may encourage them to commit improper behaviours, such as developing relationships with others from the opposite sex or exchanging inappropriate materials, including offensive language, images, and audio or video clips (Mwakapina et al., 2016; United Nations Educational, Scientific and Cultural Organization/UNESCO, 2012). The other issue related to improper use of WhatsApp is using incorrect or colloquial Arabic language, which ultimately and negatively impacts students' language proficiency related to vocabulary, spelling, and grammar skills. Participants highlighted smartphones' small screen size as an additional major challenge. Teachers might feel uncomfortable using their mobile phone for a long time as a result of eye strain and stress caused by looking at a small screen. These findings mirror the findings of other research conducted in different regions (Aburezeq & Ishtaiwa, 2013; Bouhnik & Deshen, 2014; Gon & Rawekar, 2017; Rankin, 2010; Salem 2013).

Although there exist many challenges to WhatsApp use, Arabic language teachers perceived WhatsApp as a valuable educational tool. It has been mainly viewed as a powerful tool for sharing and accessing learning material, creating a motivating learning environment, supporting collaborative learning, providing new educational methods, and improving language education. One of the main strengths of WhatsApp lies in its capability to offer an authentic, interesting, and different learning environment where students can share materials, discuss ideas, construct meaning, help each other, and evaluate and reflect on their performance whenever and wherever (Aburezeq & Ishtaiwa, 2013; Andújar-Vaca & Cruz-Martínez, 2017; Hou & Wu, 2011; Mwakapina, 2016). Overall, WhatsApp provides a new educational tool that boosts accessibility of learning content, augments collaboration, strengthens interests, and encourages autonomous learning to help students actively participate and take control of their learning practice (Bere, 2013; Boticki et al., 2015). All those features can eventually advance students' performance and achievement (So, 2016).

It was also found that there was no significant difference in teachers' use of WhatsApp based on gender and age. This finding could be attributed to the type of WhatsApp activities that have been employed by participants. As indicated above, participants concentered on very few features of WhatsApp, while many other features were inadequately utilized as a result of many challenges identified. At the same time, and surprisingly enough, the study found that there was a significant difference in teachers' use of WhatsApp based on teaching experience in favour of those with more years of experience. This interesting finding could be explained by the ease of use of WhatsApp in comparison to other collaborative tools that require a high level of technology skills. However, both findings regarding differences in WhatsApp use suggest re-investigating WhatsApp use by employing a larger and more diverse study sample.

Conclusively, a positive significant relationship between teachers' use and their perceived competence was found, indicating that teachers with a higher level of competence of WhatsApp tended to use it more often. The results also indicated that there was a positive significant relationship between use and perceived benefits. This means that more use of WhatsApp assisted teachers to identify more benefits of it as an educational tool. Furthermore, a negative significant relationship was found between use and perceived challenges, meaning that more use of WhatsApp led to identifying fewer challenges.

VI. CONCLUSION AND RECOMMENDATIONS

Use of WhatsApp as an educational tool could open a new avenue for supporting Arabic language teaching and learning. With WhatsApp, teachers and their students are enabled to directly and conveniently access a lot of digital learning resources with different formats, including text, images, videos, and voice notes. It allows teaching and learning anytime and anywhere. This has made WhatsApp as a new, motivating, interesting, and valuable collaborative language-learning tool. While benefits of WhatsApp are obvious, there are a number of challenges that cannot be ignored and should be addressed to expand teachers' use. To achieve the benefits of WhatsApp and address its challenges, the below recommendations are provided.

• Arabic language teachers should be encouraged to use WhatsApp as an educational tool. This includes providing them compensation for extra effort and time used for WhatsApp use.

• Since Arabic language teachers have different levels of WhatsApp competence and integration skills, sufficient and appropriate professional development activities on WhatsApp integration need to be provided to equip them with the essential skills.

• As many challenges of WhatsApp refer to the lack of awareness of the proper use of WhatsApp, a clear policy and criteria for WhatsApp use should be outlined.

• The benefits of WhatsApp use as an educational tool need to be advertised to all stakeholders. This will reduce some of the negative views towards mobile devices, if there are any, and will lead to providing teachers with the needed support to enhance their WhatsApp use.

• Additional qualitative and quantitative research projects, including a bigger and more diverse sample size from different cities, and employing different research methods are needed to entirely understand the issues related to WhatsApp use.

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Study of the Correlation among Junior High Students' English Learning Motivation, Attitudes and Achievements—From the Perspective of Attribution Theory[*]

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Abstract—The learning motivation and learning attitude are both one's invisible factors, which can have an impact on the achievements of English learners directly or indirectly. According to the attribution theory, a proper way of attribution will play an active role in arousing the students' motivation of learning English and forming a better attitude towards learning. This research aims to analyze the correlation among the junior high students' motivation, attitudes towards learning English and achievements from the perspective of attribution theory. Through the questionnaire, classroom observation and the interview, the researcher mainly investigates the correlation among the English learning motivation, attitudes and achievements of the 112 junior high students of the two classes in Xinxiang, Henan province of China. Furthermore, the researcher also conducts an interview with three teachers in order to have a good knowledge of the correlation among the learning motivation, attitudes and the achievements. It has been found: (1)There is a positive correlation among the achievements, the motivation and attitudes towards learning English of junior high students. (2)There are four main factors which have a significant influence on the learning motivation and attitudes towards English learning of junior high students: school circumstances, classroom atmosphere, teachers and home environment. (3)In order to enhance the academic achievements of the junior high students, the strategies to motivate the students to learn English and improve their attitudes should be put forward and paid more attention to from the aspects of the school, the class, teachers and their parents.

Index Terms—motivation, achievements, correlation, attribution theory

I. INTRODUCTION

With the development of society and the enhancement of the economy in China, it is of profound significance for students to learn English well. To some extent, to learn the foreign language well is closely related to the non-intelligence factors, among which motivation plays an important part in English learning. Motivation is one of the most powerful factors which influences on English learning. However, in fact, the role which motivation plays in English learning is often ignored. Because of improper motivation or the lack of motivation, the prospective effects of learning English cannot be reached. At the same time, the students' attitudes towards learning should also be paid more attentions to because it plays an important part in the English learning. And the attitude towards English is a motivating factor of learning English. Therefore, it is imperative that researches on motivation should be conducted, which also conforms to the spirit of English Curriculum Standards of Compulsory Education issued by the ministry of education of China in 2011.

In general, a strong motivation of learning English and a correct attitude can help students obtain excellent achievements. However, in fact, some of the junior high students hold a wrong way of attribution, which in return, will have a negative effect on the students' motivation and attitudes towards English learning. That is to say, the way of attribution is also very important and they are interactive with each other. Therefore, we will conduct a research on the correlation among the junior high students' motivation, attitudes towards learning English and the achievements from the perspective of attribution theory. Based on the analyses of the research results, the researchers aims to have a good understanding of the junior high students, their motivation and attitudes towards learning English. And it will help the English teachers have a good design of lessons according to the current situations of the junior high students to further arouse the students' motivation and correct their attitudes towards learning English. Finally, all these can contribute to the excellent achievements of students.

II. LITERATURE REVIEW

A. Motivation

Motivation is an inside agent and force to motivate people to take actions. It plays a significant role in the English learning for the learners. If the students possess a strong motivation when they are studying English, their learning effects will be more satisfactory than those with no motivation of learning English. As Jia (2007) says in his research, the foreign language learners should firstly have the motivation to learn the foreign language and only so can a kind of driving force be produced. Naturally, the learners will take actions to learn the foreign language.

Different scholars have different understandings about the concept "motivation". As Ball (1982) points out, motivation is a way to expound how people are aroused by an event, how they guide their behaviors towards the event and how they maintain the behavior. Gardner (1985a) believes that motivation is the combination of effort, desire to realize the goal of learning the language and favorable attitudes towards learning the language. Besides, there are other factors, such as attitudes towards the learning situations and the integrativeness which can have an effect on these attributes. Dornyei (1994a) holds that motivation is a many-sided concept which can be influenced by the three levels, i.e., language level, learner level and learning situation level.

All in all, different scholars have different opinions on the understanding of motivation from different aspects. We agree with the viewpoints put forward by Ball(1982) and Gardner(1985a). Motivation is an inner factor of a person. It can help to motivate someone to take actions to do something by the words or deeds from others and then maintain the behavior. During the process, the favorable attitudes should not be ignored. And it can be considered as one of the important components of motivation.

Besides, there are many scholars conducting researches on motivation. Gardner makes a clear differentiation between instrumental and integrative motivations. Instrumental motivation refers to a number of factors related to motivation coming from the external goals such as financial rewards, gaining promotion, passing exams or furthering a career. And integrative motivation occurs in the following situation that the reason for which the learners learn a foreign language is that they want to identify with the culture of people who speak that language (Williams & Burden, 1997, p.116). From the perspective of the purpose of measurement, Gardner and his associates define motivation as the combination of desire to learn the language, motivational intensity and attitudes towards language learning in a slightly different way. They are measured by the Attitude/Motivation Test Battery (Gardner 1985a, p.177-184). Gardner (1985a) proposes a socio-educational model of language learning which consists of the following parts, and they are the learners' attitudes towards the learning situation, their integrativeness, their cultural beliefs and their motivation. Gardner and Tremblay (1994a & 1994b) not only sustain that motivation is a dynamic process in which a great number of other variables play a role, but also believe that their model is far from being limited and it can adapt to the broader views. In order to understand the different parts involved in the motivation of learning the second language, Dornyei (1994b) puts forward a three-level classification, which includes language level, learner level and learning situation level. Vijchulata and Lee (1985) conduct a survey of students' motivation of learning English. The subjects are 1000 undergraduates from University Pertanian Malaysia (UPM for short) and they adopt questionnaires and SPSS to find out if the students in UPM are motivated in learning English and if so, what causes them to be motivated, and whether such motivation facilitates their learning process. Martin (2003) not only studies the students' motivation scale, but also the correlation among motivation and achievement, literacy and numeracy.

On the basis of the above studies, the previous researchers mainly analyze the English learning motivation from the perspectives of classifications, models and the measures of the motivation. Besides, other researchers make a research on the correlation between motivation and other factors, such as achievement, literacy and numeracy. And they usually study the English learning motivation in a quantitative way and their subjects are mainly undergraduates.

B. Attitude

Attitude is a kind of psychological phenomenon with tendentiousness. In other words, it is a kind of psychological disposition. It plays an important role in the subjective feelings and behaviors in our real lives (Tao, 2001, p. 121). Attitude plays a significant role in the learning context, which can enhance the learners' motivation of learning. Zhu (1979) first puts forward the preparation for the learning attitude in the aspect of psychological preparation for learning. He not only emphasizes that children should be fostered to have a deep love for learning and hold a serious and correct attitude towards learning, but also points that the positive attitude towards learning should be fostered continuously for a long term. Gardner (1985b) considers that learning motivation is composed of the desire to succeed, learning attitudes and degree of effort. In other words, learning attitude is closely related with learning motivation and the learning attitude is restricted by learning motivation. It is a significant factor which has a profound influence on the learning achievements.

It is obvious that there are many kinds of explanations about the attitudes. We have the same opinion with the scholar abroad Gardner and the scholar at home Tao Deqing. Learning attitudes and learning motivation are closely related with each other and both of them can contribute to the achievements of the learners. Besides, the attitude can be regarded as the invisible and internal reflection and assessment on the object. A person will develop a behavior tendency based on this reflection and assessment. And the attitude is formed once the tendency is stable.

C.   Attribution Theory

Fritz Heider first puts forward attribution theory in *Interpersonal Relation Psychology* published in 1958. In his opinion, the causes of individual's behaviors mainly lie in the two aspects which include the individuals themselves and the environment. The individual causes mainly include behavior habits, mentality, emotion, motivation, attitude and so on. While the environmental causes mainly refer to the objective and external factors which are uncontrollable. Weiner (1979) develops the theory, which will be used to expound how students treat the causality of their success and failures towards their own behaviors, learning results or other aspects. And thus he referred to it as attribution theory.

According to the previous researches, students often attribute their success and failure to the following four major causes: a person's effort, the difficulty of the task, luck, and a person's ability. Besides the above four causes, there are other causes, such as illness, mood, fatigue, and bias on the part of the person evaluating performance. It is obvious that one's effort and ability belong to the internal attribution. In other words, they are factors which arise from our insides. Luck and the difficulty of the task are considered as external factors.

Weiner (1979) makes a classification and believes it can be subdivided into the following three dimensions: locus of control, stability, and controllability. As for the locus of control, there are two types: internal and external. The students who possess internal locus of control consider that they are responsible for their own behavior and their own ability and effort, while the students who hold external locus of control think that their performance mainly comes from luck, the difficulty of the task, or other circumstances beyond their control. For the stability, he holds that causes can be either stable or unstable. There are a lot of stable causes, such as effort, ability and the difficulty of the task. And the unstable causes refer to mood and luck. For the controllability, he believes that some causes of success and failure can be controlled by the individual, such as effort and bias, while other causes are often regarded as uncontrollable, such as the ability, mood and luck.

III.   RESEARCH DESIGN

A.   Research Subjects

In this study, the subjects are 112 students from the two classes of a High School in Henan, China. They are all in Grade Seven and they are in Class A and Class B. Their ages range from 12 to 14. This school is a top school in Henan and the students are of a high level. There are 102 students who filled the research questionnaires are not valid. Among these 100 students, 6 students are chosen to have interviews to answer the open questions. Three of them are high English achievers and the other three are low English achievers. Afterwards, in order to know much more about the junior high students' motivation, attitudes towards learning as well as their ways of attribution, the researcher conducts an interview with three teachers who teach the two classes. They are the teachers who teach different subjects, ie., two for Chinese and one for art, among whom the Chinese teacher is the class adviser of Class A and the art teacher is the class adviser of Class B.

B.   Research Instruments

Attribution, motivation and attitudes are one's intrinsic factors, which cannot be observed directly. However, they can be shown from other aspects, such as behaviors, speeches and so on. Therefore, this study mainly takes the following three research instruments.

The first one is questionnaire. The researcher adopts two questionnaires in this study. The first one is about English learning motivation and attitudes of the junior high students. It mainly takes Qin Xiaoqing's questionnaire of English learning motivation and Tao Deqing's questionnaire of learning attitudes, based on which the researcher makes a few adjustments according to the actual situations of the students in two classes. There are two parts in this questionnaire, which includes 27 items in total. The first part is the items from 1 to 10 and they are to measure the junior high students' motivation. And the second part is the items from 11 to 27 and they are to measure the students' learning attitudes. Each item has 5 choices and they are A, B, C, D and E. To measure each student's questionnaire better, each item stands for 1 score, 2 scores, 3 scores, 4 scores and 5 scores respectively. The second one is about attribution, which aims to measure the students' opinions on success and failure. Based on the Multidimensional Multi-attributional Causality Scale (MMCS) and Lefcourt's (1978) research, the researchers designed the questionnaire.

The second one is interview. After conducting the questionnaire, the researcher conducts an interview with the 3 high English achievers and the 3 low English achievers of the two classes in terms of the final examination. The objectives of the interview is to have a better understanding of the factors which have an effect on the English learning motivation and attitudes of the junior high students.

In order to make a further research on the students' motivation, attitudes and how the students treat their success and failure in the classes or in the examination, the researches not only conduct an interview with the students of high English achievers and the low ones but also has an interview with three teachers. They have a good knowledge of their own classroom situations and their own students.

The third one is classroom observation. From the first day of September in 2016, as an MA candidate, one of the researchers began the classroom observations. The researcher learns how to teach, how to manage the class and how to communicate with different kinds of students from their classes. At that time, the researcher finds that only a few students answer questions or take part in the classroom activities during the class. Later, the researcher obtains an

opportunity to give lessons to the two classes for a term. During the period of giving the classes, the researcher finds that the students in Class A do not often answer the questions actively in class and they are unwilling to participate in the group work. Besides, the students are not familiar with the teacher and their relationship is not quite harmonious, which may reduce the students' motivation of learning English, while in Class B, there is a harmonious relationship between students and the teacher. They listen to the teacher carefully in class and they are ready to answer the questions that the teacher puts forward. Besides, they always take part in the classroom activities actively and discuss in their groups. They hold positive attitudes towards learning English.

C.   Research Procedures

Firstly, the questionnaires about the motivation and attitudes towards learning English are delivered. And then the questionnaires about attribution are delivered after the final examination. It takes the students 20 minutes to hand over, fill in and recover the questionnaires. Before carrying out the questionnaires, the researcher tells students clearly that the results of the questionnaires have no relations with their term achievements and the researcher will keep the results secret. The students are informed that the results are only used to research. In this way, the students can fill in the questionnaires carefully according to their own situations.

According to the results of the final examination, the students with the results above 110 (total score is 150)are classified as the high English achievers. And the students with the results below 90 are classified as the low English achievers. And then with the help of SPSS, the researcher makes a detailed analysis of the results of the questionnaire to have a good knowledge of the correlation among the achievement, the motivation and attitudes towards learning English.

IV.   RESULTS AND DISCUSSIONS

A.   Achievement, Motivation and Attitudes towards Learning English

According to the analysis of the questionnaire about the motivation and attitudes towards learning English, the researchers come to a conclusion that there is a positive correlation among the achievement, the motivation and attitudes towards learning English. That is to say, the high English achievers have a strong motivation of learning English and they hold positive attitudes towards English learning. But in general, the low English achievers have a weak motivation. Besides, they do not have a good understanding of the basic knowledge of English, which may make them hold negative attitudes towards English.

(1) The Correlation Among the Motivation, Attitudes and the Achievements

According to the analysis of the questionnaire, the researcher find that the students who have high English achievements in final examination gain good results of the questionnaire, while the students who have low English achievements gain relatively bad results of the questionnaire.

TABLE I.
CORRELATION BETWEEN THE RESULTS OF QUESTIONNAIRE AND ACHIEVEMENTS OF STUDENTS

		The result of final exam	The result of questionnaires
The result of final exam	Pearson Correlation	1	.706[**]
	Sig. (2-tailed)		.000
	N	100	100
The result of questionnaires	Pearson Correlation	.706[**]	1
	Sig. (2-tailed)	.000	
	N	100	100

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

As is shown in table I, there is a correlation between the achievements and the results of the questionnaires. The Pearson correlation is 0.706, which manifests that there is a positive correlation between the achievements and the results of the questionnaires. Concretely, it indicates that the greater motivation the students have, the better attitudes the students hold, thus their achievements will be better, and vice versa. Furthermore, there is an interrelationship among them. The students with a strong motivation and correct attitudes towards English learning will gain high achievements, which will in return help them strengthen their motivation and attitudes further. On the contrary, if the students have a relatively weak motivation of learning English and wrong attitudes towards English learning, there will be a situation that unsatisfactory results will be achieved and thus their English learning motivation will be reduced.

This conclusion is consistent with the one concluded before and it lays stress on the effect which the motivation and attitudes have on the English learning. Therefore, teachers should adopt all kinds of effective ways and take steps to arouse the students' motivation and guide them to have correct attitudes towards English learning. In class, the teacher should give lectures with smile all the time, and the teacher should be equal to all the students, which may build a harmonious atmosphere and close relationship with the students. All the above behaviors will help the students arouse interests in English. The teacher can also lead the students to do the warming up exercises before class, which will help the students keep a very high enthusiasm during the whole class time. More importantly, when someone makes a

mistake in the class, the teacher should not punish them. On the contrary, teachers should encourage them to think it over and then try it again. All of these will help students enhance their motivation to learn English well.

However, we also finds that there are some students with low English achievements who gain better results of the questionnaires. It indicates that these students have great motivation of learning English well, but their achievements in the final examination are not very satisfactory. Through the long period of the classroom observation, the researchers come to know that most of these students without a good command of English knowledge on the text. The accumulation of the English knowledge is very important for their English learning. If there is no such basis, even though they have a strong motivation, their achievements will not be satisfactory. Gradually, they will lose confidence and have no motivation of learning English if they do not have the sense of achievement in English. Therefore, the teachers should pay more attention to the low English achievers. They are willing to take part in the classroom activities and they also want to learn English very well. In order to make the low achievers keep up with the general paces, teacher can slow down the speed of speaking to make sure that these students can understand what he or she says. Besides, when the teacher gives an assignment to the students, he or she had better adopt the way of layering according to the quantity and difficulty. In this way, it can help the low achievers gain more in each class according to their own actual ability. Gradually they will recover the sense of achievement and thus improve their motivation of learning English.

(2)Correlation Among the Motivation, Attitudes and the Achievements of the High English Achievers

In this study, the researchers choose the students whose achievements are above 110 to be the high achievers. From table II, it shows that there is a positive correlation among the achievement, the motivation and attitudes towards the high English achievers. The Pearson correlation is 0.578, and it is significant at the 0.01 level. We can conclude that the students who get high achievements in the final examination have a strong English learning motivation. And they possess the correct attitudes towards learning. All these high achievers are willing to have the English lessons and they are very active during the class. With the help of the classroom observation and the interview, the researchers find that these students can preview the lessons before class, listen to the teacher carefully and take notes in class, and then recite the words and texts after class. That is to say, they develop a very good habit of learning English. Besides, their attitudes towards learning English are positive and correct. When the teacher puts forward a question, they will think it over and answer it actively. Besides, at the beginning of the term, the researcher guides all of the students of the two classes to practice calligraphy. After a period of time, these students have improved a lot and they insist on doing it from then on. Furthermore, they try to set up their goals during their learning. All these can contribute to motivate them to learn English well.

TABLE II.
CORRELATION BETWEEN THE RESULTS OF HIGH ACHIEVERS' QUESTIONNAIRE

		The result of questionnaires	The result of final exam
The result of questionnaires	Pearson Correlation	1	.578**
	Sig. (2-tailed)		.000
	N	33	33
The result of final exam	Pearson Correlation	.578**	1
	Sig. (2-tailed)	.000	
	N	33	33

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

(3) The Correlation Among the Motivation, Attitudes and the Achievements of the Low English Achievers

In this study, the researcher chooses the students whose achievements are below 90 to be the low achievers. From table III, it shows that there is a positive correlation among the achievement, the motivation and attitudes of the low English achievers. The Pearson correlation is 0.720 at the 0.01 level. On the one hand, it shows that the students with low achievements have weak motivation and they do not take the English learning seriously. In the class, most of these students do not listen to the teacher, even some of them do not take their English books. When doing the pair work or the group work, they are reluctant to discuss with their partners. Besides, their homework is always a mess. In other words, they do not have a correct attitude towards English learning. All these can only lead to a bad result, which will reduce their motivation in return. On the other hand, it also indicates that even though these students have low achievements, some of them possess the motivation of learning English well. Their motivation is just a little lower than that of the high achievers. Therefore, teachers should be aware that they should try to improve the students' English. Only in this way can their motivation be aroused. And gradually their good attitudes can be fostered. Therefore, the researcher often pays more attention to the low achievers. Each time they make few progresses in any aspect, the researcher will praise them in time before the students in class. And then the researcher will encourage them to continue to do it in future. All these can help them develop their interest in learning English. Additionally, the researcher is willing to make full use of the leisure time to help these students learn English, which is helpful for them to catch up with others.

TABLE III.
CORRELATION BETWEEN THE RESULTS OF LOW ACHIEVERS

		The result of final exam	The result of questionnaires
The result of final exam	Pearson Correlation	1	.720[**]
	Sig. (2-tailed)		.000
	N	23	23
The result of questionnaires	Pearson Correlation	.720[**]	1
	Sig. (2-tailed)	.000	
	N	23	23

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

B. Factors Affecting the Motivation and Attitudes towards Learning English of Junior High Students

There are many factors that have an influence on the motivation and attitudes towards learning English of the junior high students. On the basis of the previous research and the interview delivered by some of the students and the three teachers, the researchers hold that there are four factors which have great effects on the students' learning motivation and attitudes: school circumstances, classroom atmosphere, teachers and home environment. In the following part, the four parts will be discussed in details.

(1) School Circumstances

Environment is one of the important extrinsic factors which has a great impact on the learning. The circumstances of school, such as school tradition construction and school administration, will affect the students' emotion, learning motivation and attitudes, especially for the junior students. Williams and Robert (1997, p. 199) points that it is very necessary for the students to create and maintain a better and strong learning atmosphere, which can contribute to obtaining high achievements. With the help of the interview of the three high English achievers, the researcher finds that they are all satisfied with the school circumstances. The school attaches great importance to the culture building. According to the work arrangement, many extracurricular activities about English are held, such as English Culture Festival, English Speech Contest, English Calligraphy Competition and so on. The researcher also comes to know that the high English achievers are willing to take an active part in these activities. They think that these activities can help to improve their English and their oral English which, to some extent, can motivate them to learn English. Besides, it can help the students develop a good habit of learning English. Thus, their correct and positive attitudes towards learning English will be formed. However, by conducting the interview with the three low achievers, the researcher comes to know that these students are not interested in these extracurricular activities and they are reluctant to take part in them. They think that their English is so poor that they do not have the ability to do well in these activities. As a result, they are reluctant to spend time on the English learning, which may bring them an unsatisfactory result. Furthermore, it will reduce their motivation of learning English.

(2) Classroom Atmosphere

From the classroom observation and the interview with the students and teachers, it can be seen that the factor affecting the motivation and attitudes mainly comes from the English classes. For most of the junior high students, the classroom teaching is their main source of learning English. Therefore, the atmosphere, the classroom discipline and their classmates are very important for their learning. Another class has a relatively good learning atmosphere. The class adviser does well in elaborating their class culture. Many pictures are put up on the walls of their classroom and they are used to motivate the students to concentrate on their learning. And there are teacher's words and the best wishes for the students' learning on the blackboard at the back of their classroom. Beside the blackboard, the learning goals made by the students themselves are posted. All in all, in this way, the whole class has a good learning atmosphere. And the students will learn from each other and then study hard. In other words, it will help improve the junior high students' learning motivation and it also helps them to possess a correct attitude towards their own learning. Besides, their classroom discipline is wonderful. Thus most of them can listen to the researcher carefully. All these aspects create such a condition that there is a great atmosphere for the students themselves to learn English well. More importantly, there is such a phenomenon in Class B that the high achievers help the low achievers and their seats in the classroom are arranged according to this principle. In this way, the high achievers can be regarded as the examples of their members. At the same time, there is a competition among these groups and everyone will have a competitor. Therefore, to defeat their competitors, most of the students in Class B are willing to learn English. However, in Class A, their classroom discipline is not ideal and many of the students talks with each other in the class and do something that has nothing to do with English learning. In this atmosphere, many students cannot listen to the teacher carefully, which brings them the quite unsatisfactory achievements. Moreover, according to the interview with the low English achievers, these students argue that when other students do not listen to the class or talk with each other, they will be influenced and they are not able to listen carefully. Besides, most of them do not have a correct attitude towards learning. Therefore, their achievements will not be satisfactory. In return, their motivation of learning will be reduced. Therefore, the researcher concludes that the classroom atmosphere is essential.

(3) Teachers

Besides the factors discussed above, the teacher also plays a very important role in strengthening the students'

motivation and attitudes towards learning English. The harmonious relationship between the teacher and the students can help to arouse their motivation of learning English. And the inculcation from the teacher is helpful to correct their attitudes towards the English learning. According to the classroom observation and the interview with the students and teachers, the researcher finds that the students who receive more help and guidance from the teacher in class and/or after class can get higher achievements. At the beginning, the researcher realizes that the subject representative of English has lower confidence in speaking English. Later, the researcher often has a talk with him and encourages him to read more and speak more. Besides, the researcher often pays more attention to him and his homework, to some extent, give him much encouragement and confidence. Furthermore, it not only helps him arouse the motivation of learning English but also helps him possess a positive attitude towards learning English. And he is encouraged to ask the researcher for help when he meets some difficulties. From then on, he is getting improvement little by little. And he achieves high scores of 118 in the final examination. By paying the visit to his home, his mother tells the researcher that he is very willing to learn English and his interests in learning English are improved greatly from the beginning of junior middle school. In addition, he can finish his homework on time and does it carefully. In the interview, the researcher knows that most of the students like learning English owing to the harmonious relationship between teachers and students. According to the arrangement of the school, the researcher pays visits to many students' homes. By the visits to their parents, the researcher comes to know that there is a great impact which the researcher has on the students' English learning. The students argue that the researcher is patient to give the lessons and always help them resolve the difficulties, which enhances their confidence and motivation of learning English. Furthermore, some of them also set the researcher as their example and thus have transformed their attitudes towards the English learning. It will help to get high achievements.

(4) Home Environments

The home environment is another important factor that cannot be ignored, which is closely related to the students' learning and growth process. According to the scientific research, the economic situation of the family, their parents' degree of education and their occupation can all influence the students' academic achievements and attitudes towards learning English. With the help of the interview, the researcher comes to know that most of the parents are busy in working and the children live with their grandparents. For that reason, some of their grandparents cannot give any guidance on their study. From the interview with the teachers, especially for the class advisers, the researcher finds that some parents of the high English achievers often call the advisers up to ask about the situations of their children and talk about their learning with the teacher. It is obvious that these parents attach great importance to the learning of their children. And as a result, their children can achieve satisfactory achievements because of their parents' attitudes towards their learning which can have a great influence on them, while the parents whose children are low achievers in learning English seldom talk with the teacher and they do not take care of their learning situations. To some extent, it will further reduce their motivation of learning. However, there is an exception that although some of the parents whose children get low English achievements also pay more attention to the situations of their children, their children's achievements are not satisfactory because they lack the basis of English learning. Some of the students are taken care of by their mothers or fathers. And in general, their mothers or fathers are responsible and considerable. Every night when their children finish their homework, they will help them check it carefully. Also, they often ask their children about the learning situations in school. They are willing to work with the teacher to help their children finish the homework and learning tasks. By paying the home visit, the researcher finds that these parents pay more attention to their children's learning. To some extent, the parents' attitudes towards learning can influence their children directly or indirectly, which will guide their children to hold a correct attitude towards learning. Thus their achievements will be improved. The researcher also finds that the students with low achievements pay no attention to the English learning. And their parents do not care about their learning situations, either. They do not ask about their marks, homework or learning tasks. Gradually, such attitudes of the parents will lead to a negative attitude of their children and their motivation of learning will be reduced.

C. The Strategies to Improve the Junior High Students' Motivation and Attitudes towards English Learning

Based on the above discussion, it is obvious that the strong motivation and positive attitude towards learning are very important to the students' achievements. Therefore, to improve the junior high students' motivation and attitudes of English learning is the first thing to do.

Firstly, the school should help the students build good learning circumstances by holding all kinds of extracurricular activities about English learning, which can not only help them learn English in a relaxing way but also increase their motivation of learning. These activities can be English Culture Festival, English Speech Contest, English Calligraphy Competition and so on. Most of the students will be actively involved in these activities. Through these activities, it will help the students establish a better atmosphere to learn English well. To be able to take part in them, the students will study hard to learn English well to improve their English and enhance their oral English. Bit by bit, their motivation of learning English will be aroused and increased.

Secondly, the English class is the main source for the students to learn English and the classroom is the important place for the students to study. Therefore, the classroom atmosphere should be paid more attention to. The adviser of the class should help the students build a strong learning atmosphere from the perspective of class culture and classroom discipline. In this way, it will help the students develop such a habit that they should possess a correct attitude towards learning and try their best to study hard as soon as they come into the classroom. Generally speaking, the classroom

discipline plays an important role in their learning effects. If there is a better classroom discipline, the students' learning effects will be increased. And the better and stronger class culture can arouse the students' motivation of learning and maintain a correct attitude towards learning.

Thirdly, the relationship between the teacher and students should be harmonious and equal. The words and deeds of the teachers can have a great influence on the students' learning. Besides, the teacher should try to motivate the students at the beginning of the class in order to arouse the students' interest in learning English and maintain the motivation in the whole class. The teacher can take advantage of the several minutes before the class to guide the students to listen to an English song, do a role play, play a game or have a free talk, in order to motivate the students. In this way, it can help the students maintain a better condition that they may concentrate on their learning in the whole class. And during the class, the teacher can do some activities to encourage students to take part in and the Task-based Language Teaching approach can be used. The teacher can arrange some tasks which are related to the real life in class and it will help to guide everyone to participate in. Thus it can arouse the students' interest and motivation to learn English. More importantly, the teacher should treat the students in an equal and friendly way, which will have a significant effect on increasing the students' motivation and correcting their learning attitudes. Furthermore, the teacher should try to find out students' merits or their improvements to encourage and praise them in time, which will give them much more encouragement and motivation of learning English. Besides, more patients should be given to the students, especially to the low achievers. All these can help to arouse the students' motivation and hold a positive and correct attitude towards learning.

Last but not least, parents should cooperate with school teachers to help students achieve high achievements. The attitudes of the parents towards English learning will have a great influence on the students' motivation of learning. Therefore, the parents should pay more attention to the situations of their children's learning. And they can often ask about their learning situations and help them finish their homework every day. Besides, they should give their children more encouragement in the process of learning. All these aspects can help the students correct their attitudes towards learning and arouse them to study hard.

V. CONCLUSION

A. Research Findings

This research adopts questionnaire, interview and classroom observation to study the research questions in details. And the conclusions are as below:

(1) There is a positive correlation among the achievements, the motivation and attitudes towards learning English of junior high students. In other words, they are interactional and primitive mutually for the English learners. The students with a strong learning motivation and correct attitudes towards learning English will taste and experience the pleasure of studying in the process of learning English. And later they will be more interested in learning English and work hard. Obviously, their achievements will be better, which can bring them a sense of achievement. In return, this pleasure of learning and the sense of achievement can not only help to further enhance the junior high students' motivation of learning English, but also play an important role in maintaining the correct and positive attitudes towards learning English.

(2) School circumstances, classroom atmosphere, teachers and home environment are the four main factors affecting the motivation and attitudes, which can help the students hold a correct way of attribution. The correct and proper attribution is not only helpful to arouse the motivation of learning English but also, in return, can help them maintain a correct attitude towards learning English. All these aspects can help to bring excellent achievements, which can make them possess the strong motivation of learning and hold a positive attitude towards the English learning. And it will assist them to have a proper and better way of attribution.

(3) The following ways to improve the motivation and attitudes should be paid more attention to. Firstly, it is very important for the school to establish stronger and better circumstances of studying by holding different kinds of activities, which not only offers a precious opportunity for the students to practice their oral English but also arouses their motivation of learning English. Secondly, the class culture and classroom atmosphere should not be ignored. The stronger their classroom atmosphere is, the stronger motivation the students have. Thirdly, the teachers play a significant role in the process of English learning. Their words and behaviors can affect the students a lot. Last but not least, the parents should cooperate with the teachers and pay much more attentions to their learning. The students and teachers should attach importance to these four aspects. Therefore, in order to motivate the junior high students to learn well and thus to achieve high scores, the above aspects should be taken seriously.

B. Pedagogical Implications

In order to be beneficial to the future teaching of the teachers, the researcher concludes the following three pedagogical implications on the basis of the above research findings.

(1) To arouse the students' motivation and correct their attitudes towards the English learning

According to the conclusion, the strong motivation and correct attitudes towards learning can bring excellent achievements. It is obvious that to arouse the students' motivation and correct their attitudes is important. The teachers should have a good knowledge of the basic situations of each student and take the corresponding actions to enhance the

students' interests in learning. It will help to maintain the students' interests in learning English. Thus it can not only arouse their motivation of learning but also correct their attitudes of learning English.

(2) To pay more attention to the four main factors

The school circumstances, the classroom atmosphere, the teacher and the home environment will affect the students' learning effects directly or indirectly. Firstly, the school should think highly of the school tradition construction and holds some activities to offer an opportunity for every student to take part in them. Secondly, the teachers should also pay more attention to the classroom culture and atmosphere in the class. Besides, the teachers should better the class discipline. Thirdly, the teachers should be patient with the students and give them more encouragement and praise. And they should try to build a harmonious relationship with the students.

(3) To guide the students to have a correct and positive way of attribution

As a teacher, he or she should guide the students to have a correct and positive way of attribution to their learning behaviors and learning effects. The teachers should have a great knowledge of the way of attribution of each student. For the low English achievers, the teachers should guide them to attribute the low marks to the extrinsic factors and then help them create a chance to obtain the success, which will help them build the confidence in learning well and possess a reasonable attribution. However, for the high English achievers, the teachers should guide them to attribute the high marks to the intrinsic factors and help them realize that hard work can bring success. Furthermore, they should ask the students to believe that they are able to achieve success. Thus their motivation of learning English will be enhanced.

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The Effect of Using *Tumblr* on the EFL Students' Ability in Writing Argumentative Essays

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Abstract—Nowadays, many information and communication technology (ICT) tools have been integrated in teaching and learning activities. In English language teaching (ELT), various ICT tools, especially those which belong to Social Networking Site (SNS) or social media, have been used as media to teach English language skills. One of these social media is *Tumblr* which has a mixture of characteristics of *Blog*, *Instagram*, and *Facebook*. This research aimed to examine whether the use of Tumblr improves EFL student' ability in writing argumentative essays. It involved 36 students of undergraduate program in English Department of Universitas Negeri Malang, Indonesia. The result showed that there is a significant improvement in students' ability in writing after being taught by using Tumblr. This leads to the conclusion that Tumblr can be used effectively to help students improve their ability in writing argumentative essays.

Index Terms—Tumblr, EFL ability in writing, argumentative essay

I. INTRODUCTION

Information Technology and Communication (ICT) has rapidly turned into the most basic skill needed in various fields in today's modern industrial society (Ghafivekr, Razak, Ghani, 2014, p. 25). Like in many other fields, ICT has been considered important in education field (Dudeney & Hockley, 2007). In English language teaching (ELT), in particular, ICT tools have been used as powerful media to enhance teaching and learning process (Drigas & Charami, 2014; Al-Munawwaroh, 2016; Kamilah & Anugerahwati, 2016, p. 133). In the teaching of writing, besides being used as a means for more effective teaching and learning, ICT is needed to vary the teaching and learning activities to avoid boredom on the part of the students. There are various ICT tools used as the media in teaching writing to improve students' ability in writing, such as Storybird website and Blog.

Currently, there has been a change in technology for education which directs people's attention into mobile learning (Zaki & Yunus, 2015, p. 11). This will influence the kinds of ICT tools which the teachers can choose as media for teaching writing. As the students have become more attached to mobile phones, especially smartphones, the teachers may consider Social Networking Sites (SNS)—based ICT to be used in their classroom. SNS is a web-based tool which is used as means to interact with other people, including all the social media that people used to interact with other people using internet connection (Yunus, Salehi & Chenzi, 2012, p. 42). One of the advantages of SNS—based ICT is that it can be accessed by using computers as well as mobile phones. Thus, it enables the users to use it efficiently.

There have been many research studies which examines various SNSs, such as *Facebook, Instagram*, *Whatsap*p and *Tumblr* in the teaching of writing. The results commonly showed that the tools positively influence the students' ability in writing (Shih, 2011; Ping & Maniam, 2015; Fattah, 2015; Listiani, 2016). Tumblr, in particular, can be said as the combination of Instagram, Facebook, and Blog for it combines all features that those three social media have. It has similar features and appearance as Instagram and Facebook, which also functions to share pictures and texts. However, Tumblr is also more like Blog, since there is no limit for words, like the one that Instagram has. That is why Matteson (2011) stated that Tumblr is the future of Blogging (p. 54). As a microBlogging service, Tumblr combines the benefits of having high quality content of Blog and online social networking services (Chang, Tang, Inagaki, & Liu, 2014).

In order to use it, Tumblr users need to create an account first. It can be accessed as website (www.tumblr.com) or downloaded in its mobile version into smartphones via Google Play Store. In Tumblr, the users can post and upload anything that they like, such as written texts, pictures, audio materials, videos, and links. They even can write down essays as long as they want since Tumblr does not have any word number limit. Like other SNSs, Tumblr enables its users to have interaction with other users through their posts and direct messages. Their posts can be seen, loved, commented, and shared by other users and vice versa. Therefore, there is a high possibility that the Tumblr users can learn from each others' posts, show appreciation towards ones' posts and, thus, encourage them to improve their works. Referring to the benefits that Tumblr has offered, it is believed that Tumblr will be beneficial to be used as a supporting medium in a writing class. It is also predicted that students' writing performance can be improved by using Tumblr.

Few research studies have been conducted on the use of Tumblr in improving writing skills. Yunus and Salehi (2012) tried to find out Malaysian teachers' perspectives on the use of Tumblr as the medium in writing skills and most of them

stated that Tumblr can be an effective medium for teaching writing (p. 388-389). They believe that Tumblr can increase students' motivation and help them in finding inspiration and ideas to write. For example, in their classroom action research, Kurniati (2015) and Vitiara (2017) examined the use of Tumblr to improve students' writing ability. They found out that by using Tumblr as the medium, students' achievement as well as participation in writing class be increased. This indicates that Tumblr can be used to give a different nuance in teaching writing.

The result of this research is expected to share the information about the effect of Tumblr on students' writing achievement as well as students' perspective toward Tumblr in the argumentative writing class, which can be used as the consideration for the teachers who intend to apply a new supporting medium in their writing classes. Yet, it should be noted that some countries may not be able to access Tumblr freely due to the different policy that each country may apply. Indonesia, for example, recently has banned Tumblr due to pornography accounts issue, which resulted in the limited access of Tumblr and can only be accessed through Wi-Fi.

In light of the background, this research investigates the effect of the use of Tumblr on the students' ability in writing and students' responses on the use of Tumblr in the teaching of writing. The research questions are formulated as follows:

1. Do the EFL students have better ability in writing argumentative essays after being taught by using Tumblr?
2. What do the EFL students perceive on the use of Tumblr for the taching of writing?

II. METHOD

This research employed a pre-experimental design and it attempted to know the cause and effect of an implementation of a certain medium. Experimental research is the most suitable research design to use if ones want to investigate the cause-and-effect relationship among the research variables (Fraenkel, Wallen, & Hyun, 1932, p. 265). A pre-experimental design was chosen as this research only used one group of subjects (there were no separated experiment and control groups) and tried to find out the difference in the ability in writing before and after the treatment was implemented in that group.

This research was conducted in two of Argumentative Writing classes in undergraduate program of English Department, Faculty of Letters, Universitas Negeri Malang, Indonesia. There were 36 students in the two classes and they were considered as one group. When the research was conducted, these students were in the fourth semester of their four year education.

Argumentative writing is one of the writing course series offered in the English Department, Universitas Negeri Malang, Indonesia.The course can be taken after the students pass the two preceeding courses: Paragraph Writing and Essay Writing. This argumentative writing course is designed to enable the students to develop their ability in presenting logical, strong, and convincing arguments in two types of essay: opinion and argumentative essays. This research, however, only focused on argumentative essay. The materials for the teaching activity were taken from the coursebook used in the class. The coursebook was a compilation of opinion and argumentative essay chapters from several books: Oshima & Hogue (2006, p. 142-160), Oshima & Hogue (2007, p. 168-180), and Smalley, Ruetten, & Kozyrev (2001, p. 275-298).

In this research, one of us (the first author) had a role as the teacher who was responsible to implement the treatment and the other observed the teaching and learning activities. There were nine meetings conducted in this research. The first meeting was for the pre-test. The second up to eight meetings were used for the teaching and learning activities (treatment). In these meeting, the teacher taught the materials on argumentative writing by using Tumblr. She asked the students to create a Tumblr account and follow her account. Then, she asked them to do the exercises posted on Tumblr and asked them to post their works and give peer feedback to each other's works on Tumblr. In the ninth meeting, the post-test was administered to the students and a questionnaire about the use of Tumblr in the Argumentative Writing course was given to them.

There were two instruments used in this research. The first one was writing tests for the pre-test and post-test. The tests were used to elicit students' ability in writing before and after the treatment. There were two topics for each test. The topics for the pre-test were *Online versus Conventional Public Transportation* and *Pre-school for Toodlers*, while the topics for post-test were *Online versus Traditional Shopping* and *Full Day School in Indonesia*. The rubric used to give assessment contained five aspects of writing, each of which had different weight (Content 30%, Organization 25%, Grammar 20%, Vocabulary 15%, Mechanics 10%). The rating was done by two raters, the teacher and a colleague from the Graduate Program in ELT. The scores from each rater were compared to examine inter-rater reliability (see Appendix 1 for the pre-test and post-test scores).

The second instrument was questionnaire. This questionnaire was used to know about students' opinion on the use of Tumblr in Argumentative Writing class. It consisted of 10 statements and used Likert scale with 4 options (strongly agree, agree, disagree, and strongly disagree). It also asked how Tumblr helped the students improve their ability in writing. Each statement was provided with a space for the students to elaborate their answer and explain their reason in choosing one of the responses provided (see Appendix 2 for the questionnaire). We developed the questionnaire items based on the need in using Tumblr in the teaching and learning activities. For better quality, the instruments were validated by an expert in ELT before being used to elicit the students' responses.

III. FINDINGS

The findings of this research were based on the two research questions. The first finding is related to students' ability in writing before and after being taught by using Tumblr and the second was the students' perception on the use of Tumblr in the Argumentative writing class.

A. Improvement of the Students' Ability in Writing

The data from this finding were gotten from students' scores on pre-test and post-test. The data obtained from pre-test and post-test's scores were analyzed by using SPSS (the Statistical Package for the Social Sciences) 20.0. This data analysis was carried out to find out whether the result was enough to reject the null hypothesis. The significance level set to reject the null hypothesis was .05. The Null hypothesis was "There is no difference on the EFL students' ability in writing Argumentative essay before and after being taught by using Tumblr."

From the descriptive analysis of pre-test and post-test's scores, the results are shown in Table 1.

TABLE 1:
DESCRIPTIVE ANALYSIS BETWEEN PRE-TEST AND POST-TEST SCORES

	N	Minimum	Maximum	Mean	Std. Deviation	Std. Error Mean
Pre-test	36	43	72,5	56.24	7.22	1.20
Post-test	36	60	90	77.88	6.65	1.11

Table 1 shows that the mean of pre-test scores is 56.22, while the mean of post-test scores is 77.83. It can be seen that the mean of the post-test is higher than that of the pre-test. However, to check whether the difference between the two means is significant to reject the null hypothesis, the data needs to be analyzed further using t-Test. This t-Test is used to compare the different means from one group. The result of the data analysis is presented in Table 2.

TABLE 2:
RESULT OF THE PAIRED-SAMPLES T TEST BETWEEN PRE-TEST AND POST-TEST SCORES

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					wer	Upper			
Pair 1	Pretest- Posttest	-21.64	5.76	.960	-23.589	-19.689	-22.525	35	.000

From the result above, it can be seen that the Sig. (2-tailed) from the two data is .000, which is below .05 (.000 < .05). It means that the difference between the two means was significant and, therefore, it can be used to reject the null hypothesis. From the data analysis on students' pre-test and post-test scores, it is found that the EFL students taught by using Tumblr achieved better ability in writing argumentative essay than before being taught by using Tumblr.

B. Students' Perceptions on the Use of Tumblr

The data for students' perceptions were obtained from the questionnaire. The items in the questionnaire were designed to know students' perception on the use of Tumblr in writing argumentative essays and their ability in writing argumentative essay after being taught by using Tumblr. For easier analysis, each scale was given score as follows: strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1. The results of the questionnaire are presented in the Table 3.

TABLE 3:
STUDENTS' PERCEPTIONS ON THE USE OF TUMBLR

No	Questionnaire Items	Total Value	N	Average
1	The use of Tumblr gives me a new perspective about writing activity.	99	36	2.75
2	The use of Tumblr makes the learning activity become more interesting.	95	36	2.64
3	The use of Tumblr makes me more motivated in doing writing activity.	87	36	2.42
4	The use of Tumblr enables me to give feedbacks on my friends' works easily.	99	36	2.75
5	The feedbacks given through Tumblr on my essays help me to improve my writing.	106	36	2.94
6	Teachers' posts on Tumblr eases me to develop the ideas for the essay.	105	36	2.92
7	The use of Tumbr helps me to organize my paragraphs coherently.	86	36	2.39
8	The use of Tumblr helps me improve my grammar.	87	36	2.42
9	The use of Tumblr improves my vocabulary.	94	36	2.61
10	The use of Tumblr helps me to reduce my mistakes on punctuation, spelling, and capitalization.	87	36	2.42

From Table 3, it can be seen that for the first statement, the students *agreed* that Tumblr gives a new perspective in writing activity. In colum provided to write down their reasons, most of them admitted that they never used Tumblr before to do writing activity in the column provided. Related to this, for the second statement, the students also *agreed* that Tumblr made the learning activity more interesting. However, talking about students' motivation, the students' responses on the third statement showed that students *disagreed* that the use of Tumblr improved their motivation in writing activity. They argued that bad connection and the limited access of Tumblr was the most dominant reason why

they were not really motivated in doing writing activities using Tumblr. Furthermore, for the fourth statement, the students *agreed* that the use of Tumblr enabled them to give feedback to their classmates' works as they only needed to comment on the available comment section.

Next, talking about the students' perception on their ability in writing after being taught by using Tumblr, for the fifth statement, the students *agreed* that the feedback given through Tumblr on their essays helped them improve their writing. Some of them admitted that it helped them to see their mistakes that they could directly edit on Tumblr after getting feedback, if they wanted. Also, for the sixth statement, the students *agreed* that the video and link of article that the teacher posted on Tumblr when introducing the topics to write helped them to develop ideas for their essay. They said that it gave them some background knowledge they needed before started writing.

Nevertheless, for the seventh statement, the students *disagreed* that Tumblr helped them improve their writing organization. They felt that their writing organization was just the same whether they wrote their essay on Tumblr or in the piece of paper. Furthermore, for the eighth statement, the students *disagreed* that Tumblr helped them improve their grammar. For the ninth statement, however, the students agreed that Tumblr had improved their vocabulary. That was because on Tumblr, they often found and read other posts or essays whose vocabulary is still unfamiliar for them. Also, when they read their friends' work, they sometimes found vocabulary which they considered new to them. They admitted that those posts and essays helped them enrich their vocabulary. Next, the students' response for the last statement showed that the students *disagreed* that Tumblr helped them reduce their mistakes on punctuation, capitalization, and spelling. They who felt no improvement in terms of organization, grammar, and mechanics argued that they did not feel any improvement when doing their essays on Tumblr or in a piece of paper. They said that if there was any improvement, it was because of the feedback and not the feature of Tumblr itself.

Thus, most of the students admitted that the use of Tumblr in writing activity was interesting and gave them several benefits. However, there are some external factors which made them unmotivated in doing the activity. They also thought that they were not really sure if the use of Tumblr was able to improve their writing ability.

IV. DISCUSSION

This research aimed to know whether students' achieved better in writing argumentative essay after being taught by using Tumblr and their perception on their ability after being taught by Tumblr. From the analysis of data obtained from pre-test and post-test scores, it can be said that the students have better ability in writing argumentative essay after being taught by using Tumblr. There is a significant difference between students' pre-test and post test mean in 95% level of significance. Students' post-test mean is significantly higher than pre-test mean. This is in line with what Vitiara (2017) and Kurniati (2015) found in the results of their action research. In their research studies, the students gained improvement in writing activity after being taught by using Tumblr. Using tumblr helped them to improve their writing as they gave feedback to each other's work using the comment feature on Tumblr. Feedback is considered as an important feature in writing as it provides the opportunity for the writers to see how the readers react on their writings and make an improvement by learning from the responses that they give (Hyland, 2003, p. 177). They were also able to find the online resources they needed for their essays through the teacher's and other students' posts on Tumblr. This helped them in developing their ideas before they started writing. The use of Tumblr also enabled students to use more various vocabulary, as they learn from their classmates' works and other posts in Tumblr. These all prove that Tumblr can be used as an effective medium to improve students' ability in writing.

From the questionnaire data, it can be concluded that most of the students agreed that the use of Tumblr gives a new atmosphere in writing activity and, hence, makes the teaching and learning activity more interesting. That is because as the digital natives, the students find out that the presentation of material through SNS is more familiar for them (Yunus, Salehi, & Chenzi, 2012, p. 44). However, some of the students did not feel that the use of Tumblr as the media in writing activity motivated them. This is contradictory with the result of research done by Yunus and Salehi (2012) as they claimed that the features of Tumblr increased students' learning motivation. Those who disagreed stated that Internet connection problem and limited access of Tumblr were the reasons why they were unmotivated in using and accessing Tumblr as these two problems made it difficult for the students to access Tumblr. Thus, due to these external factors, the use of Tumblr in writing argumentative essay was not really successful in enhancing students' motivation in writing activity.

Moreover, most students agreed that it was easy for them to give feedback to each other's works and that the feedback given through Tumblr helped them improve the quality of their writing. Furthermore, the students agreed that the teacher's posts on Tumblr gave them background knowledge to generate ideas for their writing. Tumblr provides various choices of posts which can be uploaded. The users can upload various features such as text only, pictures, video, and link. This gives variation in the teacher's posts which are meant to give background knowledge to the students. Thus, the teacher was able to post video and link of article provided with the introduction to the topic to give the students background knowledge about what they were going to write.

Next, most of the students felt some of their writing aspects, such as organization, grammar, and mechanics, did not experience any significant improvement by using Tumblr. Actually, the comment feature on Tumblr helped them in giving comment to each other. This helped them a little in recognizing their mistakes without they realized it. The students, nevertheless, mostly agreed that Tumblr helped them improve their vocabulary. That was because on Tumblr,

they often read other posts or their own classmates' works which used words which were still unfamiliar to them and tried to use them in their own essays. This way, they improved their vocabulary. This is also in line with what Tiryaki and Tütüniş (2012, p. 214) found in their research. They found that extensive reading gave positive contribution towards vocabulary enrichment. Moreover, it has been widely known that one of the ways to improve ability in writing is through reading. Reading can be a good source needed before one starts writing as they are likely to write from their observation on things that they have read (Brown & Lee, 2015, p. 443)

V. CONCLUSIONS

This research has reported that the use of Tumblr, one of the Social Nerworking Sites, effectively improved the undergraduate students' ability in writing Argumentative essays. This was indicated by the mean of the students' post-test scores which was significantly higher than the mean of their pre-test scores. In addition, it was found out that most of the students showed their positive responses towards the use of Tumblr in writing activities. However, there are some external factors, such as bad Internet connection and limited access to Tumblr, which made the students feel unmotivated in accessing Tumblr. Teachers who are interested to use Tumblr should consider these problems if they plan to use Tumblr as a medium in their teaching and learning activity. Moreover, teachers need to be as creative as possible to optimize the advantages of using Tumblr in the writing activities.

APPENDIX 1. STUDENTS' PRE-TEST AND POST-TEST SCORES

No	Students' Initials	Pre-test Scores	Post-test Scores
1	AMHL	53,5	70
2	EO	48,5	75
3	ENF	52,5	79,5
4	FPS	63,5	84
5	KCPS	72	88
6	MAP	47	75
7	MRY	56	81,5
8	MTN	45	68
9	NA	49	74
10	NDA	48,5	77
11	RSN	59	83
12	RNF	52	76
13	RFP	65	87
14	UP	55	85
15	ZR	60	83
16	AR	72,5	90
17	ARA	50	82
18	BTC	56,5	81
19	DP	65	81,5
20	ES	43	60
21	FYM	54	82
22	GNF	50	72
23	II	65	83
24	LRP	59	74
25	MR	56	62
26	MZM	47	77
27	NH	50,5	74
28	RASF	56,5	71
29	RK	60	80
30	RAK	62	75
31	RQ	57	83
32	RHR	52	79
33	SMF	58	74
34	TF	58	76
35	TNS	67	84
36	ZNASP	59	77

APPENDIX 2. QUESTIONNAIRE

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The use of Tumblr gives me a new perspective about writing activity.				
	Why do you agree/ disagree? Explain your answer				
2	The use of Tumblr makes the learning activity become more interesting.				
	Why do you agree/disagree? Explain your answer				
3	The use of Tumblr makes me more motivated in doing writing activity.				
	In what way do you feel motivated/unmotivated? Explain your answer				
4	The use of Tumblr enables me to give feedbacks on my friends' works easily.				
	Why do you agree/disagree? Explain your answer				
5	The feedbacks given through Tumblr on my essays help me to improve my writing.				
	Why do you agree/disagree? Explain your answer				
6	Teachers' posts on Tumblr eases me to develop the ideas for the essay.				
	Why do you agree/disagree? Explain your answer				
7	The use of Tumbr helps me to organize my paragraphs coherently.				
	Why do you agree/disagree? Explain your answer				
8	The use of Tumblr helps me improve my grammar.				
	Why do you agree/disagree? Explain your answer				
9	The use of Tumblr improves my vocabulary.				
	Why do you agree/disagree? Explain your answer				
10	The use of Tumblr helps me to reduce my mistakes on punctuation, spelling, and capitalization.				
	Why do you agree/disagree? Explain your answer				

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Readers of English Literature Confronting Quiet Members with Critical Literacy in the Act of Mentoring

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Abstract—In response to many years of a one-way teacher-oriented teaching approach in Iran, there have been some attempts in research to identify young learners as resourceful learning material themselves. Over a period of two semesters, the researchers as teacher-researcher and co-teacher full-time participant observer explore the diverse ways for inviting thirty English Literature majors to voice their own spontaneous learning challenges in reading English literature through mentorship; and characteristics of a popular mentor in critical reading practice and the ways in which a mentor may share her voice with mentees. For this purpose, a qualitative case-study methodology is conducted at Alzahra University (the only-woman university in Iran) for an in-depth understanding of the language and act of reading when Iranian women English literature readers participate in a mentorship interaction. The findings indicated that the mentors/mentees and the teacher create a subtle relationship throughout the semesters by sharing how to read and search for literary texts; how to review literary texts after hearing one another's writing styles; how to voice their critiques with courage; how to overcome competition; and how to invite quiet members to their circles.

Index Terms—readers of English literature, critical literacy, quiet members, resourceful mentors, dyadic mentoring

I. INTRODUCTION

According to Larson and Marsh (2005), the concept of critical literacy, although rooted in the tenets of critical theory propounded by the Frankfurt school at the beginning of the twentieth century, came to the fore with the work of Paulo Freire mid-century. A view of literacy from a socio-cultural theory of learning (Perez, 2004) considers and seeks to understand the cultural context within which the readers have grown and developed. Critical literacy is an instructional approach that engages students in reading the world and the word, by interrogating texts and discourses inside and outside classrooms (Hart, 2006). It seeks to understand how learners interpret who they are in relation to others, and how they have learned to process, interpret, and encode their world (Perez, 2004). Thus, students need to talk about themselves and also the text to express their worldviews.

Critical literacy is "an activity that reconstructs and develops all parties involved, pulling teachers forward as well as students" (Shor, 1999, Ghahremani & Kafshgarsouteh, 2011); and it provides students with the opportunity to look critically at literature and question what they are reading (Heimbueger, 2005, cited in McLaughlin & DeVoogd, 2004; Masny & Ghahremani, 1999). "Critical Literacy helps teachers and students expand their reasoning, seek out multiple perspectives, and become active thinkers" (Ghahremani & Mirhosseini, 2005). Learners as the rich source of material can inspire each other to share literacy in classroom.

According to Cazden, (1988) and Tharp (1994) from Freire's point of view learners assume an active role of creative participation. The very act of participation transforms aspects of the social practices or the meaning of literacy. Teachers and peers can shape literacy discussions through collaboration (mentoring); those informal conversations, questions, and comments that provide frameworks for the cognitive processes to be used with the reading activity (cited in Perez, 2004). Paulo Freire (1993) emphasizes the importance of collaboration between teachers and students as a critical factor in evaluating the world in a reflexive manner. Scribner and Cole (cited in Perez, 1981) pointed out that literacy is not just a simple kind of reading but applying this knowledge counts in particular context for specific purposes (p. 236). Fasheh (n.d.) in his enlightening discoveries commented that "a group that wants to be involved in working on literacy, needs to unlearn dominant values, and discuss values that it would like to be guided by in the community". In this view, students have the full capacity to take on their classmate's responsibility in learning.

Dyson (1984, 1993) claimed that learners need to talk about what they are doing as they acquire literacy, and they need to talk with their teachers and peers, and indeed with themselves, as they work their way through reading tasks (cited in Perez, 2004). "In learning to read, learners construct definitions of themselves and their relations with parents, siblings, teachers, and peers ... [they] strive both to be counted as members of social groups and to be recognized as unique individuals" (Solsken, 1993, p. 9, cited in Perez). Freire (1970) stressed the importance of reading the world before reading the word; within the social contexts of community literacy, children learn to read the world and learn to read the word in service to reading the world. Sheridan (2000, p.109) reminds us that "Literature is also a powerful means of challenging the way in which the world is constructed". To go further, it is important to remember that literature reflects real life, but it is not real life.

Literature cannot replace rich multisensory experiences that provide the best basis for reading. Still they believe literature can enrich concepts which learners are developing in real life. Some researchers garnered their attention toward the ways to reach literacy. Lewis (2009) found "risk taking critical to literacy success; students must feel confident to guess word meanings, establish relevance, identify point of view, draw conclusions, and make connections with texts" (p. 14). Learners must also have the confidence to share their ideas with others. Sheridan (2000) pointed out that "story reading provides a time for pleasure and success for all students, and provides a context for literacy learning". They put the stories as the main categories of literature in a sense that stories provide a framework for experience. Literature is important personally in many aspects of development. As children read and are read to, "they build up a store of vicarious experiences which become useful in their real lives" (ibid, p.109).

This study is an attempt to seek a) ways of inviting learners to voice their spontaneous changes in reading an English Literature course through mentorship, b) the characteristics of a popular mentor in critical reading practice and the ways in which a mentor can share her voice with the mentees, c) benefits of being a mentor from the perspective of the reader mentor and mentees, and d) changes in critical reading mentoring patterns for every session and pattern for this special kind of participation and negotiation.

II. METHODOLOGY

Participants:

A group of thirty female students of English Literature for their reading I & II were selected on purpose among whom one is an international scholarship student from Tajikistan. They involved themselves in the mentoring process to share their language experiences via mentoring partnership.

Instruments:

The learners on their way to practice literacy used a number of instruments in their reading course.
• *Observation* as a rich participatory act was used full-time
• *Interviewing* as a contributor to complement the full-time observation
• *Field notes* and *audio-recordings* as a moderator to support various phases of observation and interviewing.
• *Documents* as fruitful written records to strengthen the triangulation

The guiding interview questions will include at least five general themes:
a. The readers' background;
b. Their experience in the reading class with other students;
c. Their experience in the reading class with the teacher;
d. Their critical view toward reading English Literature;
e. Their voice as a critical reader;

On the other angle of data gathering to add to the triangulation, 90 hours of recording (four to six hours per week) was audiotaped while observing the class sessions. The researchers recorded the occasions of interviewing in addition to the class moments of the reading course to keep their voices in store to prevent anything left out. The audio recording of interviewing added up to the time of recording.

Design

The design selected for this study is qualitative. Qualitative inquiry moves deeper and deeper by going into learner's reading experiences. In order to support the analysis in this study, grounded theory went along with the case study.

The idiographic approach (Gibbs, 2007) in which the individuals (person, place, event, setting, etc.) are treated as a unique case is employed in this study, since this approach looks at each individual differently; it best reflect itself in the examination of *case study*.

Material

The students shared their suggested sources online (in their class mail). The syllabus was dynamic and open. Each week, the readers went through the specified selected short story. They were to make sense of the language of the story, language of the critic and a general understanding of the whole reading. In their partnership, they referred to the frequent words of the critic to discover about the position, the ideology of the writer and add them to their glossary (critic codes). During the term while they were discussing the suggested readings and their critiques, they went on with their own desired writers and a search through the literature world to find more about the writers, and were supposed to discover a theme of how they move along their literary narratives through demonstrating their world views and living histories.

The reading act included:

a. A search for their favorite writers

b. Building a glossary of literary terms

c. Searching about the similar themes of the stories

d. Creating a small, personal encyclopedia of the writers

e. Reading critiques (mine vs. theirs)

f. Asking questions; some suggested are listed as follows:

√ How can I make sense of the story based on my own understanding?

√ How do I make sense of the social condition of the writer and the particularities of his environment which affects his writings?

√ What language elements (words, sentences, etc.) have been used in the story narration?

√ How do the specific language elements explain the writers' particularities?

√ What clues (critical codes) can I find for the social view, the view of character, social structure, social spaces, human relations, determined meanings, inspiration, and…..?

√ What characteristics do I find more in my library and internet searches about the specified writer?

√ Have I ever thought about the reason why I love a special writer or story?

√ How often have I discovered closeness between the critique of the story and my understanding of the same story?

√ How is this related to what I am doing now and who I am? (Is it related to the experiences I have had in other readings I am doing in Persian literature, religious literature, history or other disciplines)?

III. ANALYSIS & DISCUSSION

This was usually the mentor students who often take the first step to invite the quiet members into their circles without hesitation:

Contrary to teacher-fronted kind of classes, the readers had the opportunity to talk and this was rather dialogic. The mentors attended to surroundings and they were very sensitive to what was going on, for example Sarah did attend why Tooba was so silent and she took the further action to invite her.

These senses of sharing took many different forms. There is another mentor who experienced the same case from the other way round.

Yasmin: There are no two equal people, what made people live together is the power of understanding – to respect others while you understand the differences – as soon as you find yourself fine while those who are different as abnormal, that is when living in community would get worse.

Many of the mentors critiqued their teachers who are so simply ignoring the way Literature is:

The mentor students had many different whys for getting connected to the mentees:

Samaneh: As I grew older, I realized that knowledge is not at the top of a gradation but in a sandbox of a nursery school as I was playing with friends and in all the moments we past together…By and by, I understood that I cannot stick to my mothers' apron string anymore so my companies of friends are now the most significant springs of ideas in my life.

Somayeh: I don't want to be very much different to make myself one and alone in a community. In any case of differences, I don't like it be teasing. I don't like to make fun of others. I don't like to elevate myself to down others. I prefer to keep silent but no other ones get displeased.

Ensieh: I used to think that the silent students are clumsy. But now it changed. The very silent one in the class sometimes will wonder everyone like Tooba that she is very simple but very strong; she knows more than others. She understands more I do.

Elham: I don't think the silent learners don't have knowledge on a topic. When I read the writings of Faezeh, I got shocked. I wonder who they are?! They've changed my idea toward the silent members. They are great and very industrious. They are very knowledgeable but they don't put it into word. What I do is to talk of that less that I know.

The mentor learners could clearly outline the way they were:

Zeinab: In the break time, we all laugh together in our sayings. We spent our break time talking to each other rather than sticking to the books like those bookworms. It's nice to have sense of humor but not low comedy that degrades both the speaker and the addressee. Being serious sometimes would crash the interactions. Perhaps this is what attracted you in our class; the atmosphere of our class is not fatal but progressive.

WHAT IS THE POPULAR MENTOR? (RE-NAMING THE TOP ONES)

The mentee students renamed the top students to the popular one who contributed to the circle as a mentor:

Maedeh: Zeinab is very much humble; there are many top students who are very proud of themselves. They don't answer anyone. They come late and they leave the university early. Zeinab is very different. She has got an encouraging role for everyone.

Paria: At first I was quiet and shy and I didn't want to speak particularly in public because I thought that maybe nobody likes to listen to me, but she (my mentor) helped me believe that we are all equal; it's our right to live, to study, to communicate, to express our feelings, no matter what the other think about you. I consider her a successful girl not

only in education but also in her own personal life because she is strong and she doesn't let anything disappoints her. She knows how to control her life

Maryam: Yasmin taught me how to do everything well while carrying no claim. I like this behavior in her. She is very humble. She studies very carefully and she is not snob. Many in our class are the same as her.

Somayeh: There is at least one popular person in each circle but Zeinab is very much popular and supportive on the whole. Both the teachers and the students like her. She speaks for the class. She never rejects anyone. In case of failing to learn something, when you go to her, she spends many time explaining. She is different from the 'top' students.

Zeinab as a popular mentor was quiet and created the space for others to talk. She even had a look over the class to see whether anyone needs help or not?! She asked Paria who was sitting three row at rear that is there any problem or not?!

Contrary to what is going on in Iranian schools and universities to promote the sense of 'competition' rather than 'sharing', this critical course of reading connected the mentor learners to the mentees focusing on the 'level of participation' and not 'the amount of talk'. They deformed the concept of academia.

Samaneh: There cannot be anything with scores. Suppose that I have my perfect score, what then?! When I can't answer one who asked me a literary term, then what's the use of these scores?!

Inviting the Quiet members into the circles

Samaneh: At first, we were two groups, it was clearly felt. Students in our group were silent though knowledgeable. They kept silent. The other group was naughty but active. Little by little, the latter group complained that why you are silent?!

Zeinab: In our reading class, some were silent while some others were not. The silent students in those rare instances of talking had nice ideas that were to the point and creative. They were great.

Maedeh: Until recently, we were of two groups: Zeinab's group and ours. It was like a wall drawn between these two groups, but now, we are united in one.

Samaneh: I was part of those who were reluctant to talk even if I knew. My classmates were very much helpful in pushing me to talk…inviting into circles is what I learnt practically from my classmates.

The mentee students sometimes resist talking to have the teacher the message that they are not feeling relaxed since something troublesome is happening:

Ameneh: If I feel relax in a community, I will talk. The conditions are important for me. Sometimes I like to be silent. Some teachers are very sensitive to silent students or when we keep the back seats. Sometimes I intend to be silent deliberately to change the teacher's view. I wonder why those chairs are at the back rear if they are not there to be seated?! I can't really pretend to talk when I don't feel relax.

The critical readers of English in their journey had their genuine version of self:

Ensieh: All of us like to preserve our individuality while participating in groups. No one likes to copy from the others. One of our teachers once told us to make flash card, and said 'please don't copy from each other'. She didn't know that each of my classmates is powerful. We never like to copy. Even the weak member of the class like to show her own weak style that she herself made it.

They believe in respecting each other even if that person is slow. There is no reason for taking pride in 'academic values' since they discard what they are labeled with like 'top student'. They deformed the concept of 'academia' in a sense that it tries to divide the students and to increase the competition. This is the question of why we go to university?! Is that all for learning to gain power to degrade people and to form a wall around us that is debilitative?!

HOW TO INVITE QUIET MEMBERS?

1. The characteristics of mentors:

The student mentors invited the quiet members bearing a committed feeling toward each of them. In the research process, the following characteristics were detected common in the mentors:

► *Personal & pedagogical satisfaction*: they did not expect anything in return for what they delivered. The top students who take the lead as the mentor students gave support to the quiet members as the mentees and invited them to their circles.

Somayeh: I don't like to talk all the time and if I review what I have in my mind as my belief, what can I add to them then?! To tell and hear the same thing over and over… but if I listen to my friends, I can either learn from them or teach them. This interaction is more useful. I like my class very much. I learnt many things from them.

Atena: I always try to share whatever I know. I did it to my friends and classmates since I have seen its reflection in my own life. I don't want to hide things so that I get the best grades. By the same token, sharing I think is the reward of what I've learnt and if you give it to others, God will make your knowledge more. This is what God will offer as a gift and will further create the opportunity for one to grow.

► *Point of departure in providing material*: they used their own life stories as the source of readings.

Kimia: I like literature but only when I can have my own comments, rather than any other imposed one. Literature is theoretical beyond any special framework. It cannot be simply judged which idea or critique is true and which is not. And I wonder how teachers score the ideas and the final papers; which answer is true?! … If I become a teacher, I behave like John Keating in 'Dead Poets Society'. He is my ideal character in teaching. He won't limit the mind of an innocent child with some piece of papers.

► *Feeling of responsibility & bearing internal commitment*: They do not wait for any external stimuli for providing support.

Shila: *This is all our fault, I think. We have to do something to invite them to the circles. The quiet members should not be given any chance to get used to it.*

► *Taking further steps forward to build rapport*: The mentors tried their best to sympathize with the quiet members who often suffer from injustice.

Fatemeh: *Atefeh often comes to me and seek my consultation. She shares her problems. All I try is to say about the positive aspect of an issue, e.g., once she said I'm tired of this, what should I do?! I said: you are not alone in this. I also read a story and I had my own comments totally different from that of the teacher while the teacher had different idea. Everyone has its own interpretation. It's natural. I think when a writer is penning a text; he thrust it upon the readers to have their own comments. So there should not be one who says the last word. Yours is true as well as mine. Don't ever think that you must think like the others. Trust yourself and your comments.*

► *Believing in sustainable & on-going process of reading and learning*: The meaning of 'reading' was re-defined.

Zeinab: *If once I get to the point where I experience two days with no difference, it is then that I stopped the act of reading. The act of reading cannot be confined to the paper; these are the frameworks that are problematic and it is as a calamity for the students. These papers will bring you PhD, and academic achievement; if there won't be any outcome, this is where we will ask 'so what?!' this 'so what' of where is this certificate or this degree from has started here: one stands where s/he should not be...*

Ensieh: *Reading in the first look is a series of dead words. It's waiting for the readers to be alive. When I give them life, they will become part of my life. Different readers would give different meaning and life to the words and this different life will make reading beautiful. Everyone has got its own understanding of a text and would make it somehow different...*

► *Showing their desire to self-disclosure*: The mentors were so pleased with the way they were treated as a mentor.

Leila: *when I share, I feel like someone trusted me. The feeling like I CAN; I like when I think there is something out there that made them come to me and seek for my assistance. I like this feeling and I do appreciate it.*

► *Adherence to caring relationship*: the mentors were very patient and warm to let the quiet members feel free to share any problem.

Faezeh: *She (the mentee) was alone in the corner of the class busy writing her assignment in rush. I came next to her and I said: "I'm free and I have extra time right now, if there is anything I can do for you; please tell me what, then I might be helpful". She looked at me nicely and accepted my assistance.*

► *Managing the time and the impossibilities*: The top student as it is renamed to the popular mentor (Zeinab) feel herself like acting the same as the mentee students and never feel pity for the mentees; instead, she let them leave themselves open to their problems. I came across to the following piece of conversation while observing their class time before the teacher starts in:

Soheila: *This is very difficult for examination.*

Zeinab: *Yes, I have the same idea. I summarized it all; I will leave it online (*a shared email for reading that Zeinab made it for class*).*

Soheila: *But, it is difficult and too much for exam,*

Zeinab: *Yes, It is. We have to talk to the teacher to skip some parts for exam.*

► *Laying different social roles*: most of the mentors were learner and teacher at the same time. They started their teaching life outside the university in small schools. For instance, *Ensieh* is an energetic girl who everyone likes to share her experience with. She is very active with different roles as a play writer, an English teacher and also an active member of a cultural-religious website.

► *Inviting silent members*: The mentors were very attentive regardless of how their teachers might react.

Maryam: *I was late on purpose to seat away from my own friends. They are out there; I liked to sit next to those who were silent. There were clearly two parts in the class, some remained silent for a long period. All the teachers labeled them 'silent' members of the class; I've thought to myself that maybe they are feeling bad....As the Persian poet, Homayi put: 'It is not important if the tree drops the fruits into its own skirt but the further the fruit, the better'.*

► *Being pioneer in breaking the ice*: Some mentors pushed the mentees to voice their ideas after some instances of partnership. Here is how Samaneh encourages Faezeh as the mentee to couch her comment:

Samaneh: *(while raising Faeze's hand) excuse me! Excuse me prof. (addressing the teacher) Faeze is going to say something...*

Faezeh: *(whispering no, no..)*

Teacher: *Faezeh?*

Faezeh: *Yes, I actually wanted to say...*

► *Craving for human science*: Reading people and craving for human sciences is the key to be a critical reader and resourceful mentor.

Yasmin: *My nature is to seek for human science though I am able to read all other majors; human science is what I feel satisfied with and I find it a good opportunity to go and search for the life of different people to see their lifestyles. I personally believe that no one can get success unless one knows people well.*

2. The characteristics of mentees:

Interacting with the quiet members would not be possible if they themselves do not accept the offer to go critically into the reading contexts. Here are the characteristics which are spotted in the mentee students:

♦ *Establishing tolerance of ambiguity*:

Ameneh: At first, I was so embarrassed. But I asked myself to be strong reading the text over and over. I knew there must be a way to get out of the situation.

♦ *Seeking equal social status*:

Simin: I was quiet but I knew this must no longer last. I had to take the opportunity to find my position and to get where I am.

3. The Shared characteristics:

The mentors and the mentees all were found to share the following characteristics:

• Having the concept of dialogic evaluation in mind:
• Ability to discuss critical literacy
• Critiquing Critique
• Reserving no place
• Being the genuine version of themselves
• Building mutual trust and respect
• Voice their critique with courage

Maedeh: since the silent students know as much as the other members of the class, they can be invited by responding to the kind of questions through which they like to talk about their life experiences

Ameneh: I like to share my good experiences with those who value them, humans are like books, each waiting to be read. If there is someone interested to read, I will open myself.

Nastaran: Those who are silent listen better, I think. Thus, they would get everything completely. When I get silent, this is not because I don't know what to say or I don't have any idea but I don't like to interact with the given community so it's better to let me free.

READING FROM THE VIEW OF MENTORS & MENTEES

Reading here was beyond a skill; it was an every-day life of readers who perceive language in texts as alive waiting to be discovered. The mentors invited the silent readers to how to read; the dictionary was a disturbing tool to boost creativity. Here the readers learned how to read broadly without using a dictionary.

• Re-authoring the text
• Accepting different acts of reading
• Following no pre-assumption
• Thinking critically on texts
• Reading to write
• Reading to get new experience
• Communicating with white texts
• Believing in sustainable learning
• Believing in metaphysical rules
• Acquiring the power of analysis
• Accepting different social roles in reading
• Deforming 'academia'

Critical readers had the desire for sharing and the mentees also accepted their invitation. They voluntarily liked to share their reading experiences in the class. The mentees were not looked upon as someone with a problem rather the one with ambiguity.

IV. CONCLUSION

As a teacher, it was always a concern to discover and tackle quiet members. Quiet members in contrast to 'top students' of the class used to have two different positions while in this study we found them both the same. That is, it is discovered how students have the power of mentoring the quiet members by inviting them to read critically.

The resourceful language mentors were selected for their qualities beyond the reading classroom. The learners carried the feeling of accountability & responsibility toward each other, and they continued mentorship even after they communicated their roles as mentees as well. They changed their learning patterns and started to supervise the other quiet members out of their class setting even after the research course completed. Seeking for human sciences was their shared departing point to study English Literature. They were eager to listen to real-life stories of people and bring them into their literary texts. They regarded their classmates as the source of the material and they voiced their critique with no pre-assumption. The mentor students liked to read everything but with a blank mind. The meaning of some words was deformed like 'academia', 'institution' and 'top student'. They believed in sustainable learning and this is why they could overcome competition and the 'top' student made no further sense; rather, it was popular to be trusted by the mentees.

The results also showed that the mentors did not downplay the mentees' pain or problem. Doors were opened for mentees to get the opportunity to experience being a mentor as well as a mentee. The quiet readers could get their way into critical literacy inspired by the experience of being a mentee.

What the mentors get out of this is a different perspective toward the meaning of reading seated deeply into life. Mentors practiced critical literacy in a sense that there were no mechanical stimuli to make them feel responsible. This was thoroughly dynamic and on-going that they themselves were generous to ask the mentees "what do they need for reading critically?" Both mentee and mentor students experienced how one can get into the reading process in its broader sense.

The teacher by degrading 'evaluation' focused on the importance of interaction and inspired the mentor students to go and search for mentee students (she did name no one, i.e., no assigning kind of mentoring occurred). The mentoring interaction kept on going to an extent in which the mentee students also experienced being a mentor since the teacher had no priority of who is a mentor and who is a mentee (no one was dearer than the other). She broke the habits first by sitting below the podium; then by breaking the big circles into the smaller ones, she indirectly wanted the learners not to reserve any special place. The importance of quality of presence was emphasized more than the quantity since there was no 'call list' to account for the absentees.

In this study, reading was beyond a skill; it is the every-day life of readers who look at discourses critically. Contrary to the controlled way of practicing mentoring in a great body of literature, we come up to a class in which there was mutual respect for sharing with no expectation. There is also no clear-cut moment to pinpoint that mentoring started from this and came to an end in that point.

Drawn from data, we discovered that reading critically will not be possible if readers themselves are not interested in it. The teacher also created space in a way for the readers that each had the opportunity to share and open herself to the other side of the fence.

Mentors/mentees and the teacher created a subtle relationship throughout the semesters by sharing how to read and search for literary texts; how to review literary texts after hearing each other's writing styles; how to voice their critiques with courage; how to overcome competition; and how to invite quiet members to their circles. Noteworthy to add that, approaching these two theories i.e., mentorship to critical literacy brought us into a new theory: it is usually the case to bring 'reading material into the class' that is like reading is an external entity that is not permitted to be with the learners unless the course of reading is to be held; this journey is the case with taking 'readers into reading' that is to be called: *Reader Reading.*

The language teachers may usually ask themselves 'what should I teach in this English reading course?!' They are suggested that the readers are into the classroom waiting to be discovered by reading their language experiences as well as literacy ones. The quiet language readers are waiting to be invited rather than being pushed into the 'commonly-used reading material'. Readers Reading is a path to invite the resourceful learners to keep on reading into homes as well as schools.

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Cohesive Devices and Academic Writing Quality of Thai Undergraduate Students

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Abstract—The current study aims to investigate (1) common cohesive devices used in the writing development of Thai undergraduate students majoring in English, (2) the frequency of cohesive devices used in the writing of Thai undergraduate students majoring in English, and (3) the relationship between the number and types of cohesive devices and the quality of the writing as rated by writing experts. Thirty junior students majoring in English contributed thirty academic essays as sample texts in the study, with a total number of 16,856 words. Halliday & Hasan's (1976) taxonomy of cohesion was used as an analytical framework of cohesive devices, while a writing assessment rubric developed by Hogue & Oshima (2007) was used to determine students' writing quality. His findings revealed four types of cohesive devices frequently used by Thai undergraduate students including reiteration, reference, conjunction, and ellipsis. A one-way ANOVA revealed significant difference numbers of cohesive devices used in the students' writing. In addition, students' writing scores positively correlated with the total number of words used in the writing task, the total number of cohesive devices used, and the number of references.

Index Terms—cohesion, cohesive devices, academic writing, Thai English students

I. INTRODUCTION

Teaching writing for English language learners is regarded as one of the most challenging tasks for teachers. Academic writing has conventionally been focused on genres such as narrative, expository, descriptive, argumentative and persuasive, to name a few (Connors, 1990). From a narrow viewpoint, writing is considered as a particular kind of verbal production skill where text is manufactured to meet discourse demands. From a broader viewpoint, it is considered a complex, integrated performance that cannot be understood apart from the social and cognitive purposes it serves (Deane et al., 2008). From this broader perspective, writing demands a complex cognitive activity, which involves solving problems and deploying strategies to achieve communication goals (Rao, 2007). For example, writing requires students to concentrate and organize their ideas, and cultivates their ability to summarize, analyze and criticize. Furthermore, writing typically reinforces learning in, thinking in, and reflecting on language as a mode of communication. Writing skills in extended texts at an advanced level, therefore, involve not just the language system but also pose significant challenges to the cognitive systems such as memory and thinking (Kellogg, 2008).

Learning how to compose an effective extended text should be conceived as a task similar to acquiring expertise in a related culturally acquired domain. Learning to write is not merely an extension of acquired spoken language, but it is more similar to learning how to play a musical instrument, which demands twofold competences of both mechanical skills and creative production (Centre for Educational Research and Innovation, 2007). To achieve expertise in writing, the writer must be able to anticipate different ways how the reader might interpret the text and must take this into account while revising it. Students often find composing, especially in languages other than their mother tongue such as when they compose in English, difficult because its process demands their utilization of many cognitive and linguistic strategies. That is to say, to write effective extended texts requires students' mastery in both the target language and thoughts about text-crafting processes. One characteristic of good academic writing is that the text is "making sense". This characteristic is derived through the use of cohesive devices that makes the text logically and semantically consistent as a whole. Textual coherence is thus one of the measures of an effective text.

II. TEXTUAL COHERENCE

Textual coherence is a complex aspect of writing that should be approached with caution (Palmer, 1999). Novice learners, when asked to write a composition, could theoretically approach the task by simply drafting some sentences, instead of selecting only those ideas that could be considered relevant for the general structure of their composition (p. 62). Their texts can be well written from a grammatical perspective but without an overall meaning of the text as a whole.

According to Halliday and Hasan (1976), cohesion expresses the continuity that exists between one part of the text and another. It can be divided into two categories. *lexical cohesion* and *grammatical cohesion*. Lexical cohesion is realized through the use of *reiteration* and *collocation* while grammatical cohesion includes *reference*, *substitution*, and *ellipsis*. *Conjunction* falls in between two types of cohesion as it sits on the borderline of the grammatical and the lexical. According to Thompson (1996), most conjunctions can be interpreted as both a grammatical and lexical

semantic unit. Cohesion plays an important role in English language teaching for readers and writers need to be aware of the link that holds chunks of text together, and that contributes to the creation of a text as a unit of meaning (Mahlberg, 2006).

TABLE 1
TYPES OF COHESION

Nature of cohesive relation	Type of cohesion	
	Grammatical	Lexical
Relatedness of form	Substitution and ellipsis	Lexical collocation
Relatedness of reference	Reference	Lexical reiteration
Semantic connection	Conjunction	

Source: (Halliday & Hasan, 1976, p. 304)

III. COHESIVE DEVICES

Halliday and Hasan (1976) identify two types of cohesion, namely grammatical and lexical cohesions. Grammatical cohesion involves closed systems. The closed systems are manifest in the options of presence or absence, and the systems of the use of person, number, proximity, and degree of comparison to show the relativeness of the text (p. 303). Grammatical cohesion includes reference, substitution, and ellipsis. However, Thompson (1996) remarks that substitution is a suborder of ellipsis; therefore, substitution is counted as a subtype of the ellipsis. Thompson has offered a good categorization of cohesive devices. Thus, his categorization scheme was used in the current study. Details of the cohesive devices in the study are described as follows:

Reference is a set of grammatical resources that allows the speaker to indicate whether something is being repeated from somewhere earlier in the text. For example, in the following sentences, *'it'* refers to the same entity as *'their bedroom'*, whereas *'A'* in *'A large bed'* signals that this is something not mentioned before.

They came into their bedroom. A large bed had been left in *it*. (Thompson, 1996, p. 180)

Ellipsis is the set of resources by which full repetition of a clause or clause element can be avoided, and by which it can be signaled to readers that they should repeat the wording from a previous clause. There are two types of ellipsis: ellipsis proper and substitution. In ellipsis proper, the element is simply missed out. For example,

How old is he? "Two months."

In the substitution, a linguistic token is put in the place of the wording to be repeated from elsewhere. In the example below, *'so'* stands in the place of 'large for five months':

It's large for five months, but not abnormally *so*.

On the other hand, **lexical cohesion** involves a kind of choice that is open-ended. The selection of a lexical item is in some way related to once occurring previously. According to Halliday & Hasan, reiteration and collocation are lexical cohesion subtypes.

Reiteration is the repetition of a lexical item, the occurrence of a synonym, the use of a superordinate (e.g., Jaguar-car), and the use of a general word. In the context of reference, reiteration occurs where the two references have the same referent. Typically, a reiterated lexical item is accompanied by a reference item, usually 'the' or 'a demonstrative adjective'. The complex structure of 'the' plus reiterated lexical item is therefore cohesive by reference. For example,

Boys love playing football. *Boys* are in the field right now.

Collocation is the association of lexical items that regularly co-occur. Collocation is described as "a word that is in some way associated with another word in the preceding text, because it is a direct repetition of it, or is in some sense synonymous with it, or tends to occur in the same lexical environment, coheres with that word and so contributes to the texture". For example, the adjectives *broad* and *wide* are similar in meaning, but occur in very different collocations:

Broad accent, *broad* agreement, *broad* daylight but *wide* appeal, *wide* area, *wide* margin (Biber, Conrad, & Leech, 2002: 18)

Are you *fully aware* of the implications of your actions? From this example, *fully* collocates with *aware* but not *deeply aware*.

Apart from these two types of cohesion, Halliday and Hasan proposed that **conjunction** is another type of cohesive device. However, conjunction is on the border line of the grammatical and the lexical. Halliday & Hasan pointed out in their *Cohesion in English* (1976) that [the conjunctions] that express conjunctive relations themselves are not tied to any particular sequence in expression. The relationship between any two [or more] sentences does not only occur in a sequential order in the text, but is also realized throughout the grammar of the language (p.227). Mahlberg also affirms that Halliday and Hasan view conjunction as "mainly grammatical, but with a lexical component in it" (2006, p.381). Therefore, the current study will categorize conjunction as a third type of cohesive device. For example,

Leon's apartment complex does not allow dogs over thirty pounds; *otherwise,* he would have bought the gangly Great Dane puppy playing in the pet store window.

The teaching of coherence and cohesion is relevant to the building of a theoretical approach to writing instruction (Palmer, 1999). As Halliday and Hasan (1976) point out that cohesion refers to relations of meaning that exist within the text (p. 4). From a linguistic perspective, a text is a series of sentences, spoken or written, following one another and forming a unified whole message. A text is best regarded as a semantic unit, a form of a meaning by the realization

process of sentences (Halliday and Hasan, pp. 1-2). Cohesion is thus expressed through the organization of language. Language can be explained as a multiple coding system comprising three levels of coding: the semantic (meanings), the lexicogrammatical (forms), and their phonological and orthographic realizations. Meanings are realized (coded) as forms, and forms are realized in turn (recoded) as expressions (pp. 5-6). The concept of cohesion, however, is semantic rather than structural in the sense that it functions around the clause rather than within it (Fontaine, 2012, p. 169).

Most EFL teachers are often frustrated by students' incoherent writing in their writing classes, still they cannot find an efficient way to empower students' imagination and set their minds on how to write cohesively. Nevertheless, in order to deliver to students the tools of cohesive devices, teachers need to be informed about those devices that could benefit their students. In other words, teachers need to teach and encourage those EFL students to use accurate devices for more efficient textual compositions.

A number of studies have proved that cohesive devices play a significant role in writing development for L2 or EFL learners (Johnson, 1992; Field & Oi, 1992; Palmer, 1999, Meisuo, 2000; Crossley & McNamara, 2010; and Alarcon & Morales, 2011; Yang & Sun, 2012). However, whether the number and type of cohesive used in the writing determines writing quality is inconclusive. Some studies found positive relationship between the use of cohesive devices and writing quality. For example, Liu and Braine (2005) examined the number of cohesive devices and the writing quality of 50 argumentative essays written by Chinese EFL students. Their findings revealed that lexical devices contributed the highest percentage of the total number of cohesive devices used in the written texts, followed by references and conjunctions. Statistical analyses show that the composition scores were highly correlated with the number of lexical devices and the total number of cohesive devices used. The study supports a previous study conducted by Palmer (1999) that Spanish English writers preferred to used lexical reiteration in their academic writing. However, Palmer did not investigate the relationship between the type of cohesive devices and the writing quality.

Another study that supports the use of cohesive devices and writing quality was one by Crossley and MacNamara (2010). The study examined how the number of cohesive devices grew along the course of one semester. The researchers found that the number of cohesive devices used in the writing was a good predictor of text organization and overall essay quality as judged by the writing experts. However, they found that the use of coordinating conjunctions and sentence overlap pronouns were negative predictors of the essay quality. This study shows that the frequency of the cohesive devices used in the writing alone cannot be a good predictor of the writing quality. The writing quality depends on the type of cohesive devices used in the writing as well.

Judgment of the L2 writing quality was also supported by the study of Crossley, Kyle, & McNamara (2016), which investigated the development of local, global, and text cohesion types in L2 writings, and which examined the effects of the cohesion types on judgments of L2 writing quality. The findings suggested that local, global, and text features predicted whether an essay was written at the beginning or at the end of the semester with an accuracy of 71%. Moreover, another 36% in the variance of the judgment of text quality can be explained by the local, global, and text cohesive features.

In contrast to previous studies that support the number and specific types of cohesive devices in the writing with the writing quality, Alarcon & Morales (2011) explored cohesive devices used in argumentative essays written by undergraduate students. They used Halliday and Hasan's (1976) taxonomy as their analytical framework. They found that reference made up the highest frequency of the total cohesive devices used in the essays, and accounted for about 91% of all devices used in the corpus. Conjunction was the second most frequently used device though it occurred ten times less than referencing. Alracon & Morales, however, did not find a significant relationship between the number of cohesive devices used and the writing quality of the papers. Based on a qualitative analysis, they concluded that the number of cohesive devices alone cannot be claimed to act as a good predictor of the writing quality. Alracon & Morales, however, recommended that cohesive devices should be introduced to the writers for better writing quality.

Coskun's (2011) compared the English writing of EFL Turkish and Uzbek students. Although their findings supported what has been found in Alarcon & Morales's study that the use of cohesive devices was not significantly related to the quality of the writing, the study shows differences in that EFL Turkish and Uzbek students preferred to use grammatical devices (such as ellipsis) to the lexical devices, which were commonly found in the previous studies.

Given that previous studies show disagreement between the number of cohesive devices and types of cohesive devices contributing to writing quality, as well as the fact that no such studies have been conducted to investigate whether or not Thai EFL students show similar or different patterns in the use of cohesive devices and writing quality, the current study therefore aims to examine the relationship between cohesive devices and overall writing quality in the academic writing of Thai EFL students. The specific objectives are embedded in these following research questions.

1. What are the common cohesive devices used in the development of the Thai undergraduate students' academic writing?

2. Which cohesive devices are used by the Thai undergraduate students majoring in English in their academic writing? How frequently are they used?

3. Is there a relationship between the use of cohesive devices and the quality of writing?

IV. METHODOLOGY

A. Design

The current study is based around a quantitative design. Halliday and Hasan's taxonomy (1976) as revised by Thompson (1996) was used as the framework for analysis. The cohesive devices used in academic writing written by Thai undergraduate students majoring in English were analyzed. Regarding writing quality, an essay rubric developed by Hogue & Oshima (2007) was used in the study because it is a precise rubric and widely adopted as a major writing assessment tool in writing courses for Thai EFL writers.

B. The Corpus

The corpus consisted of 30 academic essays, with a total word count of 16,856. The essays were written by 30 Thai junior students majoring in English. Student writers provided their responses to the prompt provided by the researcher. The prompt asked about their judgments on readings related to teaching English as a second/foreign language.

C. Procedure

The objectives of the study were firstly described to the students. They were asked whether they granted permission for the researcher to use their papers as data sources in the study. The writing samples included only those who consented to contribute their writing for the study. Students had three hours to write their response to the given prompt. No assisting resources in any form were allowed during the writing. Thus, all responses came solely from students without external assistance. After the students finished the writing task, the researcher collected students' writings. Then all writings were typed into the .doc format, strictly following what students wrote. No errors were corrected. All file scripts were converted into a text format (.txt) and graded by the researcher. Regarding the writing quality judgment, the researcher adopted a holistic writing rubric developed by Hogue & Oshima (2007) to assess students' writings. The maximum score for the writing was 100. To assure consistency of the grading process, six assignments were randomly selected for inter-rater reliability. The other grader was a native speaker of English, experienced in teaching writing for EFL students. Pearson's correlation coefficient was used to calculate inter-rater agreement between the graders. Peason's correlation coefficient for inter-rater consistency was 0.93, which was considered highly consistent between the graders. After all writings were graded, a manual annotation was done by the researcher for cohesive devices used in all writings.

D. Data Analysis

All cohesive devices, based on a revised version of Halliday and Hasan's categorization, were manually sorted by the researcher. Further, the AntCon program was used to validate the findings. The AntCon program is used to confirm the reliability of the frequency of cohesive devices found in the corpus. Frequency, percentage, mean, and an F-test were used to identify and compare the frequency and types of cohesive devices used in the corpus. Pearson's correlation coefficient was used to determine the frequency of cohesive devices and the writing quality as judged by the writing expert.

V. FINDINGS

Students completed their writing in three hours. The writing prompt was about teaching English as a second/foreign language. The students had to write a response to an impromptu question. No assisting resources of any form were allowed during the writing. Thus, all responses were derived solely from students with no assistance from external sources. Demographic data of the corpus is described in Table 3.

TABLE 3
DEMOGRAPHIC DATA OF THE SAMPLE TEXTS

Number of texts	30
Word counts	16,856
Average word counts	561.87
Word count range	252 – 2,070
Word count *SD*	199.28
Maximum score	92
Minimum score	56
Average score	74.63
Score *SD*	10.66

From Table 3, it can be seen that the texts are diverse in terms of length. The longest text contains 2,070 words, while the shortest one was 252 words. In other words, under a three-hour time limit, students performed differently in writing their responses toward the prompt. The students who wrote the most wrote almost ten times more text than the students who wrote the least. The highest score the students gained from this assignment was 92, while the lowest was 56. The average score was 74.63, with a standard deviation of 10.66.

Halliday & Hasan's revised version of cohesive categories (i.e., ellipsis, reference, collocation, reiteration, and conjunction) was used to determine the common cohesive devices used in the development of the Thai undergraduate writing in English. Table 4 shows the types of cohesive devices used by student writers.

TABLE 4.
COHESIVE DEVICES USED IN THE SAMPLE TEXTS.

Features	*f*	*%*	*SD*
Ellipsis	62	2.25	1.38
Reference	646	23.49	12.34
Collocation	0	0	0
Reiteration	1,769	64.30	32.56
Conjunction	274	9.96	4.91
Total	2,751	100.00	

Table 4 shows that, of all 30 excerpts written by the students, reiteration was the most frequently used cohesive type in the corpus (*f*= 1,769, or 64.30%), followed by reference (*f* = 646, or 23.49%), and conjunction (*f* = 2.74, or 9.96%).

TABLE 5
MEANS COMPARISON AMONG COHESIVE DEVICES USED IN THE ACADEMIC WRITING

	SS	df	MS	F
Between Groups	58630.89	3	19543.63	63.130***
Within Groups	35911.10	116	309.58	
Total	94541.99	119		

***p< .001

A one-way ANOVA was performed to investigate differences for the types of cohesive devices used in the corpus. There was a statistically significant difference among types of cohesive devices as determined by the one-way ANOVA [F(3,119, *p* = .000)]. An LSD post hoc test revealed that reiteration was used as a cohesive device (M = 64.30, SD = 32.56) more often than the use of reference (*M* = 23.49, *SD* = 12.34), the use of conjunction (*M* = 9.96, *SD* = 4.91), and the use of ellipsis (*M* = 2.25, *SD* = 1.38), statistically significant at ps <.001. Moreover, references were used more often than conjunctions (*p*< .01), and ellipsis (*p*<.001).

TABLE 6
RELATIONSHIP BETWEEN THE FREQUENCY OF COHESIVE DEVICES, WORD COUNT, AND THE QUALITY OF THE WRITING

	1	2	3	4	5	6	7
1. Score	-	.633**	.422*	.258	.139	.511**	.332
2. Word count	.633**	-	.867**	.563**	.215	.735**	.799**
3. Cohesive Devices	.422*	.867**	-	.544**	.366*	.771	.962**
4. Conjunction	.258	.563**	.544**	-	.124	.435*	.414*
5. Ellipsis	.139	.215	.366*	.124	-	.202	.357
6. Reference	.511**	.723**	.771**	.435*	.202	-	.589**
7. Reiteration	.332	.799**	.962**	.414*	.357	.589**	-

*p<.05; **p<.01

To assess the relationship between factors and the writing quality, Pearson's correlation coefficients were performed. The findings revealed a positive relationship between number of words in the writing and writing score (*r* = .633, *p*<.01), the number of cohesive devices used and the writing score *(r* = .422, *p*<.05), and the number of references and the writing score (*r* = .511, *p*<.01).

Regarding word counts and the use of cohesive devices, it was found the length of the text positively correlated with overall number of cohesive devices used (*r* = .867, *p*<.01). In particular, the length of the writing showed a positive relationship with the number of conjunctions (*r* = .563, *p* < .01), references (*r* = .771, *p*<.01), and reiterations (*r* = .799, *p*<.01).

VI. DISCUSSION

In this section, the researcher will discuss the findings of this study based on the research questions provided earlier.

Regarding the types of cohesive devices that were commonly used by student writers, it was found that Thai English writers preferred to use reiteration, followed by reference, and conjunction.

It is not surprising that *reiteration* was used the most in students' writings because the use of synonyms or repetition of the words is the easiest tool for student writers to employ in their writing. The writers, especially less competent ones, tend to employ this strategy to convince the reader that the topic they were writing about was well controlled. That is, the progression of the text was still around and stayed focused with the same central idea. The findings were in line with that of Palmer's (1999) findings that non-native English language learners created coherent texts through the use of lexical reiteration. Palmer further suggested that teachers must enhance the teaching of coherence and cohesion in English lesson, especially using reading as examples. This intervention may help learners to link example cohesive devices given in the readings to produce their own written work. The teachers may also provide the student writers a wide variety of examples of cohesive devices so that they could make their texts less monotonous.

Additionally, *mental processing* explains why students preferred to employ reiteration in their texts. This is may be due to the fact that the lexical item is easier to process. In production, student writers typically have a limited number of lexical items that are ready for them to retrieve for a productive task. For example, reading passages, or listening

dialogues are tasks that are considered "easier", if compared with speaking or writing tasks. When student writers produce their own texts, they need a set of linguistic devices that is 'online', or ready for them to use concurrently. Student writers mostly demonstrated that they struggled to retrieve their linguistic tools to develop their texts. As a consequence, teachers of productive skills such as writing and speaking must help them possess as many sets of linguistic tools that are ready to use as possible. To provide different sets of cohesive devices such as lexical and grammatical cohesions is among the tools that will be beneficial for the learners to make their texts flow smoothly.

The order of cohesive devices used also suggests the order of acquisition, or degree of difficulty that Thai EFL writers may have perceived at the time they were learning some cohesive devices. Based on the findings, reiteration was the most frequently used device, followed by references, and conjunctions. One possible explanation could be connected to *meaning transparency*. That is, foreign language learners tend to use the linguistic devices through which they can be most certain that the meaning is exactly the meaning they intended to communicate. Undergraduate Thai students majoring in English might lack the repertoire of vocabulary to restate the topic using other words. Therefore, the level of proficiency also plays a role in how writers at different levels used different proportions of cohesive devices in their writings.

Moving from repetition of the same word, it was obvious that students used a synonym to show links in their text. For example, one student used "a study" for "a research project". Interestingly, however, the use of synonyms is varied on the spectrum showed that some words are "close relative" to the key word, while others are more deviant from the key term. To use a synonym, found in the dictionary without knowing its closeness in terms of the meaning to the key term, will weaken the coherence of the writing. Teachers should raise students' awareness of this matter. Moreover, writing teachers may inform the students that they may read the whole paragraph, or even the whole text to identify whether the text is 'coherent', meaning that when they want to make their text coherent, students cannot only rely on the employment of synonyms. Instead, they need to be certain that they keep the 'central idea' of the text consistent through the use of various cohesive devices.

Conjunction is the third most common cohesive device for the Thai English writers. Conjunctions (typically and and but) are considered as one of the most transparent cohesive devices. Therefore, it is among the popular devices to show coherence in the writing. Conjunction is predominantly used by foreign language writers because most of the learners have limited numbers of linguistic devices in their repertoire to show coherence in their writing. A number of studies in second or foreign language writing found that conjunctions are always overused by second/ foreign language student writers because conjunction is a less mature form of writing to subordination. Also, conjunctions are commonly found in early English L1 acquisition in children. This claim was supported by the studies of Mei (2006) and Chanyoo (2013), who found that second and foreign language writers prefer to use conjunctions to conjoin their text, and thus make the text coherent. The reason why students prefer to use the conjunctions is due to the fact that conjunction carries its literal meaning. The lexical forms of conjunction suggest the meaning so that the students do not need to process, or investigate further for the emotional meaning of the conjunctions (or so called *connotation*). In other words, conjunction is more transparent in terms of its meaning (e.g., and vs however), as compared to other cohesive devices. Moreover, since conjunction is in between lexical and grammatical cohesions, it is easier for the learners to employ because they do not need to consider whether the conjunction they use to link ideas is at a word, or clausal level. That is to say, the conjunction is additive rather than relational.

The current findings suggest that Thai undergraduate writers preferred to use reiteration and reference in their writing, followed by conjunction. Reiteration is considered as an interclausal semantic device because it is used to connect different parts of the same idea, or repeat the meaning of the previously mentioned word. In contrast, reference and conjunction are considered as interclausal syntactically because they are used to refer to the previously mentioned idea in a clausal or a sentential level. The current findings suggested that undergraduate English major students showed developmental progress in that they were moving from the use of cohesive devices at interclausal semantic (e.g., reiteration) to interclausal syntactic (e.g., reference and conjunction) level. Thus, it is possible to conclude that students were on a developmental course. If a teacher provides more sets of cohesive devices that are ready for them to use, their texts will become more interesting in terms of becoming more diverse and less repetitious.

This acts in contrast with native speaking writers. The English native speakers employed more syntactic ties such as references and conjunction in their texts. Therefore, it is possible to claim that when native speakers of the language produce written products, they tended to employ interclausal syntactic cohesive devices. It would, however, not be wise to claim that the group of students used in this study are native-like writers of English at this time. However, it is promising that students at this proficiency level, produce texts that are somewhat in line with those of native speakers. Palmer's (1999) study explored cohesive devices mostly used by non-native English language students. She found that lexical reiteration is the most used device by the students she observed. She also recommends that the enhancement of the teaching of coherence and cohesion in English lessons, in an attempt to join any theoretical approach to both reading and writing instructions, will help learners to write more effectively.

The findings of the current study were different from those of Coskum's comparative study in the use of cohesive devices between 5th graders in Uzbekistan and Turkey (2011). Her findings suggested that the most frequently used devices were ellipsis, conjunctions, lexical cohesion (reiteration), while reference was rare in the corpus. This incongruity may be due to different thinking processes between Thai and Central Asian/Middle Eastern students. That is,

nouns are the central focus of the story among Thai students. In order to make their text coherent, reiteration was then preferred as a linkage in the text. In contrast, the Uzbek and Turkish students may process their story basically through the use of references and conjunctions. They probably prefer not to state the link of the story directly through the use of interclausal semantic cues of reiteration or synonym. Rather, the Central Asian/Middle Eastern student writers tended to make connections in the text by interpreting through interclausal syntactic cues such as ellipses or conjunctions. Although differences were found among these L1 backgrounds, two of the top three most frequently used devices in the L2 academic writing referenced here were still references and conjunctions. Again, the concept of meaning transparency somehow plays a role here in that L2 learners tend to predominantly employ the devices with which they know how to convey the exact meaning as they intend. Nonetheless, having access to a small number of lexical devices may impede them from employing various cohesive devices in their writing.

The third point to discuss from the findings is whether there is a relationship between the number of cohesive devices used in the academic writing and the quality of the writing. In the current study, the quality of a student's writing was gleaned from the score they got from the writing holistic rubric score as rated by writing experts. It was found that students who got a higher score for their writing tended to produce a longer text with the use of cohesive devices. Similar findings were found in the study of Liu and Braine (2005), who found that the frequency of cohesive devices used by Chinese students in their academic essays significantly correlated with the quality of writing. This means that a higher frequency of cohesive devices led to higher-rated essay score. In addition, Liu and Braine revealed that among the three cohesive categories, reiteration was the most frequently used, followed by reference items. Conjunctions were the least commonly used device in the corpus.

The current findings are in line with the study of Meisuo (2000) that the use of cohesive devices and writing quality were not interrelated. Nonetheless, Meisuo found that the lexical category (such as reiteration and synonym) had the highest percentage of ties, followed by conjunctions and references. In contrast to Meisuo's study, the current study revealed that a strong connection in the use of cohesive devices and the quality of writing was significant. However, it is noteworthy that, in agreement with Meisuo's, the number of ties, or cohesive devices, alone could not be a reliable indicator of the quality of writing. Further studies of influential factors on the quality of writing should be carefully conducted.

Nevertheless, among the cohesive devices used in the text, the only device that shows a relationship with a higher score is the use of reference. From the findings, it seems clear that when students write their academic texts, they need to employ a number of references as their main cohesive device. Reference mainly refers to the previously mentioned idea at a clausal or sentence level. As suggested by Johnson (1992) reference is a syntactic device that refers to the idea previously mentioned at a clausal or sentential level. Thus, the use of references reflects students' ability to make connections from the previous segment to the current one by using a word that represents the whole idea, instead of matching word-by-word through the use of reiteration. The claim of the contribution of references to higher writing scores is supported by Alarcon & Morales (2011), who also found that reference had the highest frequency (or 90.67%) of the total grammatical cohesive devices associated with writing quality, followed by conjunction and ellipsis. Coskun (2011) also supported the claim that that Uzbek and Turkish students' low writing scores were due to limited use of reference and ellipsis; both make the text more coherent. Coskun also adds that incompetent writers tend to use more ellipsis, conjunction, and lexical cohesion in their texts.

From the findings, it can be claimed that Thai undergraduate writers tends to rely on lexical reiteration, conjunction, and reference to make their texts coherent. This practice is in line with English students from other nationalities and first language backgrounds. However, the use of such devices does not reflect the quality of the writing since only few pieces of writing were rated as competent. Moreover, the quality of the writing seems to depend upon the length of the text. That, in turn, requires attention to cohesion. If students write a longer text, containing more words, they tend to employ more cohesive devices in their texts, and thus yield a better quality of writing. To achieve a higher writing score, students cannot only rely on the numbers of cohesive devices but they have to consider proper cohesion in both lexical and clausal levels. Although the use of reiteration and reference seems appropriate to make the reader refer back and forth to the noun and process types in the text, different clauses, or even paragraphs need a signpost, or a cohesive device, that strings the text together.

VII. CONCLUSION

As cohesion and coherence become prominent in order to produce a good text. Student writers need to understand how to employ these devices to make their text cohere around the central idea of the text. This study aimed to explore the common cohesive devices used in the writing development of Thai undergraduate students majoring in English. The frequency of cohesive devices was counted from student's writing. In addition, the study also wanted to examine whether there is a relationship between the frequency of cohesive devices used in the text and the text quality as rated by writing experts. The frequency of the cohesive devices used in the text was counted manually. The number of cohesive devices found in the corpus was validated by the AntConc program. Frequency, percentage, and a one-way ANOVA were used to identify the different cohesive devices in the students' text, while a Pearson correlation product of moment was employed to identify the relationship between number and types of cohesive devices used and the holistic quality of the texts. The findings revealed that student writers preferred to use reiteration, reference, conjunction,

and ellipsis in their text. Reiteration was the dominant type of cohesive device found in the students' writing. In addition, a positive relationship between the number of words in the writing, the number of certain types of cohesive devices in the academic text, and the text quality was found.

From this study, it is suggested that writing teachers need to provide Thai EFL students a variety of cohesive tools that could enhance their written production. Moreover, teachers may recommend students to study how native speakers or competent writers progress their texts while staying focused on the central idea through the use of different cohesive devices. With the writing model and through series of practice, student writers may eventually produce more effective production through an understanding of cohesive devices in making their texts coherent and comprehensible.

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Literature Review of the Breadth and Depth of Vocabulary*

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Abstract—**As the basic element of language, vocabulary is the cornerstone of language communication. However, the majority of English learners just remember vocabulary by rote-learning and could not put them into practical use. As a result, their efficiency in vocabulary learning is still not unsatisfactory. Many effective approaches have been proposed in the foreign language teaching field so as to enhance L2 learners' English Proficiency. This paper aims at exploring the essence of the breadth and depth of vocabulary for the sake of promoting learners' competence of vocabulary learning.**

Index Terms—**vocabulary breadth, vocabulary depth, literature review**

Nowadays, English means a lot to everyone. We all have learned English since primary school. However, the English level of second language learners is still poor. Generally speaking, problems do exist in current English vocabulary teaching, especially in college among non-English majors. In college English instruction, teachers focus on the grammar and vocabulary size, but pay less attention to depth of vocabulary knowledge. In addition, limited English class is another main reason. As a result, the learners could not express their thoughts effectively in writing or actual communication. In the past decades, many scholars attached great importance to vocabulary acquisition and appropriate vocabulary acquisition strategies for foreign language learners. However, literature review of the breadth and depth of vocabulary have not aroused broad concern. In this chapter, a brief review of L2 vocabulary will be made, especially the depth of vocabulary knowledge. The related studies on vocabulary knowledge are listed from various aspects, and finally put forward the method and significance of L2 vocabulary acquisition. This study will not only attach more importance to depth of vocabulary knowledge but also provide a new way to college English teaching, especially in vocabulary instruction.

I. THE DEFINITION OF A WORD

The definition of a word is controversial and it has occupied many scholars' attention for a long time due to different aspects, backgrounds in their studies. It is necessary to define the basic elements of words and vocabulary. As an elusive concept, word needs instant reaction. Mastering a word is not just acquainted with the written and spoken forms, literal meaning but to learn its syntactic properties and then to have the ability to use it correctly in various situations.

Nation (1986) argued that word could be defined according to extra learning needed or not. In his view, "like" and "dislike" are supposed to be one word if the people know the word "like". The reason is that no extra knowledge will be required to comprehend the word "dislike" if the learner masters the prefix -dis. However, the same `form word "heavy" (weighty) and "heavy" (greasy) should be considered as two words with different meanings in various situations. Schmitt (2000) defined word based on the process of acquisition. He held that words were acquired gradually through long-term exposures.

Ye Feisheng (1997) believed that words were those smallest significant symbols independently applied in a single language. Word was a typical grammatical unit appearing in different forms. Zhang Weiyou (2011) stressed that, to sum up, the definition of a word would include the following points. "1) a minimal free form of a language; 2) a sound unity; 3) a unit of meaning; 4) a form that can function alone in a sentence. A word is a minimal free form of language that has a given sound, meaning and syntactic function." It means that words can be defined from different aspects such as written and spoken language, semantics, syntactic, pragmatics. Compared to the definitions mentioned above, different linguistic dictionaries defined the word according to certain dimension. Oxford Advanced Learner's Dictionary of Current English with Chinese Translation (1995) defined the word as sound of combination of sounds (or the written or printed symbols) forming a unit of the grammar or vocabulary of a language. A general definition was proposed but it ignored the diversity of the words. And then, from a new perspective, Nation (2001) presented three aspects of a word: form, meaning and use.

A few definitions about word have been presented according to different studies with various approaches and purposes. In this paper, the author's aim is to study the knowledge of vocabulary depth. The author holds that the process of mastering a word is progressive with continuous exposures. In other words, the definition of Schmitt is more

suitable to this study.

II. VOCABULARY KNOWLEDGE

Language is a growing store rather than a set of numerous words and fixed expressions. It can be defined as a means of verbal communication with instrument, social and conventional characteristics. Learners' vocabulary knowledge has been considered as the most crucial factor in language competence related to language proficiency. However, during the past decades, studies have been found that there is no accordant definition of vocabulary knowledge.

In recent years, two influential approaches about vocabulary knowledge have aroused scholars' attention. The one is named "the dimensional approach" and the other one called "the developmental approach". The former aims at the pedagogical objectives. The definition is from various aspects of a word based on the classroom observation. Cronbach (1942) firstly presented the question：What is it meant to know a word? He divided vocabulary knowledge into two parts: the meaning of a word and the levels of accessibility. He put forwarded that to comprehend a word includes five parts: generalization, breadth of meaning, precision of meaning, availability, application. Although a relatively comprehensive explanation has been proposed it lacks of other aspects of vocabulary knowledge (pronunciation, spelling, origin, morpho-syntactic, variant and word associations). The latter is an empirical approach according to the quantitative and qualitative data collected from L2 learners. However, the experiments of this approach are more controversial because of the long-time and uncertain factors from subjects. So this research will focus on the dimensional approach.

The next influential linguist is Richards who extends the definition of vocabulary knowledge. He was the first one who listed different kinds of vocabulary knowledge. Richards (1976) held that to understand a word should include these aspects called eight assumptions: the feature of native speakers' vocabulary knowledge, association, syntax, frequency, derivation, register, semantic features and polysemy. Some empirical studies at home and abroad are proceeded based on the framework of vocabulary knowledge presented by him. His framework firstly presents the extensive aspects of vocabulary acquisition and it is a significant breakout in the study of the depth of vocabulary acquisition. Richards's framework reflects the essence of vocabulary acquisition, but some fundamental elements are still not mentioned such as pronunciation, collocation, the relations between these aspects of vocabulary acquisition, the conditions of vocabulary acquisition and so on.

A. Breadth and Depth of Vocabulary Knowledge

Researches on L2 vocabulary acquisition have been divided into two parts: the one is bilingual mental lexicon in psycholinguistic field; the other one is to focus on language teaching from two dimensions: vocabulary breadth and vocabulary depth.

The extreme significant parts in learners' language abilities are the breadth and depth of vocabulary knowledge. The breadth of vocabulary knowledge is about vocabulary size and belongs to the quantitative aspects as the minimum knowledge of the meaning. As Meara (1996) held that：All other things being equal, learners with big vocabularies are more proficient in a wide range of language skills than learners with smaller vocabularies. Yoshida's (1978) case study reflected that the number of active words of the learners' vocabulary size was 300 at the final stage. Schimitt and Meare (1997) used a test to measure three aspects of vocabulary knowledge: word association, vocabulary size and suffix. The results showed that the three aspects interacted with each other. In addition, the breadth of vocabulary knowledge meant a lot to second language acquisition and closely related to other aspects in foreign language learning conducted by Nation and Laufer (1995).

In a word, the studies on vocabulary size have thrown a light on vocabulary knowledge for further researches. However, the related studies in the breadth of vocabulary knowledge only present superficial information of a given word. Thus, more studies are supposed to be conducted in another aspect-the depth of vocabulary knowledge.

In contrast to vocabulary size, the depth of vocabulary knowledge is another primary aspect of vocabulary knowledge, which refers to how well the learners grasp a word or the knowledge of a given word from different levels and belongs to the qualitative aspects. The depth of vocabulary knowledge contains more complex knowledge rather than the literal meaning or form of a word. Laufer (1998) presented that vocabulary development was not only composed of vocabulary size but also the improvement from superficial to deep level, and it included two significant aspects: knowing the basic meaning and deepening the known words. However, only a few studies have been conducted concerning the depth of vocabulary knowledge. Richards (1976) held that to have a good command of a word, the learners were supposed to comprehend the word completely from different components, which could do good to the learners' language proficiency, especially in writing. The depth of vocabulary knowledge is composed of form, morphological property, syntactic property, meaning, register and frequency.

The process of vocabulary acquisition is gradual from superficial level to full mastery of a given word rather than the basic elements of meaning and form. Vocabulary in cognitive domain usually may not exist at the same level, some are in the initial stage but others are grasped well from various aspects.

B. Previous Studies on the Depth of Vocabulary Knowledge

In this part, it will focus on the empirical researches related to the depth of vocabulary knowledge in the domestic

and overseas. In the west, the researches on this domain appeared in the 1990s and conducted by Nation, Richards, Schmitt. In China, the related researches started in 2000 with the paper of Wu Xudong and Chen Xiaoqing. The most influential domestic researchers include Wu Xudong , Chen Xiaoqing, Liu Shaolong. Although the empirical researches are limited, they still presents significant outcomes.

Plenty of studies about the depth of vocabulary knowledge have been conducted based on the framework of Nation and Richards. According to Nation's framework, Schmitt and Meara (1997) tested the depth of vocabulary knowledge from two dimensions: suffixes and association. The research lasted for an academic year and it aimed at exploring the changes of suffixes and association. 95 Japanese English learners were selected as the subjects. In the post-test, the learners' vocabulary size had increased by 330 words. The study showed the subjects had a finite knowledge of suffix and word association. It revealed that the two aspects vocabulary knowledge (word association and suffix) interacted with each other and associated with learners' vocabulary size and Language competence. However, only verbs were selected as the target words in this study, other word classes were ignored.

Later, Schmitt (1998) conducted a study to measure vocabulary knowledge from four aspects: association, spelling, grammatical information and meaning. The subjects were 3 adult English learners who had a good command of the vocabulary knowledge. The result presented that the subject did better in spelling, but the derivation word of the given words were still at superficial level. He had not reference to related empirical researches in his paper and just provided rough information about the depth of vocabulary knowledge. What's more, the result lacked validity because of a small number of subjects.

In China, based on Nation's framework, Wu Xudong and Chen Xiaoqing (2000), the pioneers, conducted a study from a new aspect. The subjects were Chinese high school and university students and the test contents were from four aspects: meaning, collocation, synonym and inflectional affix. It revealed that the four aspects of vocabulary knowledge could be acquired at the same time due to the feature of cognitive process in vocabulary learning. What's more, the learners could get hold of meaning with high efficiency rather than the other three kinds of lexical knowledge.

Liu Shaolong (2002) tested the dimension development and acquisition patterns of English vocabulary knowledge. The Chinese English learners with three different English levels were selected as the subjects. The test contents were composed of three aspects of vocabulary knowledge including affix, meaning and part of speech which were based on 10 high frequency words. This quantitative study focused on vocabulary depth knowledge. It showed that the process of second language acquisition is complex and inconsistent. And then, some studies added weight to the findings we have presented above (Mo Qingyang and Sun Lan (2004)). Meaning could be acquired quickly than collocation. In addition, there was a"plateau"phenomenon in language acquisition process and each kind of vocabulary knowledge would be affected by various acquisition patterns.

The researches having been mentioned above are all based on the Nation and Richard's framework. Although the studies vary from details, the results confirm Nation and Richard's statements and reflect the complicated elements of second language vocabulary acquisition.

C. Measures of the Depth of Vocabulary Knowledge

In recent years, researchers have attached importance to the depth of vocabulary knowledge and provided significant instruments. In this part, two approaches will be present to analyze the measures of depth of vocabulary knowledge: the developmental and the dimensional approach.

The former uses scales to test the different stages of word acquisition. In other words, the lexical knowledge can be measured by the scales. Paribakht and Wesche (1996) adopted the Vocabulary Knowledge Scales (VKS). This test format was designed from five levels.
Target word:
I. I don't remember having seen this word before.
II. I have seen this word before, but I don't know what it means.
III. I have seen this word before, and I think it means_____ (synonym or translation)
IV. I know this word. It means_____(synonym or translation)
V. I can use this word in a sentence: _____ (If you do this section, please also do Section IV.)

This format contains five scales with both advantages and disadvantages. On the one hand, it simplifies the complicated dimensions of vocabulary competence and provides a fixed linear scale to clearly present the gradual process of vocabulary acquisition from two aspects: receptive to productive of vocabulary knowledge. The scale I is to measure receptive vocabulary knowledge and the rest for productive one. In addition, the synonym or translation (scale II and scale III) is an indicator to learners' superficial level of the target word. First, this format provides us a comprehensive aspect of vocabulary knowledge and presents us a better understanding about the process of vocabulary acquisition. Second, the complex vocabulary knowledge can be tested easily. Third, this format pays more attention to both receptive and productive vocabulary knowledge from different dimensions.

On the other hand, some disadvantages exist in this format. First, it only tests one meaning and one related use of the target word so that the multiple meanings have been ignored. Second, the design of the scales lacks of theoretical support because no study has exactly described how many stages in second language vocabulary acquisition. Third, no study has proved the process of full mastery of a headword ranging from scale I to scale V. Fourth, the intervals are confusing if the process of vocabulary acquisition is a continuum. Fifth, the format is time-consuming if more target

words need to be measured. Maybe the subjects' emotion or attitude will be influenced by long time test.

All in all, although more studies should be conducted in assessing depth of vocabulary knowledge, this format is still an influential one in this aspect.

The latter one reflects the mastery of various aspects of lexical knowledge. This approach is based on the framework put forward by Richards (1976).The measurements in depth of vocabulary knowledge include two dimensions: interview and pencil-and-paper test. Read (1988) and Schmitt (1988) both conducted interviews to measure the learners' word knowledge by presenting specific questions. And then, Read (1993) adopted a test to measure two parts of the depth of vocabulary knowledge from synonyms and collocations. In addition, the format were turned out having a high validity and reliability. In Read's test, 50 items were selected as the target words followed by four synonyms and collocations. Here is the format of this test:

Heavy

| Synonyms: | A complex | B weighty | C tense | D grave | _____ |
| Collocations: | E impression | F food | G traffic | H smoker | _____ |

This format is designed to test the knowledge of vocabulary depth. Each item consists of one target word, which is an adjective. The content consists of two aspects of vocabulary knowledge: synonyms and collocations, each including four words. One to three words can be regarded as synonymous to one aspect, or the whole meanings of the target word among the four words in the first line. However, there are one to three words can collate with the target word among the four words in the second line. Each target word has four right choices.

What's more, some studies have regarded meaning and collocation as the significant aspects of vocabulary knowledge. However, there are some disadvantages in his format because of the limited contents. Only the high frequency adjective is selected as the target word. It only deals with two aspects of vocabulary knowledge: synonyms and collocations. As English teacher, we can adopt this format so as to test freshmen' vocabulary competence (Appendix 1). All the target words are composed by high-frequency vocabulary of high school.

According to the format mentioned above, Nation developed another test from four aspects in the depth of vocabulary knowledge: synonyms, word class, affix and collocation. Nation's format meets the need of measuring vocabulary knowledge from multidimension. The format is as follows:

Respectful

(A) lucky	(A) noun	(A) respect	(A) spectator
(B) ordinary	(B) verb	(B) respectable	(B) advantage
(C) polite	(C) adjective	(C) respective	(C) tone
(D) necessary	(D) adverb	(D) respected	(D) objective

Nation's format can test vocabulary knowledge from four aspects. According to this test, the depth of vocabulary knowledge can be measured systematically. In addition, the four aspects mentioned above are regarded as the primary dimensions of a word. On the one hand, it reveals that second language learner's language competence can be reflected by the test; on the other hand, English teaching always conducted based on the four aspects. However, there are some disadvantages in its content and design. Firstly, the correct options are not fixed .What's more, this format is complex and difficult, it is not suitable for second language learner in low level. Secondly, it only measures the words with numerous affixes, meanings and word classes. That is to say, the headwords are supposed to be high-frequency vocabulary to some extent. Thirdly, this format is time-consuming. Maybe the subjects will be influenced in many aspects such as motivation, affective filter, attitude and soon.

III. CONCLUSION

Vocabulary is the essence of communication. The poor vocabulary competence exists generally among college English learners. This paper reviews the vocabulary knowledge in terms of breadth and depth, especially depth and presents the primary test measures of vocabulary depth. It lays the groundwork for vocabulary research.

APPENDIX. DEPTH OF VOCABULARY KNOWLEDGE TEST

Background questionnaire:

Name: _____

Age: _____

Gender: _____

Major: _____

This test is designed to test the knowledge of vocabulary depth. Each item consists of one target word, which is an adjective. The content consists of two aspects of vocabulary knowledge: synonyms and collocations, each including four words. One to three words can be regarded as synonymous to one aspect, or the whole meanings of the target word among the four words in the first line, However, one to three words can collate with the target word among the four words in the second line. Each target word has four right choices. The subject is given one point for each correct answer and the total score is 100 points. Here is an example.

Sudden
beautiful   B. quick   C. surprising   D. thirsty   _____
A. change   B. doctor   C. noise   D. school   _____

In this case, quick and surprising are synonyms of the stimulus word of sudden, change and noise can collate with sudden. You answer it in the following way.

A. beautiful   B. quick   C. surprising   D. Thirsty   BC
A. change   B. doctor   C. noise   D. school   AC

Here is the test

1. loud
同义词 A. noisy   B. satisfactory   C. tall   D. great   _____
搭配词 E. hand   F. milk   G. voice   H. dress   _____

2. average
同义词 A. lucky   B. ordinary   C. low   D. necessary   _____
搭配词 E. age   F. advantage   G. intelligence   H. speed   _____

3. heavy
同义词 A. complex   B. weighty   C. tense   D. grave   _____
搭配词 E. impression   F. food   G. traffic   H. smoker   _____

4. clear
同义词 A. neat   B. distinct   C. distant   D. tidy   _____
搭配词 E. building   F. conscience   G. sky   H. water   _____

5. adequate
同义词 A. potential   B. essential   C. competent   D. enough   _____
搭配词 E. attitude   F. supply   G. preparation   H. weather   _____

6. outstanding
同义词 A. long   B. prominent   C. refined   D. excellent   _____
搭配词 E. professor   F. achievement   G. water   H. rain   _____

7. positive
同义词 A. assured   B. active   C. guilty   D. favorable   _____
搭配词 E. mirror   F. fact   G. attitude   H. bamboo   _____

8. private
同义词 A. free   B. handsome   C. secret   D. informal   _____
搭配词 A. life   B. school   C. heaven   D. letter   _____

9. familiar
同义词 A. naughty   B. acquainted   C. pleasant   D. close   _____
搭配词 E. song   F. surrounding   G. stop   H. learning   _____

10. sound
同义词 A. round   B. present   C. healthy   D. reasonable   _____
搭配词 E. tie   F. economy   G. mind   H. party   _____

11. fresh
同义词 A. splendid   B. firsthand   C. fair   D. up-to-date   _____
搭配词 E. comprehension   F. air   G. start   H. bread   _____

12. distant
同义词 A. secure   B. remote   C. indifferent   D. similar   _____
搭配词 E. look   F. occupation   G. law   H. education   _____

13. blank
同义词 A. empty   B. vacant   C. wide   D. special   _____
搭配词 E. check   F. look   G. performance   H. skip   _____

14. definite
同义词 A. decisive   B. explicit   C. limited   D. eager   _____
搭配词 E. statement   F. answer   G. school   H. writer   _____

15. artificial
同义词 A. unreal   .B. limited   C. manmade   D. interested   _____
搭配词 E. education   F. silk   G. smile   H. destination   _____

16. modest
同义词 A. humble   B. fearful   C. moderate   D. shy   _____
搭配词 E. price   F. tape   G. right   H. minute   _____

17. favorable

| 同义词 | A. favorite | B. helpful | C. advantageous | D. subject | _____ |
| 搭配词 | E. position | F. situation | G. cat | H. cry | _____ |

18. delicate

| 同义词 | A. fine | B. faithful | C. jealous | D. sensitive | _____ |
| 搭配词 | E. taste | F. strike | G. child | H. difference | _____ |

19. faithful

| 同义词 | A. grateful | B. loyal | C handsome | D.reliable | _____ |
| 搭配词 | E. friend | F. room | G. advantage | H. heart | _____ |

20. broad

| 同义词 | A. vast | B. funny | C. roomy | D. sweet | _____ |
| 搭配词 | E. book | F. smile | G. punishment | H. band | _____ |

21. generous

| 同义词 | A. personal | B. plentiful | C. artistic | D. openhanded | _____ |
| 搭配词 | E. person | F. offer | G. gift | H.meal | _____ |

22. easy

| 同义词 | A. delayed | B. comfortable | C. effortless | D. humorous | _____ |
| 搭配词 | E. life | F. work | G. leather | H. acquaintance | _____ |

23. curious

| 同义词 | A. visual | B. strange | C. interested | D. empty | _____ |
| 搭配词 | E. child | F. sea | G. antique | H. look | _____ |

24. critical

| 同义词 | A. crucial | B. impolite | C. faultfinding | D. inexperienced | _____ |
| 搭配词 | E. dictionary | F. situation | G. wood | H. thinking | _____ |

25.original

| 同义词 | A. careful | B. genuine | C. first | D. proud | _____ |
| 搭配词 | E. condition | F. data | G. edition | H. sister | _____ |

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A Survey Study on Academic Vocabulary Learning Strategies by EFL University Students

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Abstract—The development of the Academic Word List by Coxhead (2000) has drawn attention of the academia to teaching and learning academic vocabulary as well as the creation of more word lists for different majors. However, most of the research in the field of vocabulary has focused on the learning strategies for general vocabulary only (e.g. Gu & Johnson, 1996; Lawson, & Hogben, 1996; Nation, 2001; Schmitt & McCarthy, 1997). Little has been done to investigate strategies for academic vocabulary (Nushi & Jenabzadeh 2016). Given the importance of academic vocabulary in comprising some 8%-10% of running words in academic texts (Nation, 2001), the present study was set out to investigate EFL university students' strategies for learning academic English words. The participants included 132 EFL university students. The study adopted the taxonomy of vocabulary learning strategies by Schmitt (2000) and strategies for learning academic words by Bramki and Williams (1984) and Chung and Nation (2003). The findings reveal that the respondents tended to use on-line dictionaries and other applications more than cognitive strategies in learning academic words. Based on the findings of the study, suggestions were put forward to a systematized list of academic vocabulary learning strategies as well as what teachers and learners should do when encountering new academic words.

Index Terms—academic English vocabulary, learning strategy, survey study

I. Introduction

Vocabulary learning strategies have been researched by linguists and language teachers for a long time. Findings from studies on vocabulary learning strategies prove to be of practical values in the educational context because they help both teachers and learners in teaching and learning more effectively. As academic vocabulary has been paid more attention nowadays, there arises the question about the strategies that learners use for academic vocabulary learning and whether there are differences in strategies for learning general vocabulary and academic vocabulary.

Academic vocabulary

Academic vocabulary exists in most academic texts. Townsend (2009, p. 242) defined general academic vocabulary as words "which are used across content areas, have abstract definitions, and are a challenge to master". Similarly, Coxhead (2000, p. 218) regarded academic words as "lexical items [that] occur frequently and uniformly across a wide range of academic materials". Academic vocabulary is considered to comprise some 8%-10% of running words in academic texts (Nation, 2001). Vocabulary has drawn attention of linguists and researchers since Averil Coxhead published the academic word list with 570 words. An academic word includes a stem plus "all inflections and the most frequent, productive, and regular prefixes and suffixes" (Coxhead, 2000, p. 218). Similarly, Yang (2015, p. 28) points out, "Academic words refer to words that account for a relatively high proportion of running words in all academic texts". For example, the *estimate* family consists of 15 words that include the inflected forms *estimates* and *estimated* and the prefixed derivatives *overestimate* and *underestimate*. The creation of the academic word list has proved to be useful to students at tertiary level because it appears reasonably frequently in academic writing. "Academic vocabulary is used across all academic disciplines to teach about the content of the discipline" (Mukoroli, 2011, p.9). For learners at tertiary level, academic vocabulary is part of their study; however, learning academic vocabulary is a challenge to them because it is more specific and sometimes abstract.

It is apparent that academic words are embedded in academic texts and materials. Therefore, knowing these words can lead to students' development in their writing and reading (Khani & Tazik, 2013) and success in higher education (Corson, 1997). It is reported that academic vocabulary is most problematic for learners to learn because academic words are generally not taught in a manner like any other subjects (Thurston & Candlin, 1998). In addition, as academic vocabulary appears in a wide range of academic texts, when equipped with academic vocabulary learning strategies, students can acquire new academic words (Coxhead & Nation, 2001; Marzano & Pickering, 2005).

Baumann and Graves (2010, p. 6), however, divide academic vocabulary into two categories. The first is domain specific academic vocabulary which is also called the content-specific words. These are used in disciplines like mathematics, tourism, and biology, etc. The second is general academic vocabulary. This type of vocabulary is the broad, all-purpose terms that appear across content areas. General academic vocabulary seems to exist in any content areas but may vary in meaning because of the discipline itself. In this study, academic vocabulary refers to the general sense of words that appear in academic texts.

Vocabulary learning strategies

Vocabulary learning strategies are well discussed in the literature. They can be described as stages taken by the learners in learning new words. According to Gu (2003), a strategy takes place when the learner analyzes the task, the situation, and what is available in his/her own repertoire. Then, he/she selects, deploys, monitors, and evaluates the effectiveness of this action. Finally, he/she decides whether to revise the plan and action. The literature up to date shows various taxonomies of vocabulary learning strategies; among them are the ones created by Nation (2001) and Schmitt (2000). The taxonomy by Nation (2001) tries to separate aspects of vocabulary knowledge (what is involved in knowing a word) from sources of vocabulary knowledge, and learning process. He mentioned three major categories of vocabulary strategies, namely, planning, finding information, establishing knowledge, and included a wide range of strategies of different complexity. More specifically, according to Nation (2000), at the planning stage, learners choose what words to focus on and when to focus on. First, they will choose the words and the aspects of word knowledge, then the strategies and plan repetition. The next step is to find information about the words by analyzing the words, using context, and consulting a reference source in the first language and the second language. The last step is to establish knowledge with noticing, retrieving and generating.

Schmitt (2000)'s taxonomy includes such categories as: Determination, social, memory, cognitive and metacognitive strategies. Determination strategies comprise of techniques used by leaners in discovering a new word's meaning without recourse to another person's expertise" (Schmitt & McCarthy, 1997, p.205). The determination strategy supports gaining word knowledge as learners can guess the meanings of words by discerning the new word's part of speech.

Social strategy indicates learners' interactions with others for discovering a word. In this sense, group work can be used to learn or practise vocabulary and students asked teachers to check their work for accuracy (Kramsch, 1979). According to Schmitt (2000), teachers are the most popular reference for this type of strategy in a variety of ways. As the source of reference, teachers can give the L1 translation to students regarding new words, give a synonym, a definition by paraphrasing, use the new words in a sentence, or any combination of these.

Memory strategy involves "relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping" (Schmitt & Mc Carthy, 1997, p.207). With the memory strategy, also known as mnemonics strategy, learners try to remember words and consolidate them for later use. By this way, learners can learn faster and recall better with retrieval cues such as pictures of word meaning or a personal experience of the underlying concept. In other words, mnemonics are used with this strategy for help with word retrieval.

Cognitive strategy is the technique that helps learners link new information with existing knowledge, as well as to analyze and classify it (Oxford, 1990). In this technique, learners focus more on repetition and using mechanical means to study vocabulary. Some examples are written and verbal repetition word lists, flash cards, and study aids such as notes and labels.

Metacognitive strategy involves a conscious overview of the learning process and making decisions about planning, mentoring, or evaluating the best ways to study (Oxford, 1990). Learners should make use of books, magazines, newspapers, and movies in English as well as interact with native speakers to increase language input. As learners can never learn all the words, they need to concentrate their limited resources on learning the most useful ones. This means that the conscious decision on which words to learn is one of the important strategies in vocabulary learning.

Bramki and Williams (1984, p. 170) pointed out that in learning vocabulary, learners need to resort to vocabulary recognition as one of the key strategies as when reading a text, readers work out the meaning of an unfamiliar word encountered in a the text. According to these authors, the efficient reader possesses certain strategies for working out that meaning but the inefficient reader does not. Those strategies are common to both general and academic vocabulary learning.

Academic vocabulary learning strategies

The taxonomy of learning strategies by Schmitt (2000) can be applied to vocabulary in general and academic vocabulary in particular because the former covers the latter and vocabulary is a generic term covering words in any fields of study. Bramki and Williams (1984) and Williams (1980), however, suggest some strategies that are more specific to academic vocabulary. These strategies include inferring from context, unchaining nominal compounds, searching for synonyms, word analysis, and recognizing lexical familiarization devices. Bramki and Williams (1984) also pointed out lexical familiarization as the parent strategy of vocabulary recognition which basically involves several strategies for working out the meaning of some unfamiliar words occurring in scientific texts. Williams (1980, p. 314) described lexical familiarization as, "the author's intention to familiarize the newly-introduced lexical items to the target reader, by verbal, illustrative or numerical devices, or any combination of these means". In other words, lexical familiarization is defined as a contextual aid, intentionally provided by the author for a specific reader (Bramki and Williams, 1984). According to Bramki and Williams (1984), lexical familiarization is a sub-set category of guessing from context and it is a vocabulary recognition strategy.

Lexical familiarization includes exemplification, explanation, stipulation, definition, and illustration (Bramki & Williams, 1984, p. 175). Exemplification provides the readers with an instance of what the newly-introduced term refers to by giving examples. For example, in this sentence "*Durable consumer goods* include such things as books, furniture, television sets, motor cars and domestic electric appliances" (Bramki & Williams, 1984, p. 175), durable consumer

goods are exemplified with books, furniture, etc. Explanation provides more words, a phrase, a sentence or several sentences which are equivalent or opposed in meaning to the newly-introduced term. An example is "*Saving* is the act of foregoing consumption". Definition comprises of giving the term, the class to which the term belongs and the differentia or distinguishing features. In this sentence, "*Consumer goods* are those commodities which satisfy our wants directly", consumers goods are defined. Another technique is stipulation. "Stipulation is a type of definition which indicates that the term being defined has its particular meaning only in a given situation and that it does not necessarily have the same meaning in other situations" (Konecni, 1978, p.378). Synonymy provides the reader with a more familiar lexical item which has almost the same meaning. The last strategy of lexicalization is illustration which is a non-verbal method because it familiarizes the reader through tables, pictures, charts, and diagrams. It is a combination of a text and a visual aid to clarify concepts. In a word, lexical familiarization is always adjacent with newly introduced words which are always written in different typefaces, such as italicization, bold form, underlining, or any other typographic devices. As for Chung and Nation (2003), for academic words, especially technical words, such strategies as recognizing, interpreting definitions, relating senses to a core meaning, and learning word parts can be employed.

The current study adopted the taxonomy by Schmitt (2000) together with the academic vocabulary learning strategies by Bramki and Williams (1984) and Chung and Nation (2003). The strategies for learning academic vocabulary therefore include 6 clusters: Determination, social, memory, cognitive, metacognitive, and device-assisted strategies. Strategies proposed by Bramki and Williams (1984) were integrated into the cluster of meta-cognitive strategy by Schmitt (2000) due to the similarities of the strategies given by the authors. The cluster of device-assisted strategies is a new category added to the taxonomy by Schmitt (2000).

Previous studies

Some studies related to academic vocabulary learning strategies have been conducted. Lessard-Clouston (2008), for example, explored what kinds of academic vocabulary learning strategies were used by native and non-native English students of Christian Graduate School of Theology in Canada. The findings pointed out that the participants used such vocabulary learning strategies such as consulting to dictionary and glossary, practicing new words in paper, taking written notes in class, writing word lists, listing words in computer files, and making index and flashcards. They also listened to recordings or teachers, repeated the words orally and written, quizzing, and asked the new words to others. Lessard-Clouston (1980) found that the participants used such vocabulary learning strategies as writing, using the lexical items, contextual associations to learn academic words (technical words in this case). The author also pointed out that linguistic associations were present in the study but immediate or spaced repetition and imagery, were absent from the present results. Lessard-Clouston (2008) concluded that these learners need structured approaches in order to gain greater depth knowledge of the academic vocabulary in their field.

The study by Akbari and Tahririan (2009) identified the vocabulary learning strategies used by the students in learning specialized (academic words) and non-specialized vocabulary. It involved 137 participants from paramedical undergraduates of Isfahan University of Medical Sciences in Iran. Data collection tools included observation, interview and questionnaire. Similar to the findings of the study by Lessard-Clouston (2008), this study found that the participants mostly used consolidating, dictionaries and repeating the words orally and written in learning both academic and general words. Nagy and Townsend (2012) pointed out that words are tools in the learning process. Strategies for learning academic vocabulary must use words as means for communicating and thinking about disciplinary contents. Therefore, learners must be provided with opportunities to use the instructed words for these purposes as they are learning them. Another study was carried out by Tran Huynh Thu Huong (2012) who examined the current situation of using strategies to broaden academic vocabulary and develop language skills of college student. The study found that the learners had a tendency in using less thinking strategies in learning academic vocabulary, and they did not use the right strategies on the process of learning academic vocabulary.

Given the fact that academic vocabulary is important in academic settings for university students and that few studies have been carried out to investigate the strategies for learning academic words, the current study was set out to fill this gap.

II. RESEARCH METHODOLOGY

The current study aimed at investigating strategies in learning academic English vocabulary by EFL university students. The research question is: What are EFL university students' strategies for learning academic vocabulary?

Survey research was used in the current study. It is a method to gather information about population groups to "learn about their characteristics, opinions, attitudes, or previous experiences" (Leedy & Ormrod, 2005, p. 183). According to Brewer (2009), most survey research is conducted with a sample of respondents from the target population. Surveys are frequently used in education because they can provide constructive feedback and ideal for use in education (Brewer, 2009). Survey method is descriptive in nature; therefore, the researcher does not manipulate variables (Burns & Grove, 2005). Besides these reasons, survey study was chosen for the current study because it can provide standardized measurement (Fowler, 2013) across all the responses, which ensures comparable information. Fowler (2013) also pointed out that a special purpose survey can provide information that is needed for research aims. In this study, the purpose is to collect responses to the specific topic of academic vocabulary learning strategies; thus, a survey study deems appropriate. As for psychological matters, paper surveys tend to be more private and less intimidating than face-

to-face survey interviews because respondents do not have to talk directly to the interviewers. Besides, when completing the survey, respondents can take time to think about the questions in the survey. Moreover, a survey can contain several clusters which allows comparison of the responses.

Survey method has been popularly used in studies focusing vocabulary learning strategies. For example, Gu and Johnson (1996) investigated vocabulary learning strategies used by Chinese university learners of English and the relationship between their strategies and outcomes in learning English. In another study, Gu (2002) used survey to conduct a study on the relationship among gender, academic major, learning strategies and learning outcomes. Sex differences in L2 vocabulary learning strategies was investigated by Catalan (2003). More specifically, this study tried to find the differences in the number and the range of vocabulary strategies by male and female students. The survey study by Çelik and Toptaş (2010) aimed to examine vocabulary-learning strategies adopted by Turkish EFL students. It dwelled into the frequencies and helpfulness ratings of strategy use, strategy patterns, as well as their change for students across different language levels.

As mentioned earlier, this survey study adapted the taxonomy by Schmitt (2000) and Bramki and Williams (1984) and Chung and Nation (2003). The strategies included 6 clusters: Determination, social, memory, cognitive, metacognitive, and device-assisted strategies. The questionnaire contains 35 items for all the strategy groups. The items for the cluster of determination focuses on learning vocabulary by guessing context, from cognates, using reference materials, and analyzing affixes and roots. Social strategy cluster elicits responses on students' learning vocabulary by asking teachers or friends and studying word meanings with friends. Memory strategy emphasizes such techniques as grouping words into topics, forming imaginary, and using physical actions. Cognitive cluster targets at respondents' ways of learning vocabulary verbally and written, and making word lists or semantic maps, etc. Another cluster is meta-cognitive strategy which includes items on learning academic words by doing word tests and games, or using lexical familiarization devices. The last category for the strategy taxonomy used in the current study is device-assisted learning method asking whether learners use online-dictionaries and applications in vocabulary learning.

The participants were 132 EFL university students majoring in English interpretation and pedagogy. They are in their final year at university and voluntarily participated in the study. Their English proficiency level is from B2 to C1 level in the European Common Framework. They voluntarily participated in the current study.

III. RESULTS AND ANALYSIS

First, Cronbach's Apha was run for the reliability statistics. It achieved .842 indicating high reliability of the questionnaire. Mean scores of the six clusters were also processed for comparison as shown in the following table:

TABLE 1.
MEAN SCORES OF SIX CLUSTERS

Number = 132	Min	Max	Mean	SD
Cluster 1	2.50	5.00	3.89	.453
Cluster 2	2.00	5.00	3.70	.722
Cluster 3	2.20	5.00	3.68	.564
Cluster 4	2.17	4.83	3.73	.524
Cluster 5	2.67	5.00	3.75	.480
Cluster 6	2.50	5.00	4.16	.591

As can be seen from the table, the mean scores of all clusters are rather high, above 3.68. Cluster 6 with using devices assisting learning vocabulary achieved the highest value of 4.16. Standard deviation for all clusters was at good value, except cluster 2 with a rather spreading out of the responses (SD = .722). All these statistics indicate the reliability of the tool used in this survey study.

The survey was then processed to examine the statistics of each group of strategy. The following table presents the statistics for the cluster of determination strategy.

TABLE 2.
DETERMINATION STRATEGY

Number = 132	Min	Max	Mean	SD
I learn academic English vocabulary by guessing context.	2	5	3.81	.711
I learn academic English vocabulary by guessing from cognates.	2	5	3.85	.726
I learn academic English vocabulary by using reference materials.	2	5	4.32	.669
I learn academic English vocabulary by analyzing affixes and roots.	1	5	3.58	.829

Among the five items for determination strategy, learning academic English vocabulary by using reference materials, for example, using dictionaries achieves the highest mean score of 4.32 whereas the lowest value for learning academic English vocabulary by analyzing affixes and roots stands at 3.58. Other items have quite similar mean scores. However, the last item has the highest standard deviation implying that the response rate was rather spreading out. In contrast, the statement on learning academic English vocabulary by using reference materials obtains the lowest SD, at .669, indicating the response rate to be closer to the mean value.

The following table displays the data regarding the social strategy group.

TABLE 3.
SOCIAL STRATEGY

Number = 132	Min	Max	Mean	SD
I learn academic English vocabulary by asking the teacher or classmates.	2	5	3.67	.852
I learn academic English vocabulary by studying word meanings with friends.	2	5	3.73	.866

The finding for this cluster was rather similar for the two items referring to learning academic vocabulary by asking teachers or friends and by studying word meanings with friends. They achieve the mean scores of 3.67 and 3.73 respectively. Standard deviation for both items was rather similar. These statistics indicate consistence in responses given by the participants for the social strategy.

Another cluster was included in the survey to explore the memory strategy by the respondents. Table 4 below shows the result.

TABLE 4.
MEMORY STRATEGY

Number = 132	Min	Max	Mean	SD
I learn academic English vocabulary by grouping the words according to forms or topics.	2	5	3.85	.824
I learn academic English vocabulary by forming imaginary.	1	5	3.55	.894
I learn academic English vocabulary by using physical actions.	2	5	3.29	.896
I learn academic English vocabulary by connecting new words to past experience.	2	5	3.85	.805
I learn academic English vocabulary by studying the spelling of the words and speaking out loud the words while studying them.	1	5	3.91	.953

Table 4 above presents the finding regarding the use of memory strategy. The mean values for all the questions in this cluster range from 3.55 to 3.91, showing the high and consistent level of responses of the participants for the cognitive strategy. However, their responses dispersed considerably with SD from .824 to .953. Among the items asked, it can be seen that the highest mean score for this cluster belongs to the statement referring to learning academic English vocabulary by studying the spelling of the words and speaking out loud the words has the highest mean score (M=3.91) whereas the statement about learning academic English vocabulary by using physical actions achieves the lowest (M=3.29).

The following table displays the result of the survey on the cognitive strategy.

TABLE 5.
COGNITIVE STRATEGY

Number = 132	Min	Max	Mean	SD
I learn English academic vocabulary by repeating words verbally and written.	1	5	3.95	.919
I learn academic English vocabulary by making word lists.	1	5	3.94	.906
I learn academic English vocabulary by labeling English words on physical objects.	1	5	3.45	.877
I learn academic English vocabulary by keeping a journal to write word pairs and semantic maps to understand the relationship between words.	1	5	3.42	.950
I learn academic English vocabulary by deciding which words to focus on and learn deeper.	1	5	3.70	.845
I learn academic English vocabulary by using them in oral presentations and academic discussions.	2	5	3.92	.737

As can be seen from the table, the mean scores range from 3.42 to 3.95 indicating a rather high agreement of the respondents of the cognitive strategy group. The data also show that the respondents most preferred to repeat words verbally and written for learning them. However, the strategies of learning English academic vocabulary by repeating words verbally and written, making word lists, keeping a journal to write word pairs and semantic maps have a rather high standard deviation ranging from .906 to .950, indicating that the responses spread out from the mean scores considerably.

Meta-cognitive strategy was also surveyed. The finding is presented in Table 6.

TABLE 6.
META-COGNITIVE STRATEGY

Number = 132	Min	Max	Mean	SD
I learn academic English vocabulary by doing word tests.	1	5	3.77	.898
I learn academic English vocabulary by continuing to study the words all over the time.	1	5	3.84	.863
I learn English academic vocabulary by testing myself by using word games.	1	5	3.50	.904
I learn English academic vocabulary by finding out writer's lexical familiarization devices (definition and illustration, synonym, contrast with a more common meaning, and restatement in comprehensive terms).	1	5	3.70	.907
I learn academic English vocabulary by reading academic texts.	2	5	3.99	.824
I learn academic English vocabulary by engaging in academic study.	1	5	3.76	.811

Similar to the group of cognitive strategy, this cluster of meta-cognitive strategy obtains rather high mean scores ranging from 3.50 to 3.99. Standard deviation of the two items of learning English academic vocabulary by using word games and of learning English academic vocabulary by finding out writer's lexical familiarization devices. Reading academic texts to learn academic words was most chosen by the participants. However, word games were least reported in this survey.

The last cluster of academic learning strategy is referred to as "device-assisted" strategy. The finding is presented in the following table.

TABLE 7.
DEVICE-ASSISTED STRATEGY

Number = 132	Min	Max	Mean	SD
I learn academic English vocabulary by using online dictionaries (e.g., Dictionary.com, Merriam-Webster Online, AskOxford.com, Alpha Dictionary, etc.) to look up definitions, examples, pictures, synonyms and antonyms, etc.	2	5	4.49	.726
I learn academic English vocabulary by using some applications such as Memrise, Words with Friends, PowerVocab, Vocab Builder, and Dictionary.com Flashcards, etc. to have fun quizzes and games to learn new words.	2	5	3.84	.846

Data from Table 7 shows that using online dictionaries was a popular choice among the respondents, with the mean score of 4.49 and using applications obtained a lower value at 3.84. However, both strategies were preferred by the respondents in the current study.

IV. DISCUSSION AND CONCLUSION

The findings of the current study indicate a high level of using all strategies in the taxonomy by Schmitt (2000). In addition, the statistics for the strategies adopted from and Bramki and Williams (1984) and Chung and Nation (2003) indicate the significantly high agreement of using devices assisting with learning and remembering vocabulary. This goes in line with the development of technology and creation of educational devices as well as their applications nowadays. It is interesting to see that the mean value for the cluster of device-assisted strategy obtains the highest statistics of 4.16 whereas the cluster of meta-cognitive group only reaches 3.75, the lowest mean score among all the six groups of surveyed strategies. This finding illustrates that the respondents depended more on external factors in learning academic words than internal factors related to cognitive processes. This finding is in accordance with the study result by Tran Huynh Thu Huong (2012) who found that the learners had a tendency in using less thinking strategies in learning academic vocabulary.

Besides, in the current study, determination strategy overall has the second highest mean score among all the clusters. This finding indicates the preference of guessing meaning of academic words from contexts, cognates or word roots. Among all the items of the determination strategy, respondents' choice to learn academic English vocabulary by using reference materials achieved a very high mean value, at 4.32.

The social strategy was overall at a rather significant value for mean score. However, it seems that students prefer to learn academic English vocabulary by studying word meanings with friends more than by asking for help from teachers (M=3.73 and 3.67 respectively). According to Schmitt (2000), teachers are the most popular reference for the social strategy in a variety of ways. However, in the current study, students tended to prefer to ask friends to teachers when encountering new words.

None of the previous studies reported the high level of learning the spelling of the academic words and speaking out loud the words. In this study, the finding for this strategy was at 3.91 for mean value which is the highest number in the memory group. It can be explained that the spelling of academic words is rather challenging for the respondents and they tended to learn how to spell the words to remember them.

As for other strategy categories, it is noticeable that the respondents reported a remarkable choice of learning academic vocabulary by repeating them verbally and written (M=3.95). It can also be seen from the statistics that the respondents most preferred to use online dictionaries, for examples, Dictionary.com, Merriam-Webster Online, AskOxford.com, Alpha Dictionary, etc. to look up definitions, examples, pictures, synonyms and antonyms (M=4.49)

whereas learning academic English vocabulary by using physical actions achieved the lowest mean score of 3.29. This finding could be explained that the respondents were university students so they had low preference to physical actions which might be more suitable for learning vocabulary with young learners. The high level of agreement of using dictionary of the current study reiterates previous findings pointed out by Akbari and Tahririan (2009) and Lessard-Clouston (2008) who found that the participants mostly used consolidating, dictionaries and repeating the words orally and written in learning both academic and general words.

It can be concluded from the findings of the current study that in general, all the strategies in the taxonomy by Schmitt (2000), Bramki and Williams (1984) and Chung and Nation (2003) were reported to be used by the surveyed respondents. Besides, the learning strategies applied for academic vocabulary go in trend with technology development as learners have more devices to employ in the process of learning academic words. This also, to some extent, diminishes learners' use of cognitive strategy by linking new information with existing knowledge.

With the creation of more academic word lists for specific fields of studies nowadays (for some examples, see Hyland & Tse, 2007; Lui & Han, 2015; Mart ńez, Beck, & Panza, 2009 and Yang, 2015), the adoption of a taxonomy for academic vocabulary strategies tends to be of practical values. When teachers or textbook writers introduce academic word lists, they should also provide learners with information how to learn these words, more specifically, the strategies to learn and remember the words.

It is even more practical if more tools are designed to assist learners to independently learn academic words. Such programs as on-line dictionaries, softwares to consolidate words, interactive programs that link learners on the globe in learning academic words would be beneficial to learners. Applications for guessing word meanings, retrieving words, remembering them as well as how to spell them correctly would be helpful to university students as the study findings show that they valued how to spell words correctly.

The list of learning strategies for academic words when compiled and given to learners can serve as a frame of reference that provides guidelines for teaching and independent study by students. Besides, the list of strategies can serve to inform course designers in designing materials, including academic vocabulary and developing learning activities in academic settings. When knowing the strategies for learning academic words, students will be more aware of what to do if they come across them in class reading, course readings, or reference materials. This will benefit the receptive vocabulary learning process of students. It is apparent that a systematized list of academic vocabulary learning strategies would make it practical for learners to refer to for both in class and independent learning.

In short, survey method was employed in the current study, allowing comparison responses across the clusters of academic vocabulary learning strategies. It enabled the collection of students' opinions on their preferred choice of the strategies in an unbiased way. Due to the scope of the paper, interview as well as diary data on academic vocabulary learning strategies was not reported. Future studies collecting responses on academic vocabulary learning strategies by EFL students from different countries would yield higher generalization in the findings.

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Study of George Eliot's Selected Works in the Light of Germaine Greer's Ideas

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Abstract—**Feminism is a movement that aims to establish equal rights and opportunities for women. George Eliot, the British female writer, is among the practitioners who try to depict these elements in her novels. Her two major novels, *The Mill on the Floss* and *Middlemarch: A Study of Provincial Life* are great supports for her Feminist ideologies. Bearing a good resemblance to Eliot's own life, the women protagonists of these novels, Maggie and Dorothea, are considered as proper models of critical study by great feminist critics such as Germaine Greer, a modern feminist critic whose valuable contribution to the world of literature as well as to the real world is illustrated in her book *The Female Eunuch*. Greer focuses on liberation, nuclear family, and revolution as the major elements which are the basis of these protagonist's lives and characters from childhood to womanhood.**

Index Terms—**Dorothea, Eunuch, feminism, gender studies, George Eliot, Maggie, *Middlemarch*, *The Mill on the Floss***

I. Introduction

Germaine Greer is the contemporary Australian feminist known specifically by her book, *The Female Eunuch*, which gives the readers a powerful insight into the female condition and brought its author both acclaim and criticism. The researcher has chosen to write on Greer due to three major reasons: first, the rare information about her; second reason is her novelty; and the last but not the least is her radical statements due to women liberation and radical feminism. In addition, George Eliot is one of the leading female English Victorian novelists whose powerful personality and restless intelligence shaped her life; and like Greer, she has lived by extremes with anarchist ideas in a suffocating male dominant society with no rights for women and no place for the "second sex."

Regarding Greer's theories, the researcher tries to analyze Eliot's female protagonists, Maggie and Dorothea of *The Mill on the Floss* and *Middlemarch*, respectively, and to explore the traces of women's restriction and suppression by men in different types of communities. Eliot is the pseudonym of Mary Ann Evans (1819-1880), one of the leading English Victorian novelist, and translator who lived in a suffocating male dominant society. She published articles, edited a periodical, refused to marry until she was middle-aged, lived an independent existence as a spinster, and finally lived openly with a married man whom she could not marry. "By adopting this name, she paid tribute to the man who nurtured her literary efforts, George Henry Lewes (Gilbert & Gubar,1996, p. 799). Like Greer, she makes the ground breaking liberator female with anarchist ideas. She is identifying with her heroine seeks honor in her ideals of love and charity, somehow she symbolizes new law. Maggie's need of love is described as a "hunger of the heart (Moldstad, p.527).

Restrictions caused women to be considered as the "second sex" in the patriarchal society of Victorian era. Being different from the other girls of her age, Maggie, the rebellious girl, is criticized because of not following the stereotypes. Dorothea, like Maggie, is a different girl with big ambitions and in search of finding a way to get rid of social constrains. Both are tired of the injustice imposed on them, and both make a great opportunity to touch these feminist perspectives in real life. Accordingly, the present study aims to answer the following questions and elaborate these points.

• Are the social conditions responsible for Maggie and Dorothea's restrictions; and how could they change the conventions?

• How could the concepts of liberation, revolution and family be traced through Greer's theories?

In order to answer these questions, the research first deals with the preliminary image of feminist movement specifically Greer's critical theories on Liberation, Nuclear Family, and Revolution, and then scrutinizes the basic grounds of Greer's ideology through Eliot's *The Mill on the Floss* and *Middlemarch*, the two Victorian literary works in which the imposed limitations on women by the society escalated difficulties for women who were neither considered as an crucial nor enjoying the legal rights such as the right of voting, suing, or owning property.

II. General Background

During the history we have always been observed the efforts of women for equality and for changing the roles in the male-privileged society which are totally beneficial for men. In order to refine these roles, we should first find the social forces strengthening patriarchy. The most important elements for gaining women's value are female individuals or the

groups who are able to gain this power and influence all over the world. Characterization is a way through which women's right is possible to be promoted; and criticizing women's conditions in society contributes to the struggle for women's right and liberation in the world outside fiction. "Women cannot be simply depicted and classified as angels or demons, saints or whores, brainless housewives or eccentric spinsters. Such characterizations must be continually identified and then challenged" (Bressler, 1994. P.183).

All the insults led to the formation of the feminist movement or the Women's Liberation Movement which had started by Mary Wollstonecraft's *A Vindication of the Rights of Woman* in 1869, demanding social and moral equality of sexes. About seventy years later, women succeeded to gain the right to vote. "This fight for equality was later termed the first-wave of feminism." The "second-wave" began in the early 1960's and ran through the late 1980's. In this wave, women strived to reach a further sense of equality with men and to allow women to have a greater control over their body and the protection from physical abuse" (Sink, 2011, p. 1).

Studying the language of *The Mill on the Floss* that lies on human dilemma and conflicts between the convections of society and individual needs, Mary Jacobus focuses on the function of language as a starting point for a feminist analysis ironizing the maxims it creates, and demonstrates how society condemns women's privileged access to unreliable language and clichés which have replaced the (Grabes, 1989, p.157-158). Hegan also refers to Maggie's struggle for power, self-assertion and self-denial as well as her dilemma in finding a mate as a matter of heterosexual option and the conflict between conventions of the society and individual judgment (Fraiman, 1993, p.136).

Germaine Greer, the Australian feminist writer born in 1939, dedicates her life to feminist issues. She deals with female oppression and the imposed pressures on women by society and is greatly influenced by Simon de Beauvoir, who is the prominent feminist and the master of gender studies and introduces the concept of *The Second Sex*. To her, "one is not born, but rather becomes a woman" (Butler, 1990,p. 35) by society that forces her to follow the feminine stereotypes.

Additionally, a growing interest in cultural studies and gender studies in late 1950s and early 1960s, led to focusing on gender as the outcome of social and cultural traditions, not to the pure state of being born as a male or a female. Cultural studies, gender studies, and feminism all help women make themselves freed from social and cultural limitations.

Since the novels under study and Greer's feminism, which criticizes the patriarchal domination over women at different levels and in different situations, have less taken into consideration so far, the researcher tries to highlight women's roles and positions in Victorian male dominated society where the role of women was only housekeeping and rearing children with no legal right of voting or owning property, no education and outward activities.

III. THE ARGUMENT

For a long time, women have been degraded naturally weak as a sexual object, "a lower state of civilization…inferior to men" (Darwin, 1896, p. 563-564). Therefore, they are in need for tutelage from powerful and intelligent males (Montessori, 2004, p. 5-6). This prudish belief is rooted back in the ancient times, "from the Hebrew Bible and Greek philosophic writings to present, the female tends to be seen as the idealized projections of men's desires, the 'Angel in the House' and the demonic projections of men's sexual resentment and terrors, and the sources of all evil." They were identified by "negative reference to a kind of non-man, by her lack of … male powers" (Abrams, 1999, p.89).

The old, unfair idea of male superiority and female inferiority in physical and intellectual aspects leads women to start a movement for the natural rights they have been deprived of and to stand against the clichés (Greer, 2006, p. 267). "In societies, women must follow the defined cliché and "embrace the stereotypical version of adult femininity produced by men" in their own benefits. Greer writes that: "women… develop a sense of shame about their own bodies. They also lose any natural and political autonomy. Thus, they are "left powerless" and "isolated" (Greer, 2006, p.65-68). Thus, to reopen the possibilities for development," women must learn about their "own bodies and the feminine normality" (p.31). In order to get rid of these boundaries, to "articulate their social constructs of what it means to be a woman, and to reject being labeled as the other," women need to know themselves, see themselves as "autonomous beings…[and] reject the social construct that men are subject" (Bressler,1994,p.173). The women, being studied here, led themselves to a dramatic representation that requires a minimum of expository interpretation (Parlett 103).

Greer rails against the social status and psychological oppression of women in her contemporary society. She sees man as merciless to woman from the standpoint of personal behavior…exempts her from anything in the way of contractual morality. An anonymous writer in her or his article, *Feminist Perspectives on Family and Reproduction (2004)* explains in the best way "Western consumer society and its interrelated attitudes toward reproduction, contraception, and family," and encourages women to reclaim their own legal rights, and to ban the old traditions through their own means (body acceptance) (www.pla...).

The condition of women who were considered as the second sex in the Victorian patriarchal society was so regretful because of restrictions and obstacles. There are two types of women: 1. Maggie and Dorothea in minority (despite of all limitations of that time Maggie is successful to fulfill her dreams and accepts the consequent outcomes while Dorothea does not achieve her goals); 2. Other female characters who give up deliberately. Greer focuses on the realms of women's liberation, nuclear family, and revolution. These basic elements portray Maggie and Dorothea's lives and characters from childhood to womanhood. She argues that this liberation does not mean equality with men, but gaining

freedom over our own fate. Nuclear family is the origin for women's repressions and evolution demanded by women is achieved by revolution (Greer, 2006, p. 267-268).

IV. LIBERATION

Male dominated society suppresses women, and makes them be submissive and sacrificing. The result is that they develop a sense of shame about their own bodies, lose any natural and political autonomy, and are "left powerless, isolated, and suffering a diminished sexuality and general unhappiness." The only solution for gaining liberation is not to compromise and to accept the rules of androcentric society and "the stereotypical version of adult femininity produced by men" but to accept women selves and to revolt against the strict rules imposed upon them on behalf of conventional society. Nuclear family is an obstacle for reaching liberation which is fulfilled totally by encountering the negative outcomes of the nuclear family. To Greer, women should know themselves, and the only key to their liberation is sexual liberation gained by body acceptance (p.65-68).

Greer's general idea about women's liberation is accepting the gender differences in a positive way to obtain freedom that helps them be a person, with dignity, nobility, passion, and pride all together shape their personhood. However, "women in the world are still afraid, mute and loaded by religion with all kinds of fetters (Greer, 2003, p.9-12). They need to challenge patriarchy through a "process of conscious-raising, women's liberation and a revolutionary change," by defining their own value system and gaining sovereignty over their own fates (Ray,2011, p.12). She believes that it is impossible to argue a case for women's liberation without any knowledge about their "bodies and the feminine normality in order to reopen the possibilities for development." She says, "we know what we are, but do not know what we may be" (Greer, 2006, p.31).

Greer deals with the relation of body and soul and the formation of stereotype born where the body meets the soul; the process through which woman becomes more body than soul, more soul than mind (Greer,2006, p.63). But the rise of civilization led to formation of customs and clichés, passivity and suppression of women, and also made them involved in trifles. It was beneficial for men, who continued it until women's energy deflected. Repression is the outcome of denial of female sexuality and the result of deflected energy. To Greer, it is the time to reject masculine-feminine polarity to which woman has been subjected from the cradle (Greer, 2006, p.78- 79). The differences between boys and girls, including physical and mental differences, many of which are evident from birth and may even be hardwired, affects their attitudes (Sethi, 2011, p.1).

V. NUCLEAR FAMILY

Greer rebels against women's social and psychological oppression rooted in family in modern society. She sees the nuclear family "as the origin for women's repressions which eventually transfer to society," a poor environment where girls are feminized from childhood by being taught rules subjugating and making them inferior to men. These oppressed girls grow up with a sense of shame about their own bodies, and deflect their energy, and it leads to destructive behavior. They learn the customs of the society by which they are surrounded, and acquire and accept values and behaviors appropriate to their community (Greer, 2006, p.268). The passage of time had a great influence on the life pattern in androcentric society. In the past, father was the absolute governor no way of disobeying his rules and challenging his orders. A typical family consisted of parents and the offsprings, as the sons grew up they learnt their male role from father and joined the father's career; and when it was the marriage time, family chose him the right girl, who was traditionally reared under the father's authority, and now her cell changed with a new warder.

Finding a way to escape, they embrace the stereotypes of femininity, and are left powerless, isolated, and unhappy, and this "devitalizes them, rendering them eunuchs." The only solution is changing the traditional, stereotypical child-rearing system, the "consumerist, nuclear family" which "represses women sexually" (Miller, 2011, p.1).

There are different stages in human beings' lives but childhood and adulthood are the two main ones, being divided by puberty – a change in the variety of produced hormones cause the transformation of brain, bones, skin, and sex organs as well as the psychological status. Therefore, "a girl whose spirits have been dampened by inactivity, or innocence tainted by false shame, will always be a romp" (*twi…*). According to Joyce Nicholson in What Society Does to Girls: puberty is hell for boys and girls; for boys it is a matter of adjusting to physical changes (p.27), but the girls have to arrive at the feminine posture of passivity and sexlessness, and to abandon their autonomy. A girl has been subjected to more control and supervision than her brother, living in an androcentric society of no room for being worried, so she is required to adopt the proper feminine passivity and continue her repression by herself (Greer, 2006, p.96). Puberty is the matter of how to act young manly or young womanly. Thus, an anxious girl in suffocating male-centered society gradually learns that she does not have any identity alone, her identity has meaning only through the man next to her.

A few of them may refuse the imposed duties and rebel against them, ask for their own legal rights, try to be independent, not to be influenced or controlled by others although they face with and hindered by many obstacles (Greer, 2006, p.268).

Such a polarity causes many troubles for women who earn less than men for equal work, and are more responsible and industrious by nature. Nowadays many females have essential jobs in need of skills with low payments. However,

we still witness discrimination and sexism in human societies. Greer tries to reveal that any sexual difference in intellectual capacity between males and females is irrelevant. There is no difference between the two sexes just because of the male-dominated society trivial stuffs given to women (Greer, p.118-119). However, there are major differences between men and women. But we must bear in our mind neither to judge the differences, to try to change them, nor to make them go away. We need to accept that individual differences exist. To get along, we must accept and respect the differences while communicating, expressing care and concern, and solving conflicts. These are some rules of communicating with opposite sex that if being observed, we can have an efficient relationship otherwise we lose it (p.158). Refusal of rules causes problems for us and our communities.

In healthy, love the false assumption of female passivity and male activity do not exist. Furthermore Greer in The Female Eunuch announces :"Our lifestyle contains more Thanatos than Eros, for egotism, exploitation, deception, obsession, and addictions have more place in us than eroticism, joy, generosity, and spontaneity (p.167). Talking about love and falling-in-love were radical ideas, problematic and even dangerous, a taboo in the sixteenth century but the transformation little by little appeared. The main reason for such change was Renaissance, when man was the squire of the home and woman submissive and his possession, as well as the increase of man's knowledge.

VI. REVOLUTION

Thinking or talking about revolution brings to our mind "the violence of the revolution" (Sutherland, 2015, p.2). But Greer's theories, although controversial, do not cause violence. She argues that "change had to come about via Revolution not evolution" (Greer, p.367-371); "Revolution is in accord, and often associated with, a creative and revolutionary movement of the period. Women should seek a revolution in their circumstances by training themselves as a fighting force" (p.353). What Greer offers for creating a change women's current conditions is "Modification of an existing constitution" (www.en.wiki...) with no violence. She says that this revolution must be fulfilled without war. Later she adds, "Women who adopt the attitude of war in their search of liberation condemn themselves to acting out the last perversion of dehumanized manhood (Magas, 1971, 1) and it would be genuine revolution if women would stop loving the victors in violent encounters" (p.354-355). These suggested solutions are easy to practice but the researcher believes through these ways we cannot achieve our goals.

Due to the false idea that man stands for mind, wisdom, will and power, just the male essence was enough for being a ruler, a master. In Engeles's view, it is a kind of "slavery," within the family in which husband "is the bourgeois" and wife the proletariat" (in *The Origin of the Family* 1). So, where is the female position? What are her duties? Her duties are just definable through men around them; their fathers, brothers, husbands, and sons. In the childhood, they have to follow fathers' rules (depending on their situation their brothers'), after marriage obey their husbands, and by having children be at their service, ignoring all their needs and forgetting their identities. They accept the culturally determined identification of gender as they become ashamed of their bodies and lose their ability to have autonomy. They are left powerless and separated, unable to experience authentic joy.

 Gradually, women got tired of the injustice imposed upon them, realizing that they are human beings not slaves. They began to rebel against their roles in society (Eugene Cho, 2011, p.1), to fight against female oppression by male in the hope of changing their condition to get rid of male sovereignty. They insisted on their equal standing and equal pay. This "may be understood as revolt against the limitations of the female role of passivity, hypocrisy, and indirect action, a rejection of the brutality and mechanicalness of male passion" (Greer, 2006, p.330). They opposed to segregation, to any social role determined by sex, any rule determining the wife as the quiet housewife, and the husband as the authoritarian head of the family. They asked for legitimate rights in marriage and control of property, believing that women should take as active role in social and economic stages as men do.

All these actions took place for liberation: the right to vote for women; a rejection of the imposed inequalities and injustice on women and a cry for equality. However, to the 'radical feminists,' labeled as according to Lvan Isaiah Spencer in his thesis *Rethinking Responding to Raymond: Re_replying to reproaches to Transsexalism*':cultural feminists,' the primary goal of feminism is to make women aware of "the imposition of so-called 'male values,'" and to create "an alternative culture based on 'female values.'" They asserted women suppression based on gender identity, social class, attractiveness, sexual orientation, and ability, and believed that eliminating patriarchy, and other systems which perpetuate the domination of one group over another, will liberate everyone from an unjust society (Bailey, 2008, p.1350).

It is painful that women are considered as men's possession and judged by their beauty not by their power and mind. "The unique consciousness or sensibility of women… point to the idea that female biology is the basis of women's power. Biology is hence the source and not the enemy of the feminist revolution" (Echols, 1989, p.250).

Focusing on body acceptance as the only key to women's liberation, Greer expresses her idea about freedom and the way of gaining it. As Kimberly Trusdale expresses in her article Small Things : *"If freedom is an out_of_body experience ..."* "The female eunuch wants to be at ease in her body, unembarrassed about her body" (www.kim...) , proud and protective of her body…to be free from forever criticizing it, seeking "a revolution in their circumstances by training themselves as a fighting force" without war (Greer, 1999, p.353). The struggle for liberation "becomes a struggle to defend the female body" which is our strength not enemy (p.418). Adopting the attitude of war in search of

liberation, women condemn themselves to act out the perversion of dehumanized manhood they should abandon violence as an inhuman act and mock for men's overestimation of themselves.

VII. ELIOT'S *THE MILL ON THE FLOSS* IN THE LIGHT OF GERMAINE GREER'S IDEAS

The autobiographical, realistic novel of *The Mill on the Floss* is the story of Maggie Tulliver and her relationship, her defeat to confront fanatic society and its traditional rules. Though her brother, Tom, is less studious than Maggie, Mr. Tulliver decides to pay for Tom's additional education. Mr. Tulliver is rendered bankrupt. Tom returns home to support the family. The Mill is up for auction, and Lawyer Wakem, their father's enemy, buys the Mill. Maggie, an impetuous girl, cannot get along with restrictions, and escapes to gypsies to become a queen of gypsies. She seeks a higher order than social conventions, and so is rejected by her family and society. She struggles between impulse and duty to define herself as an individual. She befriends the crippled Philip, Lawyer Wakem's son. One bright spot is the return of Bob Jakin, Tom's childhood friend, into their lives. Bob buys books for Maggie. It causes her spiritual awakening. Philip and Maggie meet secretly, and then both confess their loves. Tom discovers, cruelly upbraids Philip, and makes Maggie not to see Philip again. Tom can pay off Mr. Tulliver's debts. But in an argument, Mr. Tulliver falls ill and finally dies. Several years later, Maggie, who has been teaching in another village, returns to St. Ogg's. She meets Stephen Guest, Lucy's, her cousin, Suiter. Maggie and Philip renew their close friendship, and accept to marry if Philip's father approved. Lawyer Wakem agrees. But Stephen and Maggie become attracted to each other. Stephen begs her to marry him. She decides to part with him and return to St. Ogg's where she is treated as a fallen woman and a social outcast. Tom renounces her, and Maggie goes to lodge with Bob Jakin and his wife. Maggie is befriended only by the Jakins and the clergyman. She bears the burden of the pain she has caused others and must endure the result. In flood, Maggie rescues Tom, who is trapped in the house, and they row down river to save Lucy but the boat is capsized in the river, and Maggie and Tom drown in each other's arms.

Eliot's real characters were representation of human beings facing real problems. Most of her female figures are faced with the same social restrictions and the same responsibilities as the women had in Victorian era. Eliot as one of the leading novelists being familiar with women's limitations draws them perfectly in a way that arouses its reader's sympathy. During this era women faced many restrictions such as they did not have suffrage rights, the right to sue, or the right to own property. Mary Anne Evans who wrote under the pseudonym of George Eliot was familiar with these problems and felt them by her whole entity.

The idea of male superiority and female inferiority in physical, intellectual aspects leads women to cry for their natural rights they have deprived of. So the patriarchal society sees women as the Angel in the House and destructive sensual temptresses, Therefore, the female figure had no choice except being a slave, doing house choirs, bearing children, and serving husbands. Liberation has been a controversial subject during the history. All women are not strong enough to stand against the clichés and shout freedom so they accept the normality. On the other side, there are women who severely challenge this idea, try to change the beliefs and show their capabilities. They rebel against the limitations and ask for Women's Liberation that has its roots in the ideas taken from the Black Liberation movements in America (Curthoys, 1997, p.14).

Here, the researcher tries to discuss women's liberation and the oppression as represented by Maggie Tulliver, the protagonist of *The Mill on the Floss*, an impetuous girl who has suppressed by her beloved brother, family and society, and to show how she is oppressed, and how she protests the oppressions to gain freedom. This nonel is one of the most psychologically acute literary portrayals of girlhood in English literature. Maggie's "acute sense of her own female "slavery" reflects some of the early frustration that resulted in…depressions"(Gilbert & Gubar 800). Even the cultural "norms" of her community deny her intellectual and spiritual growth. According to these norms, "she is an inferior, dependent creature who will never go far in anything, and which consequently are a denial of her full humanity" (Ermarth, 1974, p.587).

Maggie finds herself caught in a web of conflict with her family and community. She struggles between impulse and duty to define herself as an individual sometimes involved in self-denial and sometimes in ignorance. Here, Eliot uses the relationships of the protagonist as a medium to convey various aspects of human social associations. Her inner self is in conflict with society she lives in; she does not fit into the value system of her time and society where women were treated as the second sex, remaining at home, and raising children without education and social activity. Jean Giraudoux in Tigers at the Gates Duel of Angels (1963) states: "I have been a woman for fifty years, and I've never been able to discover precisely what it is I am" (www.bra...) "We want freedom and culture for woman because subjection and ignorance have debased her" (Eliot & Ashton, 2009, p.186). Eliot shows the dilemma she, as a female writer, has faced while writing fictional manuscript. She cannot define "female" although she is a woman, she says: woman's hopes are woven of sunbeams; a shadow annihilates them (Miner, 2005, p.473).

The Mill on the Floss emphasizes on injustice imposed on women. Maggie, belonging to minority, rebels against injustice and escapes from social forces. She wants to be accepted for who and what she is, not pushed to be something she is not, so her weird actions, like her haircut, are considered as a kind of breakaway, a shame. As said aunt Glegg in her loudest severest tone of reproof "Fie, for shame! Little gells as cut their own hair should be whipped an fed on bread and water" (Eliot, 1994, p.76). She is repeatedly scolded by her family, relatives and even her beloved brother, who say "I wish Lucy was my sister" (p.96), because of not obeying the typical life styles and being just herself not a puppet

performing the dominant rules. All the pressures cause her escape to gypsies whom she thinks are better than her own family.

By the rise of the 19th century, women started to change, they became more educated, bearing fewer children, and started social activities. Adapting with new reforms was so difficult not also with men but also for women who were used to the old pattern. *The Mill on the Floss* is written in such a social condition and Maggie is its offspring, an independent individual who uses her intellectual and tries to throw away the old patterns of masculine and feminine. Women had no independent means of subsistence so they had to obey men who held all the resources. "Girls received less education than boys, were barred from universities, and could obtain only low-paid jobs" (Wojtczak, 2011, p.1). *The Mill on the Floss* artistically depicts the condition of the time and suffocating rules for women who were busy by the trifles.

Although Tom is less intelligent than Maggie, he receives higher education. Maggie's intelligence is disregarded and she was banned even from reading such books as "*The 'History of the Devil',* by Daniel Defoe, -not quite the right book for a little girl," said Mr.Riley. "How came it among your books, Mr. Tulliver?" (Eliot, 1994, p.14). He offered Maggie to read "Aesop's Fables" and a book about kangaroos and things, and the "Pilgrim's Progress" (p.15). Mr. Tulliver knows that Maggie is brighter than her brother but he is under the influence of social constructs that hinders him from paying attention to Maggie's education. Said Mr. Tulliver, 'she's twice as 'cute as Tom. Too 'cute for a woman, I'm afraid,' … 'It's no mischief much while she's a little un, but an over 'cute woman's no better nor a long-tailed sheep - she'll fetch none the bigger price for that.' (p.8)

Eliot uses this novel as an instrument to indicate the change of women's social position and to depict the woman as a human being with all human's rights not a subject which can be played with. Obviously, all these oppressions start from the nuclear family where Greer believes that is the bad environment for raising children and women and represses women sexually, "devitalizes them, rendering them Eunuchs." We see here that Maggie's mother, her brother, and even her relatives are her main obstacles and suppressors who do not let her flourish and prevent her using her intelligence (Greer, 2006, p.256).

After the American Revolution everyone believed that freedom was given to all but it was nothing more than contradictory statements, an illusion for women's rights and equality. It helped women to improve their social position but the changes of that time were not enough for them, it just gave a new light to the women who had been looked down on. Although Maggie is born in a high-class family with a good financial and social background, she is still suffering of gender difference and abdicating from education. Mr. Tulliver, as an aware father is tender toward Tom's education but he does not care about education of intelligent Maggie "What I want, you know," said Mr. Tulliver,--"what I want is to give Tom a good eddication" (Eliot, 1994, p.5). He is not a careless father but society creates such a view about women. It led Maggie to revolute against the social constraints one of which was the typical appearance of the girls in Victorian period she lacks, as her mother scorns her for, for example, not having her hair brushed: 'Maggie,' said Mrs. Tulliver, beckoning Maggie to her and whispering in her ear as soon as this point of Lucy's staying was settled, 'go and get your hair brushed - do, for shame. I told you not to come in without going to Martha first, you know I did.' (p.60). Maggie's hair is not her main problem, this is just a way for showing her complaints and rebelling against the stereotypes. She decides to cut her hair and to get rid of them. "Her cheeks were quite flushed;" in Tom's view, "Maggie would look so queer," (p.16). By this action she does not achieve her goal but at least she expresses her irritation and shows that she cannot keep quite.

Maggie's revolutions are drastic: her escape to gypsies, her secret friendship with Philip Wakem, and her relationship with Stephen Guest, Lucy's fiancée, just like Eliot's personal life living with the married George Henry Lewes. Greer argues that change comes about by Revolution not Evolution as Maggie rebels against the social conventions and approves that she is mind not just the female appearance and hair. She revolts against the norms and escapes with the one whom she loves, and her bravery is admirable.

VIII. ELIOT'S *MIDDLEMARCH* IN THE LIGHT OF GERMAINE GREER'S IDEAS

Middlemarch is centered on the lives of the residents of Middlemarch, a fictitious Midlands town. Parentless after twelve years old, Dorothea and her younger sister Celia are brought up in Switzerland. When Dorothea comes to the age of twenty they return to England to live with their uncle (Chou, 2000, 3) Mr. Brooke. Dorothea accepts Mr. Casaubon's offer of marriage. Mr. Casaubon is a scholar much older than her. On their honeymoon, they experience the first tensions. Dorothea finds that her husband has no interest in involving her with his intellectual pursuits, which was her chief reason for marrying him. She meets Will Ladislaw, Casaubon's younger cousin (www.en.w...), and the two become friend. Following these differences and no mutual understanding, soon her marriage and her hopes encounter collapse. Suffering a heart attack and poor health, Casaubon asks her to promise to "do what I should desire." He dies before she can reply. Later, she learns of a provision in his will that, if she marries Ladislaw, she will lose her inheritance. Ladislaw is secretly in love with Dorothea but keeps this to himself, having no desire to involve her in scandal or to cause her disinheritance. Ladislaw decides to leave the town and visits Dorothea to say his farewell. But Dorothea has also fallen in love (R.K.Narayan, 1960, 5) (www.kcz...), and renounces Casaubon's fortune. She shocks her family by announcing that she marries Will Ladislaw. By reaching to the end of novel, the ambitious intelligent protagonist finds out that the social obstacles force her give up.

Middlemarch was written between 1869 and 1872, shortly after the passage of Britain's reform bill (1867). This coincidence was intentional. Eliot wants to show this evolution; she "tacitly teaches that effective public reform depends first and last on *personal* reform" rather than politics (Kass, 2010) (www.hud...). *Middlemarch* is "one of the few English novels written for grown-up people" (Sokhanvar, 2003, p.884). Dorothea, the female protagonist, scorns the social constraints on women. She is an exceptional woman, intelligent, beautiful, and strong-willed from a wealthy family yet she prefers to dress plainly. The heroines of Eliot's novels share "the *ex-officio* disability of being a woman." For Dorothea as for others, this disability is associated with ignorance, the absence of a vocation, and the desire for knowledge" such as great men know. Despite the tendency toward women's suppression, there is a sense of gratitude to women like Dorothea who has got all the makings of a Victorian heroine: beauty, intelligence, desire for knowledge and excellence (Gilbert & Gubar,1996, p.802). She is obsessed with grand social reform, improving the quality of poor people's lives although her social reality and idealism do not coincide. She yearns to do something lofty, to live a "life beyond self" but the social conventions and restrictions make these dreams inaccessible. This leads her to marry an old scholar whom she hopes to live out her dreams through.

Her firm decision for marriage is formed by the learning motivation she feels that she will be able to learn from Mr. Casaubon. "Everything I see in him corresponds to his pamphlet on Biblical Cosmology" (p.42). She thinks that her husband will help her to enter the world of knowledge which is unreachable for her; she marries him because she thinks he has got "a great soul" despite misgivings of Celia calling him "ugly." To Dorothea, "It is so painful … [to] look at human beings as if they were merely animals with a toilette, and never see the great soul in a man's face" (Eliot,1965, p.42). She is so enthusiastic to prepare herself for her duties as Mrs. Casaubon. She asks, "Could I not be preparing myself now to be more useful... could I not learn to read Latin and Greek aloud to you?" and Mr. Casaubon answers, "I fear that would be wearisome to you" (p.87).

Although it is unfeminine, she starts learning Greek or Latin to help her husband with his project but in fact for her own sake, justified by notions of wifely duties. The social constraints placed on women force her to take a circuitous route to wisdom. She tries to be wise herself rather to have a wise man, and the only reason of her marriage was to be taught by him. Likewise, Casaubon hopes for someone to comfort and serve him and wishes Dorothea to be a "housemaid" while she is in search of knowledge, improvement, and excellence. At first, she thinks this marriage will provide them happiness. Gradually, realizing the differences and no mutual understanding, she abandons the idea of equality and confesses to her fault and soon their marriage encounters collapse. She distances herself from her expected roles, moving beyond her first failed marriage to wiser, and more reasonable second marriage. She is in the reaction of a rebellious anger stronger than any she had felt since her marriage. So, instead of tears there came words: "What have I done—what am I—that he should treat me so? He never knows what is in my mind—he never cares. What is the use of anything I do" (p.265)?

Having lost her way, she sits and sees as in one glance all the paths of her young hope she would never find again. She sees her own and her husband's solitude in the miserable light. There is not any trace of "Great Soul" any more yet Dorothea is now able to see the dark side of his soul. The young girl who is obsessed with lofty social reform and has a passionate and ideal nature, now changes to a girl who is frustrated with family and social conventions and so compromises and accepts the present condition. Now she is thinking, "Is he worth living for?" Now she said bitterly, "It is his fault, not mine" (265). Was it her fault that she had believed in him and his worthiness? Is her reward for being courageous to shut her best soul in prison? In the jar of her whole being, Pity was overthrown. All these feelings brought her up to take revenge, to do something. She had never deliberately allowed her resentment to govern her in this way before, but she must tell him the truth about her feelings. It is good that he should wonder and be hurt.

As a girl of "open and ardent" (Eliot, 1965, p.9) energy, Dorothea is unsatisfied with the strict sexual role the Middlemarch society designates to women. For example, when she offers to help his uncle with his work, he declines it, saying "young ladies are too flighty" (Eliot, 1965, p.18). She often wants to join man's talks but she is annoyed at "being twitted with her ignorance of political economy, that never-explained science which was thrust as an extinguisher over all her lights" (p.17). Yet to men, this girlish ignorance is natural for a woman. As her uncle explicitly expresses, "I don't pretend to argue with a lady on politics…Your sex are not thinkers" (p.49). In fact, a female in this society does not need to know anything about politics because the social custom evaluates a marriageable girl by "good looks, vanity, and merely canine affection" (p.8). So, Dorothea's eagerness to develop people's life is considered eccentric for a young lady. What a woman should do is to be able to "sit down and play" or sing "a good old English tune" (p.58).

She enjoys the features valuable for women of the time, her uncle gives her some freedom of act, like freedom for marriage, many women lacked. However, she is suppressed in some others aspects by her uncle: "Young ladies don't understand political economy" (p.39). In contrary, Rosamond Vincy, the beautiful daughter of the mayor, looks at things from the proper feminine angle. She belongs to the majority of women who accepts the current situations and follows them with no complaint. She competes with Dorothea who is beautiful, too but her beauty is of a different type. Dorothea is womanly and maternal, frequently compared to a saint. Rosamond is described as "infantine." The contrast between them is even played out in their names, Dorothea means "gift of the gods," Rosamond means "rose of the world," thoroughly human (Vincey, p.1) (www.shm...).

She represents one stereotypical view of women and has been trained to be a wife by her defined responsibilities. In spite of going to an expensive school in which being a woman is taught she scorns the social constraints on women and she does not limit herself to the proper education for women. Dorothea and Rosamond's images are depicted "Within particular web" of *Middlemarch*, respectively as the "dark heroine" who shuns the male gaze when not oblivious to it and the "fair femme fatale" who revels in it" (Eliot, 1965, p.170).

It seems that the events in *Middlemarch* take place between 1829- 1832 so "most of the historical references in the novel concern events and personalities involved in the struggle for political reform" (Beaty, 1957, p.1). During this time, the atmosphere of England was suffocating for women to aspire, they had a few limited tasks to do with no room of their own. Most of them got used to the stereotypes yet there were some exceptions being fed up with this condition and began to rebel for some changes. In such a society, Dorothea is born and grew up with different points of view toward world, longing for doing noble projects and deeds. Like most of women in Victorian period, her responsibilities were restricted to the domestic sphere. She seeks for reformation, and thinks that marriage to a scholar like Mr. Casaubon satisfies her inexpressible longings, unfortunately in a very short time she finds out her husband is too tied up in his own little world to mark her and her ambitions, so she is left desperate by her wrong marriage.

As mentioned before, Greer believes that change is brought up by Revolution not Evolution. She rejects reformation. On Contrary to Greer's revolutionary idea, Dorothea does not go for revolution, she is just seeking for reformation, and so achieves nothing but despair. Dorothea and Will's marriage sheds light also on Eliot's teaching regarding political reform: effective political reform begins with personal moral reform. In marrying Dorothea to Will, the man devoted to political reform, "Eliot literally embodies reform's abiding need for sympathetic understanding, for learning to see the world through the eyes of another. What better way to demonstrate the importance of private and spiritual means for the pursuit of salutary political ends?" (Kass, 2010, 3-5).

Celia calls her sister "dodo," an extinct flightless bird; the parallels between the lives of the dodo birds and Dorothea's reveal how life for Victorian women happens in a series of aviaries built by a male-chauvinistic society, keeping them flightless and oppressed. Representing Dorothea's various cages, which take the form of the frustratingly confining world of her girlhood and the suffocating "virtual tomb" (*Middlemarch* 295) of her marriage, Eliot tries to save women's souls, passions, and talents from extinction (Jones, 2012, p.1). The idea of Dorothea's various cages is a pure truth, but her the main cage is her male-centered society of which there is no escape. Moreover, some other cages are her uncle's house, the cage of Mr. Casaubon, and the last cage in which she is voluntarily poisoned is Will Lydgate's political ambitions. It might not be a wrong claim if we consider female figure as a sacrifice figure.

Dorothea is the victim of her society and social norms which do not accept her as a human with natural desires but as a slave who should forget her ambitions because reforms do not occur. This idealistic heroine has her ambitions and ideals crushed and perverted by the suffocating atmosphere in the androcentric society where girls and women are totally ignored while great deals of values are given to the male, and the only solution for getting out of this situation is the Revolution as Greer over and over repeated it in a loud voice.

IX. CONCLUSION

Greer introduces some novel ideas in the realms of women's liberation, nuclear family, and revolution. She rebels against women's suppression in modern society and tries to get rid of the old clichés rooted in family as the first enemy for women, feminized with the sense of inferiority. In her opinion women's liberation as to be distinct from equality with men and how to gain freedom in order to dominate their own fates and stand upon female castration which starts from the smallest unit of society and later ends in all types of communities. Women's liberation does not mean equality with men but liberation over our fate. She refers to nuclear family as a bad environment for women because of suppressing and making them selfless; and women's true position is not obtained in masculine, dogmatic society except by revolution. Greer tries to keep women closer to their liberation. Her theories are applied in Eliot's *Mill on the Floss* and *Middlemarch*. Although these novels are written almost in the same decade, their protagonists are not typical girls, and act differently.

Maggie is a real example of a suppressed girl in search of self-acceptance never received. She is always in conflict with her desires and the outward forces, she is not allowed to grow up and even is blamed for what she reads. Her life is restricted by dogmatic rules of her family and society. In spite of these limitations she is successful to achieve her educational goals. For Eliot Maggie is a rebellious figure who tries to fight against oppressive society and her weapon is her bravery and courage. Regardless to the outcomes, she follows her ambitions, and acts bravely, doing perky actions like her escape to gypsies, cutting her hair, her friendship with Philip, and her relationship with Stephen, but sometimes she compromises because the social conventions are deeply rooted and cannot be easily overcame. Maggie needs freedom to be herself not a copy of stereotypes, she hates blindly imitation, she wants freedom of action, not to do what the society expects her to do, or to be inhibited from achieving her goals. By acting abnormally in a traditional society, Maggie proves that she is able to make grand changes and achieves liberty.

Dorothea, on the other side, is a girl with a respectable character who even before marriage has her own social activities and receives a sense of gratitude. She is in search of freedom of thought, she longs for excellence and knowledge while the common women are busy with their house choirs. Nevertheless, she is not courage enough to firmly rise against the conditions and restrictions of the time, she surrenders to marry an old scholar, wishing it will

allow her to become educated but soon she finds out that her dominant wish is doomed to failure and she cannot extinguish her thirst for education. Thus, she compromises to the suppressing society, surrenders to her fate and gets along with what fate offers her. She not only fails to gain liberty and to do grand jobs but also she acts too weakly to make change in her community to achieve her goals. And as a total loser, she makes serious mistakes that cause her great unhappiness. After Mr. Casaubon's death, she marries again perhaps seeking her goals in the other marriage by sacrificing her wishes for her husband who tries to achieve his political targets. It did not help her to materialize her ideals but causes her to put all of them away.

Considering Maggie and Dorothea's condition, we find Maggie's life more successful than her counterpart's because Maggie knows her goals and fights for it voluntarily. She aims to reach freedom of thought and act, and embraces its outcomes. In doing so she separates from her family and she sacrifices all their supports to gain freedom. Rigid Dorothea lacks Maggie's bravery and so she is not able to create a revolution in her situation. And finally, she succumbs to current conditions. Both of them are stubborn figures belonging to minority with big ambitions which are different from the majority of women of the time. They know what they want and are ready to fight for it. Maggie's self-study and Dorothea's effort for learning Greek and Latin are admirable.

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Arabic Writing, Spelling Errors and Methods of Treatment

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Abstract—This study attempts to investigate the most important difficulties and problems that resistant studying Arabic Writing, Especially dictation lesson, The researchers revises the pre-studies and literature to answer these important questions: - What are the most kinds of failing to master Arabic Writing, and the main factors that cause this failing? - What are the clear and common mistakes in studying Arabic Writing? - What are the successful methods and strategies to teach Arabic Writing? The researcher revises the pre-studies and literature, and produced wide information about: definitions, Kinds of Arabic Writing, factors of failing in studying Arabic Writing, especially dictation, the main principles to study Arabic language, Integrated Approach in studying Arabic Language, suggested program to answer failing and weakness in studying the Arabic language.

Index Terms—Arabic writing, spelling errors, methods of correctness

I. INTRODUCTION

Linguists and grammarians have worked hard since the end of the first Hijri century in the study of classical Arabic, given the association of this language with the Holy Quran, and they defined its features in terms of: sounds, formulas, structures, significance, syntax, and function of the word within this sentence.

Abd Al-Tawab (1999) claimed that the emergence of Arabic language with its various branches related to the study of the Holy Quran, so the Holy Quran was the focus of those studies, whether those related to the interpretation of the Holy Qur'an, eliciting its rulings, aspects of its miracles, or those that serve all these purposes by searching the significance , Formulas, syntax, and methods, even those related to spelling, or the art of Arabic calligraphy, all of these studies were carried out mainly to serve the Noble Qur'an, and to reveal aspects of its miracle, and thus facilitate the publication of the Islamic religion, and its legislation, thus motivating the interest of linguists in collecting Linguistic evidence and language restriction It is a religious motive, so that the scientific institutes mixed religious and linguistic knowledge in their curricula, and reached the maximum point that the teacher of the Arabic language is often reciter, interpreter, updated, or jurist, so Arabic has not become a universal language in the eyes of the orientalist (we generate it) except because of The Qur'an and Islam, and thus Arabic became a sacred language, and without the Qur'an it would not be Arabic.

Linguists believe that language is a system of sounds linked together in formats to express meanings stored in memory, and used in the process of communication between individuals and groups (Ahmad,1972), and language is the pot of thought, so language uses phonetic symbols to express this thought, and the concept of language is broad and not limited On spoken language, it also includes written (Mahmoud,1982), and spoken and written language are two complicated tools during which all life scenes and their experiences are transferred to memory verbally or in writing (Al-Mubarak,1981), A person acquires the ability to speak before writing; and given the importance of writing, Allah Almighty has sworn with its tools,: (Nun. By the pen and what they inscribe)(Al- Qalam: 1-2), Also, he said: O you who have believed, when you contract a debt for a specified term, write it down. And let a scribe write." (Al-Baqarah: 282). Writing has a profound impact on the lives of individuals, groups, and nations. The importance of writing in the advanced levels of education Language, to express feelings, ideas, record information (Al-Naqah,1985) and connect the past with the present, they are the memory of history, and the vessel of cultural achievement (Abu Odeh,1986).

II. JUSTIFICATIONS OF THE STUDY

A review of the theoretical literature on the problems of Arabic writing in general, and dictation in particular, found that there is an increasing interest among linguists and educators to seek effective solutions and methods in reducing the mistakes in writing in general and in spelling in particular.

- This study is in response to calls for educational development in most Arab countries, which calls for improving the language proficiency of our students.

- This study draws attention to the importance of developing the Arabic language levels functionally, especially the written level (Abdo,1990).

- The researchers noted through their work in the education system the low level of students in the expression, the incidence of multiple spelling errors, the juxtaposition of the colloquial and the recommendations of the official, linguistics and educators to address this phenomenon, so this study contributes to this aspect.

III. THE STUDY PROBLEM

The problem of the current study is that it tries to identify the difficulties and causes of weakness in the Arabic language at the level of spelling, and the detection of obstacles to mastery of spelling; as many of the official bodies and the popularity of Hala weakness of the level of students in Arabic, especially in spelling, Recommendations calling for the disclosure of these common errors, and explaining the reasons, and the development of methods and methods of treatment appropriate to reduce the spread in newspapers, magazines, books, and studies (Shehata, 1987).

In the opinion of the researchers, the Arabic language is indivisible, and its division into branches comes as a means of facilitating and facilitating the students studying. It is known that the study of all branches of Arabic is to reach the proper (oral and written) expression, so learn the grammar is to evaluate the tongue and pen of the melody in the Language and to learn spelling rules helps the integrity of the writing of linguistic error, as well as learning to read is to increase verbal wealth, ideas, images that serve expression.

IV. THE STUDY QUESTIONS

The purpose of this study is to uncover the most important problems of Arabic writing in general, the reasons for spelling errors in particular, and the methods of treatment, specifically the answer to the following questions:
- What are the most important manifestations of weak spelling?
-What causes poor spelling?
-What are the common mistakes in spelling that many learners are faced with?
- What are the most effective methods and strategies for treating spelling errors?

V. THE IMPORTANCE OF STUDYING

This study contributes to the treatment of spelling weakness, emphasizes the importance of spelling in public and private life, and provides the curriculum makers with recommendations, results, and ideas that may help in planning to facilitate the teaching of Arabic in general and the spelling lesson in particular. And thus provide some solutions to address spelling error (Abu Shabab,2005).

VI. PREVIOUS STUDIES

Some researchers have conducted several studies on common spelling mistakes, which the researchers have learned, and the use of its content, analytical methodology, results, and recommendations. As follows:

1) The study of Al-Qaisi (1988), entitled: **Common mistakes of students in the preparatory stage in spelling level in written expression.**

The study aimed to identify the most common errors in written expression among middle school students. The study classified and analyzed such errors based on some of the strategies as the grammar system, the colloquial system and the phonetic system (the Accent), the system of use of punctuation. The study showed that the weak level of achievement has a significant impact in the incidence of spelling errors, and vice versa.

2) The study of al-Yaqoub (1990), entitled: **Common mistakes among students of the governmental community colleges in Jordan**, which aimed to reveal the common mistakes of the students of the government colleges in Jordan. The results showed that the weakness of the students in writing the hamzat qaṭʿ "the hamzah which breaks, ceases or halts", and the hamzat mutatarifa" the hamzah comes at the end of the word, and is written according to the movement of the letter that came before it".The result revealed that the weakness of students in reading, the poor experience of lecturers, the lack of possession of advanced teaching methods, the lack of use of modern technology, and lack of guidance to students to their mistakes, and therefore lack of training to correct those mistakes.

3) El-Badawy's (1997) study entitled: **An educational program based on the based on the integrative approach in dealing with some of the common spelling mistakes of the eighth grade**, which aimed to reveal common spelling mistakes for eighth grade students in Jordan, and then built a therapeutic educational program based on the integrative approach in dealing with those spelling errors. The researcher develop an educational program that consists of defining the spelling activity that must be corrected, then the theoretical background for it, the common picture of that error, the goal of that spelling activity, then educational learning procedures to address that activity. The program contains ten activities, namely: stress, letters that has same pronunciation, substitution of the three letters of long vowels with the short diacritics, drawing of letters ta' marboota and ta' mabsoota, and al'alf allayna alqayima and almaqsura, the letters that pronounce and not written, and 'alf altafriq, drawing of hamzat alwasl and qaṭʿ, and drawing hamzat qaṭʿalmutawasitati and hamzat qaṭʿalmutatarifa.

4) The study of Abu Shabab (2005), entitled: **The effectiveness of the linguistic mental processes of dictation and educational dictation in the achievement and development of creative thought for the students of the basic stage of UNRWA in Jordan**.

The study aimed to reveal the effectiveness of the linguistic mental processes of dictatorial and educational dictation in achievement and the development of creative thinking for students of the basic stage of the UNRWA in Jordan. The results showed that there are significant differences in spelling achievement attributed to mental language processes of dictation (proactive, educational, and ordinary) in favor of a group Impulsive dictation, and the existence of significant differences in creative thinking in its three areas (fluency, flexibility, and originality) due to the linguistic mental processes of dictatorial, educational, and habitual dictation in favor of the group of imperial dictation.

5) A study of Barakat (2009), entitled: **Weakness in writing among the students of basic education in Jordan: its diagnosis and treatment.**

Such research aimed to reveals the real causes of poor writing in the Arabic language for fourth, seventh, and tenth grade students from the viewpoint of students, teachers, and educational supervisors in Oman schools, and to build and evaluate a therapeutic model. The results showed that what is difficult for students is changing the image of the letter by changing its position, adjusting the letters, connecting and separating the letters.

Through a review of these studies, the researchers find a noticeable interest in the phenomenon of weakness in spelling at all levels of education, and that these spelling errors are common to all students, but it decreases as the student goes to higher levels, also the previous studies mentioned that there are several factors that contributed to the existence of this phenomenon. The previous studies also attempted to suggest treatment programs and methods, including the use of an integrative approach in teaching spelling, caring for a teacher who is the cornerstone of successful teaching of spelling, and the rest of Arabic domains, in addition to providing material and moral incentives.

The researchers believe that the practice and training in reading, spelling, and providing the necessary criteria for spelling and functional writing, then alerting to these spelling errors, and limiting and monitoring them, and emphasizing them during the treatment of language texts, and specifying a certain percentage for the excellence student of this spelling writing, and not to amplify these errors In a way that discourages the trust, it can reduce the prevalence of this phenomenon, in addition to enhancing the role of parents, the media, and official attitudes in caring for formal language in the formal institutions.

VII. THEORETICAL LITERATURE

A. Dictation in Arabic

Dictation: It is drawing Arabic words using a linear depiction of spoken voices, with symbols that allow the reader to re-pronounce them in their first form, according to established rules developed by linguists (Abu Sharifa and Abdul Qader,1990). Shehata (1984) argues that dictation drawing is a specific linguistic system, the subject of which words must be separated or joined, the letters that are increased, the letters that are deleted, and all kinds of hamzah, ha' altaanith, all kinds of ta', and replacements the letters of alshamsia and alqamaria (Shehata, 1984).

In the view of Marouf (1991), the spelling is: conversion the understandable audible sounds to written symbols (letters), provided that these letters are placed in their correct positions, to correct the pronunciation, and the appearance of the desired meaning and the sounds may be completely equal to the letters, as these letters maybe not sounded, and here the confusion occurs with the student, then fall spelling mistake, since each letter in Arabic has its sound, it does not change by changing its position in the word, so if the student can draw letters aware of their movements and controls, able to distinguish between the three almd letters and their subordinate movements, he can write any word, taking into account some difficult spelling rules that can be solved (Maarouf, 1991).

In brief, spelling is a drawing of agreed-upon Arabic sounds or symbols by linguists, according to exact rules that must be mastered to reach the desired proper learning, and that lack of mastery will result in a linguistic error that leads to an imbalance of meaning.

The link between spelling and the rest of the domains of the Arabic language is closely related because all domains of the language are integrated to achieve the purpose of the language, which is to enable the learner to use the language properly for understanding, so the importance of teaching proper spelling comes in various kinds of language activities, and from the aspects that should be linked dictation: expression, reading, culture, calligraphy, and good habits as the quality attention, listening, coordination, and organization (Ibrahim, 1976).

The dictation in Arabic is high subtle, and easier when compared to other languages, and Arabic spelling is governed by precise rules and regulations, as a result of the great efforts made by the first linguists (Hamouz,1989), The researchers believe that, despite the scarcity of anomalies and the ease of learning the rules of dictation, some obstacles impede learning and teaching Arabic writing in general, and dictation in particular, including letters movements, its voices, the connection of the rules of spelling with grammar, the presence of exceptions, and the differences in the images of one letter with a difference Its position in the word, refrainment, methods and methods used in dictation teaching, hence this study attempt to treat weakness in the mastery of this basic language skill among our students in all levels of education.

B. Phases of Spelling Instruction

Correct spelling is an important and fundamental process in education, as it is a key element in increasing an individual's culture, a social necessity for transmitting and expressing ideas, and reflecting on the ideas of others. Dictation is associated with expression, which is one of the essential foundations of biblical expression. If grammatical and morphological rules have a place in the validity and beauty of biblical expression, dictation is a highly influential means in it, because spelling error distorts writing, and hinders the understanding of the sentence, what calls for reducing the writer's value (Khater, 1986), It also prevents a proper understanding of the meaning, refers to the writer's weakness, and damages the weak spelled learner in his working life, as it may be difficult for him to join a job, or complete his education (Shomali,1995).

Unfortunately, the common errors are often counted in common traditional methods, as the teacher can highlight the spelling errors of his students in the student's workbooks.

Knowledge of the rules of spelling and its rulings requires technical and performance movements, and some researchers have proposed six stages to master those rules and provisions, which are (Zayed, 2007):

1- **Pre-Pronunciation:** Drawing similar shapes to invalid letters.

2- **The stage of the initial pronunciation**: It begins with writing almost letter-like forms.

3- **The stage of naming letters and its sounds.**

4- **Transitional dictation phase:** most of the educated voices are complete.

5- **The etymological dictation stage**: The student is proficient in writing most of the sounds from the rules and rules of spelling.

6- **Idiomatic dictation stage:** the student becomes able to master letters, distinguish sounds, and practice spelling in accordance with sound spelling rules.

Thus, we find that the spelling lesson must take a way to color the linguistic activity within the framework of the integrative approach, so the training of students on spelling writing is focused on caring for three things: enabling the student to write spelling correctly, mastery of writing, and expressing his ideas clearly and precisely.

C. Types of Spelling

Abu Shabab (2005) states that there are three types of dictation, namely:

1- **Educational dictation**: It is a type of dictation in which the student is trained to write words similar to the one that will be dictated to him, so the student is trained to simulate the pattern orally and in writing with phonetic and written analysis, then he writes similar words in the test.

2- **Explanatory dictation**: It is a type of dictation in which the student writes the words and texts that are written in writing, and then writes the reason under which he wrote these words in that spelling way, i.e. probing his creative mental processes.

3- **Ordinary (experimental) dictation**: It is a type of dictation in which it focuses on testing and measurement, and not on training and education. In this type, the student writes the text after reading it and then is tested in writing that text.

The researchers believe that it is possible to add other types that achieve the goal of the spelling lesson, including: summarizing some texts, discovering spelling errors in other texts presented to students that include intended errors related to the spelling lesson, or frequent copies of students who suffer from weakness in spelling writing.

D. Spelling Error

The language of the ancient linguists called the linguistic error (melody), and promised it a defect that should not be lost. The linguistic development through the Islamic civilization renaissance was the creation of manuscripts that alert to these linguistic errors, including: Al-Kasa'i (189 AH) , And the author (216 h), entitled: (What the Common Folk), Ibn Al-Skeit (244 h) entitled: (Reform of Logic)

It is noticeable that there is a gap between the theoretical thought in teaching Arabic language and the practical reality of teaching it in our schools now, and this gap is widening day by day. It is well known that there is a strong relationship between grammatical, morphological and spelling rules. For example, it is not permissible to say: "ra'ayt almuelim alty ealamani" because ("alty") is an attribute of the feminine, and not of the masculine teacher, and likewise the matter of the past triptych verb " nazal " says it " ainzl " not " anzl " which is a command from the quadruple past "anzla". The student cannot evaluate his expressive writing without knowing the rules of grammar and exchange, including:: 'alf altafriqi, al'alf alliyna alqayima and almaqsura, al'asma' almawsula, hamza almutwstta, hamza mutatarifa, writing the 'in sha' allh, writing the word of "miat" without " 'alf " letter, deuteronomy the words that finish by hamzah mutatarifa, deuteronomy the words that finish by hamzah 'aslia, or hamzah munqaliba, or Deuteronomy, hamzat qat' and alwasl, ta' almarbuta and almabsuta, and the letters that are pronounced and not written, written and not pronounced, punctuation marks, the writing of a son and daughter, and writing Converging letters in the director and the adjective, especially the numbered and luxurious ones, and other common mistakes (Zayed, 2007).

E. Arabic Writing Difficulties and Problems Associated with Dictation

The Arabic writing system is confronted by many problems, especially in the spelling lesson. The difficulties and problems are summarized in the Arabic script. As follows:

1- **System shape**: It is intended to put the diacritical marks on the letters, which are the " aldima, alfatha and alkisra", which are short sounds, and similar to the letters "almid", and here is the error occurs between the diacritical marks and similar of the "almid" letters, as well as Tnwen and silence and distress, the word (eilima) can be read on several kinds if not controlled diacritical marks. As a result, there are a few can do that.

2- **The difference between the drawing of the word and its voice**: especially in words that have letters pronounced and not written, such as: (hadha, hadhhun, dhalik, lakun, 'uwliik, thu"), and some of the letters that written and not pronounced, such as: " 'alf altafriq in jahiduu, walam yuqatilu", there is no doubt that the matching between sound and drawing facilitates writing.

3- **The correlation of the rules of spelling Grammar**: the student must learn the rules of derivation, reasoning, substitution, the inflectional position, and the type of letter that he will write, such as: " al'alf allyna" if it is a third that is mean the orginal is " ya'" then will write" maqsura"as " hudaa", also if the orginal was "waw" will write " 'alf qayima", as: "nama and asaa", and nd if it is in excess of three then will write "ya' " as in "suria, dunya, yahya" and excluded from the names (Yahya). As for the verbs, a sketch is drawn, such as: " aietadaa, aistathnaa".

4- **The Difficulty of Spelling Rules**: Like the "hamaza almtwsta", and "almutatarifa", and its many forms that need training and practice (Ibrahim, 1976).

5- **The Number of Exceptions**: Especially the drawing of the " hamzat qaṭ' ", and its forms and provisions, and the hamzah on the line in the middle of the word if " 'alf" came before it, such as: yatasa'al, nabu'at, the himazat almutawasita have many complicated rules, rarely mastered by adults, so how about the young, which is either original, or by interpretation , Which is either static or mobile, or static after moving, or moving after static, and for each specific rule, which hinders the setting of spelling for students (Al-Qaisi, 1988).

6- **The Difference Between Linguists in The Drawing of Some Words Because of The Difference in Spelling Rules**: The hamza almutawasita in the word: "masyuwlia, or maswuwlita, and yaqri'uwna, yuqriwuwna, or yaqra'una, all are the valid drawing (Abu Shabab,2007).

7- **The Difference of Drawing The Character According to The Position of The Word in A Misspelled Word**: The difference in drawing the letter according to its position in the word spelling: There are some of the letters that have one image such as "aldaal, althaal, alraa', alzaayi, alzaa', alwaw". There are letters that have two images as " alba'a, waltaa', walthaa' ". Also, there are letters that have three images as " kaf and mim", and there are letters that have four images: aleayn, alghayn, alha'. Not to mention the psychological impact of this confusion on the psychology of the learner.

8- **Al- Iajam**: Pointed letters , it is noted half the letter are Iajam, such as Dal and Thal, and that the number of points varies according to the letters dotted, and the status of the dots varies according to the letters, and this is a problem.

9- **The Letters Arrived and Separated**: Connecting and separating letters: Arabic writing is distinguished by connecting its letters together, which makes the contours of the letters lost in the word, not to mention that the writing system requires that some letters be arranged vertically, and the other horizontally, and therefore the student needs to know the position of each of the two letters adjacent to it, there are letters connected with Some of them: alba', Sinn, Noon, and ya', and others that do not connect: alra', Dal, Thal, and this is one of the difficulties in the spelling lesson (Shehata, 1992).

10- **Expression**: The Arabic word in Arabic language is changing the spelling of its end in the linguistic structure which are "rufea, nasb, jr, and jazm", the name of the Ma'arab take the kind of "rufea, nasb, jr", and the verb take the kind of "rufea, nasb, jazm ", and there is a diacritical marks, and another by showing the letter, or by deleted, not to mention the case of the word in the place of "rufea, nasb, jr, and jazm", and there may be a change in the middle letters in the word: like the present hollow and the incomplete, and in the intention of the deficient to rufea and jr for example, these factors constitute an obstacle for the student to not master the grammatical rules And morphology, which constitutes a difficulty in the spelling lesson, as confirmed by the results of the study Kaisi (1987).

11- **Use of Short Voices**: This confuses the student for not being able to distinguish between the three diacritical marks and the letters of the "almd" to which they relate, the use of letters that represent the shortness of the student has the difficulty in distinguishing between the diacritical marks and throughout, Extinguishing sounds are an important step in the development of Arabic writing (Al-Yaqub, 1990).

12- **Different Spelling of The Quran Spelling of drawing Spelling**: in several places, is the increase, or deletion, or the connection, or separation, and the extension and capture.

13- **The Diversity of Punctuation Marks**: compared to other languages, and the correlation of these marks with other Arabic branches that the student needs to master before the spelling lesson.

In the study of Ibrahim Al-Qaisi (1988) found that the common mistakes in the written expression, which is one of the difficulties of spelling and problems, the most important of which are:

1- **The letters that are added or deleted by the term**: (taeilamu) which is not correct, the correct one should be (taelamuu), (arujua) and the right thing is 'arju, ('an takunu) and the right thing is 'ana takunuu. (laakna) and the right lakuna, (bdhalika) and the right is bidhalika, (Khaled Ibn Al Walid) and The Righteous Khaled Bin Al Waleed.

2- **Wrong spelling by increasing the character on the word, or decrease the character, or replace the letter, or provide the characters right delay**, such as: alladhi , the corrected one is aladhi, alsaghr walkabar the right one is alsaghir walkabiri, mutahanat the corrected one is aimtihanatin.

3- **The mistakes of the long and short movements**: 'alaf has long fatha, as well as the waw and the yaa and these errors aeifiat which is wrong and writing as eafiatun, also yantah which is wrong and writing as yantahi.

4- **Ta' mrbwtta, almbswtta and ha'**: among these errors is jamaeat and righteousness jamaeatun, wabahi taenat and the righteous is wabih tienatun, tarbayt alhamam and the righteous is tarbiat.

5- **Humazat alqte and alwsl, including**: bisul and rightness is bialsuwal, 'iibda' and rightness is abda, biraasat and rightness is biriasat, bi'iintsar and rightness is biaintisarin, lanah and rightness is li'anah, aldifi and rightness is aldaf', shayy and rightness is shayi', tabati and rightness is tabatw, manlyum and rightness is min alyawm, wanatahat and rightness is waintahat.

6- **The difference between alnuwn and altanwina**: 'ahyanin and rightness is ahyanaan.

7- **Replacing the letters**: towards: fawaeidih and rightness is fawayiduhu, min makan 'iilaa makan and rightness is 'iilaa ‹murtabit and rightness is mrtbt.

8- **Grammatical errors**.

9- **From Colloquial Errors**.

10- **Replace the letters hase same spelling , towards**: the destruction of many warriors and the right to save, between his muscles and right his muscles, and the defenseless defending the Muslims and the right shadow, the Jews are hard and right and ravenous, Zalk man and the right is (thalika).

The researchers believe that one of the common mistakes that studies and literature did not refer to is to draw the severity over the weakened letter, especially the " ya' alnsb", because the severity has an effect in changing the meaning. i.e kitabi, and ktaby, the first humza is ya' almutaklim, but the second ya' is ya' alnsb.

Barakat (2009) finds that the difficulties faced by students are exaggerated, they exist in all languages, and that the Arabic characters are characterized by harmony, conciseness, beauty and shape in the building skill.

F. Examples of Common Misspellings

In view of the increased interest in dealing with common spelling mistakes, Fahd Zayed (2007) has identified a set of common spelling mistakes in which many students fall into a book of common mistakes without tabulation or analysis, which can be emphasized by educational planners, linguists, teachers, And students alike, and to increase the benefit will be classified by the researcher, namely:

- Do not differentiate between the taa' almarbutat and aha' of absent, as their words: Bilrafah and baneen: the right to bialrafaahi, miat the right is miah.

- Do not differentiate between the waw aljame' and waw aljamaeat which followed by 'alf altafriqi , as saying: alfawakata the right is alfawakih.

- Do not differentiate between al'alf alliyna alqayima and ya' almaqsura.

- Do not differentiate between the meaning.

- Not to differentiate between al'iibdal and al'iidghami.

- Lack of mastery of some spelling rules, towards: if he does what he wants: and the right to do what he wants, the establishment of God: and the right, In Shaa Allah.

Sabitani (1997) also identified a group of common spelling mistakes in which students can be placed in a special author without arrangement or analysis. In order to increase their usefulness, the researcher will classify them as follows:

- The rules of humaza almutatarifa written on the almad letter appropriate for the diacritical marks before the humaza.

- Do not differentiate between tethered and unscrupulous.

- No distinguish between ta' almarbuta and ha' aldamir.

- Do not distinguish between ta' almarbuta and almabsuta.

- No differentiate between the al'alf alliyna and Almqsoura.

- And the lack of mastery of the rules of the separation after the waw aljamaeat.

- Lack of mastery of grammatical rules.

- No rules of increase and deletion in some words.

- The lack of mastery of exchange rules.

- Errors in single, compound and round numbers.

G. Treatment of Common Mistakes in Arabic Writing, Especially Spelling

Many educators and linguists complain about the poor level of learners in the Arabic language at all scientific levels, which is a chronic problem, some of which may be due to the curriculum, and the other to grammatical terminology.

This is a great danger, as the classical language will fade, and we can not agree on any dialect in the Arab countries. Arabic has a special situation that differs from the rest of the languages of the world, and we are not with those who call for the use of colloquial, or intermarriage between it and Al-Fusha, and this is a great danger, as Al-Fusha will decay, and we cannot agree on any colloquial dialect in the Arab countries. The Arabic language originally originated to serve

the Holy Qur'an And understand the provisions of Islam, and write down our huge Arab heritage, and it is not just a language for communication, it is a sacred language, and the Lord of Glory has guaranteed this Qur'an to us in that language. Most of it said: "We descended the remembrance and we have it for the keepers" Al-Hijr: 9 Arabic must stem from this premise, which is its connection to the Holy Quran and its service, and publication Islamic religion, the Arab heritage and authentic (Abdul Tawab, 1999).

It is noted that there is a dangerous feeling among our intellectuals that our beautiful classical language is a complicated language, difficult to learn, and many homosexuals, so the enemies of Islam seized this opportunity and called for the use of colloquialism, so as to distract Muslims from understanding their noble Qur'an, the teachings of their great religion, and the fact that this complexity that is described Arabic is present in all languages. Arabic is not an innovation among languages. The basic principle is to summarize these rules in a few pages, and to include them with the student in his study levels (Abdul Tawab, 1999).

The teacher of Arabic represents the solver in solving this problem, and therefore the greatest responsibility rests, as most of those enrolled in literary colleges are weak graduates, and they are forced into them, after the other faculties are blocked in their faces, and you are surprised that students of the Faculties of Science and Medicine see geniuses in Arabic, They say poetry, and they taste it, unlike students of the Faculties of Arts, so students of the College of Arts should be handpicked and lured with rewards.

It is a mistake for those who think that teaching grammar and focusing on it is language teaching, and this thinking is similar to who teaches presentations to create a poet, as all these methods are repeated by the student at an early age without awareness, then forget them, and the principle is that we train in speech or classical writing, then we evaluate it In this way, the student is familiarized with the structures of language and their meanings, memorizing and understanding, then measuring them, as the focus and encouragement to read literary texts, especially the Holy Qur'an, and the noble hadith have a profound impact on learning Arabic, and thus the scholar called Ibn Khaldoun when he said: He who seeks the Queen and intends to collect it will take himself by keeping their old words The current day is based on their methods from: the Qur'an, the hadith, the words of the predecessors, and the addresses of the stallions of the Arabs in their bravery and poems ... so that the most memorized words of the system and those strewn down the rank of those who lived among them (Ibn Khaldun, 2006).

The control of texts has a profound impact on the proper understanding and pronunciation of the word, and the audio-visual media can play a role in disseminating Al-Fusha.

One of the most useful methods and methods used in this context to address the common mistakes in Arabic writing, especially spelling, is the comprehensive educational approach based on the complementary approach proposed by al-Badawi (1997). It identifies some of the spelling errors that Arab children suffer, including: letter forms, and the convergence of their voices, and diacritical marks related to the letters of the almd, and this calls for specialists further analysis, training and treatment, and do not forget here the relationship between the validity of spelling and good comprehension, the quality of expression of meanings and reading. The proposed program includes a set of activities related to some spelling errors, in terms of: theoretical background, common image of spelling error, special purpose of activity, educational procedures, as follows:

- Activity 1: Stresses (marking the severity above the weakened letter)

Theoretical background: It means two similar letters, the first is consonant and the other is moving, they become one letter accentuated.

Common image of the spelling error: Not to put a stress on the weakened letter, such as: surr, shddad.

The special purpose of the activity: The student draws intensity over the weakened letter that is pronounced as two letters.

Educational procedures: The teacher clarifies the concept of weakness, gives examples, and trains the proper drawing of the weak.

- Activity 2: Converged letters in the output

Theoretical background: It means the almuraqaqa and almufkhama converged in the output and the characteristic: as siin and Sad, aldhaal, alzaa'i, aldaal , aldaadd.

Common image of misspelling: Character is incorrectly drawn due to audio, socialization, or other factors.

Special purpose of the activity: to enable students to draw sound according to the meaning of the word or pronunciation of the letter

Educational Procedures: The teacher reviews the intended characters, trains students, and addresses spelling errors

- Activity 3: Replace the letters of the almd with diacritical marks or vice versa

Theoretical Background: The letters of the three tenses are the 'alf, alwaw, ya,, and they have diacritical marks similar to those in the pronunciation, which are the fatha same pronunciation with the 'alf, aldima same pronunciation with the alwaw, alkusra same pronunciation with the ya'.

Common misspelling: There are common misspellings due to the fact that the three diacritical marks are not separated by the corresponding pronouns in pronunciation.

Special purpose of the activity: To distinguish the student in the spelling between the diacritical marks and the similar tide

Educational procedures: The teacher shows the difference between the letter of the almd and the diacritical marks, gives examples, how to draw the spelling of each, and trains students on it.

- Activity 4: Drawing the ta' almarbuta and ta' almabsuta

Theoretical background: The ta' almarbuta means the ta', which is the sign of the femininity of the singular noun, and the pronunciation of ta' in the connection and the end.

The common picture of the spelling error is the weakness of the students in drawing the forms of ta' and properly knotted.

Special purpose of the activity: To differentiate the students in the spelling between the tethered and strained

Educational Procedures: The teacher writes examples of the tethered and tethered lines, and asks the students to differentiate between them, reaching the rules of their proper drawing, then asking them to give examples, and more training.

- Activity 5: Soft Alif and Al maqsoura Alif in a name:

Theoretical Background: soft alif ones are those that come in the last word, preceded by Fath, which is either: a list that turns and waits in the present tense, and turn to a compartment written in the form of yaa, and a variance in the present, and a yaa in Muthanna.

The common image of the spelling error: the inability of students to draw a thousand list, which is spelled correctly spelling because they do not differentiate between them.

Special goal of the activity: to enable students to draw words that end in stand 'alif and others are properly compartmentalized

Educational procedures: The teacher sets a set of words ending with a thousand list and other names, actions and letters, and discuss the students, and come to the rules of drawing the correct spelling

Special goal of the activity: to enable students to draw words that end in a thousand list and others are properly compartmentalized

Educational procedures: The teacher sets a set of words ending with a thousand list and other names, actions and letters, and discuss the students, and come to the rules of drawing the correct spelling

- Activity 6: The letters that say and do not write

Theoretical Background: There are letters in Arabic that are pronounced at the time of reading and do not spell, which are exceptions. They are confined to some words, such as: hadha , hadhhu, lakuna, 'uwliika, dawud.

The common image of the spelling error: students are misled when drawing these words because of their lack of proficiency or memorization of these common words.

Special purpose of the activity: to master the student drawing the correct spelling of the words in which the words are pronounced and not written

Educational procedures: The teacher restricts those words, and trains students to draw the correct spelling.

- Activity 7: A differentiate Alif

Theoretical background: A thousand differentiation means those that are increased after the group waw in the last act connected to it, or the five acts that are fixed and broken.

The common picture of the spelling error: Do not draw a distinction properly.

Special purpose of the activity: Enabling students to draw 'alif differentiation after the group waw properly.

Educational Procedures: The teacher monitors some past actions related to the group, and the five actions that are scored and trained, and trains the students on them, and then recommends placing 'alif extra to differentiate them from the rest of the waw group.

- The eighth activity: humazat alwasl, hamzat qat'

The theoretical background: The humazat alwasl is 'alif written in the first word to reach the pronunciation of the static alphabet. It is pronounced at the beginning and is deleted at the junction.

Common image of the spelling error: The spelling error is often in the humazat alwasl and hamzat qat' drawing because of its many rules

Special purpose of the activity: Students should master the drawers of the humazat alwasl and hamzat qat' properly, and the difference between them.

Educational Procedures: The teacher sets a set of words that include the drawing of the humazat alwasl and hamzat qat', trains the students on their bases, and draws them with proper spelling, with reasoning.

- Activity 9: Drawing of the humazat alqat' almutawasita

Theoretical Background: The clasp is the one that is pronounced where it occurs in the name, the verb or the character. It is called cut because it cuts the letter before it from the letter after it, and draws either on a list.

Common image of the spelling error: inability to draw the middle Hamza on the appropriate tide character

Special purpose of the activity: Mastering the students to draw the medium-sized medallion spells properly.

Educational Procedures: The teacher sets out a group of words that are located in the middle of the hummus, and discusses with the students the proper drawing of the Hamza according to its rules.

- Activity 10: drawing the humazat alqat' almutatrefa

Theoretical background: The clasp is the sign of where it occurs in the name, the verb, the letter, and wherever it occurs in the word, and it is called the alqat' because it cuts the letter before it from the letter after it, and draws either 'alf qayima, waw, ya', Or on the line according to their rules

Common image of the spelling error: inability to draw an Hamza almutatrefa on the appropriate almd letter.

Special purpose of the activity: to be proficient student drawing Hamza almutatrefa by spelling according to their rules.

Educational procedures: The teacher sets a set of words that fall humazat alqat', and discuss with the students the proper drawing of those Hamza according to their rules.

It is noted from this proposed program that it has absorbed many of the common spelling issues, identified them and analyzed them in four aspects: their theoretical background, the spelling error, the purpose of the activity and the procedural way of carrying out the activity. This method is undoubtedly appropriate and effective if done by teacher who is capable of his material, has good performance and execution, and a self-confident personality. Other common misspellings can be identified and treated in the same way.

VIII. Conclusion

The current study attempted to uncover the problems of Arabic writing, the reasons for spelling errors, and the methods of treatment. After reviewing the theoretical literature and related studies, the following conclusions can be drawn:

- Arabic: read, written sacred language, and a rite of the rites of Islam, approached by the practice of God Almighty; so must be mastery, and practice the four skills properly; because it is the language of the Holy Quran, which is immortal.

- Arabic is a language in which the meaning is influenced by the change of diacritical marks, or the spelling, which leads to falling into the linguistic melody, and thus change the meaning, and corrupt, and perhaps underestimated the perpetrator.

- There is a great interest by researchers and linguists in the Arabic language, in general, and the lesson of spelling in particular, and they have good efforts in trying to overcome obstacles to the people of Arabia, and their request;

- Many Arab students at all levels suffer from poor spelling, and some are due to many factors, including: membership, educational, social, and others due to the nature of the Arabic writing, and the multitude of rules.

- Failure in one of four language skills: reading, writing, speaking, and listening leads to failure in educational advancement, and perhaps in the individual's own life.

- The spelling lesson has a particular place in the language lesson, and is influenced by other levels of language: vocal, morphological, grammatical, semantic, and rhetorical, further complicating the proficiency of spelling.

- There are principles and educational foundations proposed to teach spelling rules can contribute to reduce the problems of spelling, so must be the implementers and implementers of educational curricula to take them, and benefit from that end.

- There are many attempts by a group of researchers and scholars to identify most of the spelling errors common in the Arabic writing, and classification, and determine the rules, and thus can contribute to the treatment of the phenomenon of serious language.

- The study presented a set of proposed activities, strategies and programs that proved to be effective, which can be utilized, and can contribute to the mastery of Arabic writing, the most important of which is the integrated approach in the teaching of Arabic language branches.

- The results of many researches and studies indicate the importance of the role of the teacher in the success of any language lesson, so it is necessary to focus on the role of the Arabic language teacher, and training, and enhance the role and reward: materially, morally.

IX. Recommendations

The researchers recommend building and developing educational curricula and taking advantage of the results of educational studies related to the problems of Arabic writing, and the proposed programs and strategies that have proven successful. The researchers recommend the decision-makers in the Arab Ministries of Education to pay attention to preparing the teacher of the Arabic language: academically, professionally, and educationally, and to develop his capabilities so that the required change occurs in improving Arabic writing and getting rid of its problems. It also recommends that the teacher of the Arabic language, in particular, make a special effort to develop himself first, in terms of possessing the necessary linguistic competence and skilled technical performance, so that all of this is reflected on his students, as the Arabic teacher plays a thankful role in preserving the Islamic identity of students, Deepening affiliation with the nation's culture, its religious, historical and scientific heritage.

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The Teaching Strategy of Modern Prose in Junior Middle School

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Abstract—**Modern prose plays an indispensable role in Chinese teaching in middle schools. It is an elegant and natural language which has sincere and profound emotions. Its language has a profound influence on students' aesthetic ability, emotional attitudes and values. However, in contemporary prose teaching, the beauty and cultural connotation of prose is replaced by classroom practice of repeated exercises and exploration activities. Teachers held utilitarianism attitude to teach prose and to train students from the perspective of college entrance examinations, all of which had led to a dilemma where the aesthetic factors of prose did not play a main role in teachers' teaching and students' study. Therefore, on the basis of modern prose teaching practice, this article explores the humanistic, high-efficient and scientific implementation strategies in Chinese teaching to cultivate junior high school students' language skills, so that they can be fully developed.**

Index Terms—**modern prose, language teaching, aesthetic consciousness**

I. THE STATUS OF MODERN PROSE TEACHING IN JUNIOR MIDDLE SCHOOL

After analyzing the literature and personal internship activities, the author discovered that there are some shortcomings in the modern prose teaching. Under the environment of examination and utilitarian reading, modern prose teaching has been trapped in a deadlock. There are many problems in terms of teaching philosophy, teaching methods and students' learning attitude. The following is a summary of the current status of contemporary prose teaching in junior high school on the basis of the author's study on contemporary prose teaching:

A. Classroom Teaching Activities Are Complex and Diverse, Affecting the Integrity of Students' Experience of Aesthetic Sense of Language

As a basic course, Chinese language classes play an important role in the improvement of students' literacy, comprehensive qualities, and practical language proficiency. Prose is an important part of Chinese aesthetic language teaching because of its stylistic characteristics of aesthetic language and readability. We hope to cultivate students' aesthetic sense of language through prose teaching and improve students' expression. However, some problems have arisen in the current prose teaching classes. We know that an active language class does require a lot of teaching activities, such as: reasonably distributed group discussions, classroom presentations, and rich extracurricular knowledge development. However, some teachers nowadays have a tendency to deviate from the theme, thinking that in order to mobilize students' enthusiasm, they must organize a variety of classroom teaching activities so that most of the time of a lesson is wasted in the organization of teaching activities. What is in students' mind is only one question after another or some classroom tasks, so that forgetting their own initial experience of prose appreciation, or the student's own aesthetic experience of language has been torn apart by various questions and tasks.

B. Students' Main Position Is Neglected in the Classroom of Prose Language Teaching

As instructors of classroom teaching, each question and answer that the teachers make will have an impact on the classroom process. Teachers and students are subjective in front of the text, but they will have a totally different aesthetic experience of language. However, the author found that in the prose class, the teacher over-interpreted the text in the classroom teaching and replaced his own subjective experience with the student's experience. For example, some teachers would say in class teaching: "I thinks this article is very beautiful, especially the first few natural passages." "This article has written three parts, which are...", "I liked this article very much. The Chinese protagonist said this sentence because...". These statements all contain certain limitations. Most of which are teachers' interpretation and experience of the text, and the students in the classroom will not consciously adopt under these conditions set by the teacher, thus affecting students' language aesthetic experience. Students as the subjects of language appreciation, they have their own unique aesthetic experience for the works, and teachers should not impose their own understandings and opinions on students. We advocate that the teacher's leading role and students'main role, in particular, teachers should attach importance to the student's dominant position.

C. In the Classroom Teaching, The Aesthetic Methods and Teaching Modes Are Single and Lack of Innovation

Prose has flexible and diverse sentence patterns, fluctuating article structure and rich aesthetic elements. Through different aesthetic methods, we can feel the "beauty" of prose to the greatest extent. However, at present, most of aesthetic methods and teaching models are single. First, in terms of aesthetic methods, teachers use the single teaching

method "Reading Aloud" in the process of prose interpretation, but students not only cannot feel the linguistic beauty of prose but become annoyed in the process of article reading. Teachers should recognize that reading is just a method of prose teaching, one lesson should not be composed of only one aesthetic method, and different aesthetic methods should be used flexibly to stimulate students' interest in learning. Second, in terms of teaching modes, most of teachers' classrooms are stereotyped mode, regardless of the style of writing, all of the classrooms are composed of the same procedure, like the background of the author, dividing the structure of the article, and summarizing the themes of the topic. In the long run, students are not interested in learning, teachers are not interested in teaching, and classroom teaching efficiency is getting lower and lower. In this mode, students are more and more dependent on the teacher's analysis and eventually lose their imagination and creativity. The students even did not feel the slightest sense of beauty in the prose. What they learned was only some abstract empty concepts.

D. Utilitarianism and Practicality of Aesthetic Attitude in Prose Teaching Class

Although the current new curriculum reform and new curriculum standards advocate that we should not using score as the sole criterion for measuring student quality, in the face of the pressure of higher school entrance examination, a single evaluation of teachers' teaching ability and parents For children's academic achievement expectations, exam-oriented education is still a reality that cannot be completely changed at the moment. Students take utilitarian attitude to learn and teachers hold utilitarian attitude to teach, teaching content follows the content of the exam. The classroom is full of so-called exam highlights and tips. In the prose teaching class, it is shown that the teacher does not lead the students to appreciate the beauty of the text itself in the teaching process, but uses a lot of time and energy to explain the techniques and methods of prose reading to the students, or just recitations of the text. On the surface, the student's academic performance is improved, but in the long run, it has affected the improvement of students' comprehensive ability, which is contrary to the idea of the new curriculum standard and quality education. In order to make students perform well in the exam, teachers will deliberately emphasize some of the exam highlights in the classroom teaching process. In order to achieve good results, students will focus on the teacher's emphasis. So we must realize that this kind of utilitarian teaching and attitude towards prose language teaching are extremely unfavorable for the overall appreciation of the text and the improvement of the comprehensive ability of students.

II. THE CHARACTERISTICS OF MODERN PROSE AND THE THEORY OF PROSE APPRECIATION

Modern prose has strong characteristics and is a proof of the ideological liberation and individuality. It often uses the author's thoughts and feelings to pulse the changes in the story of the literary works. It shows a very strong interest, literariness, artistry, and can show the creativity of life in literature and art, which is helpful for the development of students' language skills in junior high school.

A. Language Features of Modern Prose

Modern prose is an important cognitive target for junior middle school students to carry out text reading, information acquisition, language practice and ability development. It provides a powerful educational force for junior high school students' language cognition, emotional experience and ideological promotion.

1. Modern prose featured with beautiful words and elegant artistic conception

In the prose teaching class in junior high school, the language in the textbook is very beautiful and profoundly capable of creating a poetic artistic conception. It can have the same strong expression and appeal as the poetry, and can bring junior high school students into the beautiful world. Therefore, some people say that beautiful prose language is like words and phrases, throwing vocal songs with poetry, and can quietly impress junior students' hearts, realize emotional resonance and sympathetic resonance in subtle emotions, and educate junior high school students in the process of giving junior high school students a high-quality aesthetic experience. Exquisite prose works bring literary nourishment and artistic influence to the development of language ability for junior high school students. They help junior high school students develop their language skills through high-quality language products, and guide junior high school students to learn in imitation and improve in learning.

2. Modern prose has the characteristics of fast rhythm and distinct emotion

With the liberation of thought and human nature, modern prose also showed a strong "humanism", language and emotional outpouring of personalization are increasingly obvious, thus creating a series of excellent emotional rhythm and lively, distinct literary works, the author expressed personal experience of love and hate and emotional social life in life. Among them, the most expressive language, thought force, fighting force and impact force of literary works is the works of Maxim Gorky <<Song of the Stormy Petrel>>, Maxim Gorky unfortunate bitter language strongly urging the revolutionary forces before the storm, highly praised by petrel as the representative of the revolutionary heroic image, reveals the great revolutionary fearless spirit and fighting spirit of optimism. Junior high school students can obtain the expression of language emotional color in the one lesson of<<Song of the Stormy Petrel>>, which is helpful for junior middle school students to control the language.

B. Theory of Modern Prose Appreciation

1. Consistency of creative ideas and cultural needs

The literary value of prose works depends on the author's creative thinking and the reader's literary preferences and appreciation. The creative activities of literary works have gradually changed from being sentimental, casual and creative to the creation of art directed at a certain audience. Therefore, modern prose can be easily recognized and loved by readers, and it also greatly enhances the social influence and literary value of literary works. The writing ideas and the cultural consumption demands of the masses are often intrinsically linked and consistent. They can effectively satisfy the people's emotional needs and cultural consumption demands, and show directness. Writers' proses generally shape and improve the characters by portraying the voice of the objects of creation, acting for the world and ideology. They try to present the most vivid and influential aspects of the characters to junior high school students. How to enlighten junior high school students to portray their characters and how to behave as a junior high school student. Therefore, writing prose is often the task of inspiring the mind, enlightening the people, and advocating the style of the times. Writing prose focuses on shaping the characters' image, while narrative prose tells about a touching or thought-provoking story with literary language. The author or junior high school student remembers those stories which cannot be forgotten.

2. The extension and expansion of the value of literature and art

The extension of the connotation of prose works and the artfulness are the direct expression of its literary and artistic values. In the prose language, the author often "goes out of mystery," and reserves a "thought treasure" which worthy of consideration and deep thinking for readers. It can effectively stimulate the readers' interest and the desire to explore, thus inspiring readers' motivation and making reading become a kind of self-consciousness and active consciousness, it is very helpful for readers to understand the learning of cognition and language development. The extension and expansion of literary and artistic values are mainly manifested in the visual and imaginative aspects of prose language, and have a great space for exploration. The writing essay, as the name suggests, is a literary genre that focuses on the beautiful scenery and provides the feelings of beauty for junior high school students. In the eyes of the author, all scenes have language, life, soul, and thought. They are able to exchange information and mood with the author. They are alive, independent individuals.

The linguistic features of the writing prose are very prominent. The most important feature is that there are many uses of figures of speech, which can create a beautiful, graceful, elegant and fresh natural scenery and humanistic atmosphere. The figures of speech is a magic wand that makes every flower, grass, stone and wood alive and moves, it can give life to all landscapes. Therefore, the verbal prose is often vivid, chic, profound and implicit with the help of the uses of figures of speech.

III.   THE ENLIGHTENMENT OF MODERN PROSE APPRECIATION THEORY TO JUNIOR MIDDLE SCHOOL PROSE LANGUAGE TEACHING

The theory of modern prose appreciation emphasizes humanistic thinking and can effectively inspire language teaching, which to take junior high school students' physical and mental development and cognitive rules as the starting point. It is targeted to carry out a series of humanization, subjectivization, interaction, exploration and efficiency. The classroom activities reflect the truth of life.

A.   The Enlightenment of the Theory of Modern Prose Appreciation to the Teaching Process

We have always stressed that students must actively study, but they do not understand what is "active"? What is the student's autonomous learning? From the author's point of view, "active" and "autonomous" are not simply refers to that the students actively write their assignments or they actively complete the teacher's extracurricular reading tasks. Because in this process, the students are still mechanically completing the tasks assigned by the teacher, their own thinking is always led by the task. In fact, the so-called "self-reliance" and "proactive" should be that students voluntarily want to read a book and voluntarily want to write a paragraph. His thoughts naturally come from his own heart. Therefore, "the surfacial initiative" is still "passive", we must pursue the real "active" in the teaching process. What we need to do in modern prose teaching is to respect the aesthetic subjective status of students in the classroom, guide students to initiate dialogues with the text, and enable students to appreciate the beauty of language in prose.

In the actual teaching process, teachers over-interpret the text and ignore the problem of students' aesthetic experience, which causes some students just to move on the surface, the classroom atmosphere seems to be active, but in fact it limits the students' thinking. We must recognize the guiding role of teachers in the classroom, but we must also recognize the main position of students. In the teaching process, teachers need to guide students to delve into the texts. They need to guide them to appreciate both the "inside" and the "outside" while enjoying the prose, so that students can comprehend the dialogue with the text. What they have learned is their understanding of the text, not the textual analysis of teachers' empty dogma. What students need to do is to actively put their own emotions and attention into prose and experience the aesthetic pleasure and reading pleasure which brought to them in the process of prose reading.

B.   The Enlightenment of Modern Prose Appreciation Theory to Teaching Methods

The main way to realize the rich aesthetic elements in prose is to read, especially in aesthetic Reading. For example, Yingchao Yu teacher explains the <<purple wisteria waterfall>> this article mainly adopts the method of aesthetic Reading. He divided the classroom into two parts: the text aesthetic Reading and the text careful reading.

The first stage is textual aesthetic reading. We begin by analyzing Yu's classroom instruction: "今天咱们学习一篇美文，一篇写花的美文，同时也是写感悟的美文。美文呢，是要美读的，今天咱们这节课就叫'美文品读课'。下面咱们进入第一个学习环节——感受美。感受美，首先要美读。读三次，第一次是自由地大声地比较快地朗读，感受文章的内容。好，我们开始自读课文，出声地阅读。" From the guide we found that Yu's instruction does not have a beautiful and gorgeous language. It simply directly emphasizes the teaching objectives and focus of the article. It also enables students to enter text directly from the beginning, avoiding interference from irrelevant information. And Ms. Yu divides the beauty of prose into three parts—feeling beauty, discovering beauty, and admiring beauty. This is exactly the three links of aesthetic activities. He really combines prose and aesthetic teaching together. In the process of student reading, Yu used different reading methods. The first is the student's free reading. This is the first time the student has contacted the text. The teacher did not arrange any teaching tasks. It was only for the students to understand the text from their own hearts and retained the students' first intuitive experience of the text. The second is that the teacher guides the students as a host to read aloud. During the guidance process, teachers explicitly conveyed the emotional tone of each paragraph to the students, enabling them to follow their prose to constantly adjust their emotional state and feel the emotions of the articles together. . The third type is free reading. Students choose their favorite or the most touching text to perform reading. This reading method can enable teachers to quickly grasp the students' aesthetic status and enhance the ability of comprehending articles.

Then, Yu entered the careful reading stage of the text. In order to let the students to find out what they thought was a beautiful sentence and to explain where it was beautiful. The teacher Yu directly provided the students with a beginning sentence: "我读了这个地方，觉得它美，美在……", so this way of teaching guide students to keep them away from the fixed teaching mode and respect students' personalized interpretation of texts. After the students spoke enthusiastically, Ms. Yu summed up the "beauty" in this article into several parts: beauty, beauty, and beauty. In addition, teacher Yu also summarized the writing rules of this article—from the beauty of writing flowers to the beauty of writing emotions to the beauty of conception. Based on this, the characteristics of the writing of this article are drawn: lyricism and compassion. Ms. Yu is not limited to the in-class knowledge. He also leads the students to supplement extra-curricular knowledge and guides students in learning how to read such articles.

In the above article, teacher Yu used teaching method of aesthetic perception throughout the entire class. Because of the different methods of reading each time, students did not feel boring to read in this process. Instead, they profoundly realized the beauty of the article in the course of reading it over and over again. The prose of "Wisteria Daucus Falls" has linguistical beauty, emotional beauty and philosophical beauty. Mr. Lu Shuxiang (1987) once said: "The primary task of Chinese language teaching is to cultivate students' language ability in all aspects. If there is no reading, how can it be exported?"(P.158) Prose is an aesthetic essay. There are rich aesthetic elements in contemporary prose. This kind of beauty is vividly displayed, which can guide students into the text   and have open dialogues with the text, so that they understand the text of the subject and emotion. Therefore, in modern prose teaching, we can make students feel the beauty of prose by reading and appreciating. The ancients also said that "the book is read a hundred times and its meaning is self-satisfied." But in the actual teaching process, we must pay attention to the same flexible use of different reading methods as Yu Yingchao's teacher in the course of class, such as: read aloud, recitation, aesthetic perception, Silent reading and so on. Attention should be paid to observing some emotional changes in the students' reading process. Do not make students feel bored during the reading of articles.

C.   The Enlightenment of Modern Prose Appreciation Theory to Teaching Atmosphere

Modern prose with the characteristics of "dispersive and diversified style" which require teachers to take the initiative to "untie" junior high school students, and to restore their original free, and open cognitive qualities. The self-study displays life's aura and truly shows the bottommost emotional experience and ideology of human nature. Therefore, teachers should open up the teaching atmosphere, guide junior high school students to fly their imagination wings, and happily invite the excellent literary palace created in prose, maximize the closeness of the creative background of literary works, and fully absorb the spiritual food implied in literary works. Cultural nourishment promotes the development of junior high school students' language ability and healthy growth.

D.   The Enlightenment of Modern Prose Appreciation Theory to Teaching Goals

Prose occupies half of the Chinese language teaching materials in middle schools, which is also an important part of Chinese teaching in middle schools. Moreover, the reading and appreciation questions in Chinese proses are still occupying a certain percentage of scores. Some teachers take utilitarian aesthetic attitudes in the context of exams so that they always organize classes from the completion of teaching tasks and the improvements of students' test scores. They ignore individual differences between students and their interpretation of texts. Students are always led by teachers so that lost their space to interpret the text and exert their imagination. Zhu Guangqian (2015) has talked about the distance between art and real life in his book, he sums it up as "the fan of the authorities and the spectators"(P.15). He believes that "if we want to see the beauty of things, we must jump from the practical world and appreciate their own beauty in a spirit of 'doing nothing.'" He said, "The skills of artists and aestheticians are in them." You can jump out of the trap of interest and only conscientiously watch the image of the thing itself. They know that there is a proper distance between the things of the United States and the real life."(Zhu Guangqian, 2015, 17). So if teaching is to

achieve an aesthetic interpretation of the article, it must be set aside the idea of pragmatism, such as test-taking concepts and answering techniques, and begins with appreciation of the text itself and the beauty of the article. In this way, students can have the most genuine emotional resonance with the texts in the teaching process. The actual practice of prose teaching in middle School can be expressed as follows: First, teachers must learn to respect the prose style and the text in the classroom teaching process to maintain a proper distance, do not over-interpret the text, so that it can be "inside it" It can be "outside of it." Second, we must fully respect the subjective status and aesthetic experience of students and encourage them to interpret the text in a personalized way. Third, both teachers and students should abandon the idea of utilitarianism and pragmatism when dealing with texts and simply interpreting texts from the aesthetic point of view.

IV. Conclusion

The ultimate goal of prose language teaching is to cultivate students' ability to experience beauty, appreciate beauty, discover beauty and create beauty in the classroom teaching process. In this process, not only the teaching of knowledge, the improvement of teaching content, but also the cultivation of students' language ability should be emphasized. The shaping of personality makes them gradually form their own language perception ability and correct emotional attitudes and values. Teachers should adopt correct teaching methods in the teaching process to make students realize that the articles have more in-depth content than the basic words, the structure of the chapters, and the meaning of paragraphs. At the same time, teachers should learn to understand the new curriculum standards and establish a correct aesthetic attitude, based on a reasonable interpretation of the text to avoid over-interpretation. Students should learn to concentrate themselves on the text of the prose and form their own personalized interpretation of the language during the process of reading the articles. This article is mainly designed to observe the problem of some prose teaching in the process of Chinese classroom teaching. It is guided by modern prose appreciation theory, and on this basis, some improved teaching strategies are proposed. The author is well aware of the truth of the knowledge practice, and will continue to explore in the future teaching practice. Along with polishing his article, he will gather experience and further propose a new language teaching strategy.

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Exploring A Teacher Educator's Experiences in Modeling TPACK to Create English Language Multimedia in Technology Courses

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Abstract—**TPACK framework as an established term for describing what teachers need to know to integrate technology effectively into their teaching practices has been widely addressed by teachers and teacher educators and it has been a flourishing field of investigation. However, teacher educators' model in the context of using varieties of software in exploiting the benefits of technology by looking at how the framework could be implemented is restricted. Therefore the aim of this study is to explore a teacher educator's experiences in modelling his teaching and learning based on the TPACK framework using qualitative research into biographical case study narrative. Two data collection techniques (i.e; interview and observation) were used to support the data collection process. The findings of this study suggest that it is important for teacher educators to incorporate Project Based Learning in TPACK and to combine varieties of software for creating English language multimedia as it could develop both teacher educator's and pre-service teachers' knowledge on content, technology, and pedagogy and their intersections. Furthermore, the use of blended learning would allow pre-service teachers to directly see, learn, observe, and experience how to learn and how to teach English using technology.**

Index Terms—**technology integration, multimedia learning, TPACK framework**

I. INTRODUCTION

It is widely known that teaching and learning are considered complex processes. The focus is not only on what knowledge of a subject should be known or acquired by learners but also on how the knowledge would be transmitted in the classroom by the teachers. Moreover, this would involve the teachers' decision of what to do in the classroom to achieve the desired goal of teaching and learning. The demands on teachers' knowledge nowadays is not only centered on knowledge of the content they are teaching, their general pedagogical knowledge with special reference to principles and strategies in the classroom, and pedagogical content knowledge, but they are also expected to conduct effective teaching with technology. In the field of language teaching and learning, this development is marked by important changes in the history of computer-assisted language learning (CALL). Warschauer and Healey (1998) divide this development into three stages called Behaviouristic CALL, Communicative CALL, and Integrative CALL. At the first stage, Behaviouristic CALL is considered a sub-component of computer-assisted instruction implemented in the 1960s and 1970s which functioned as a mechanical tutor to perform repetitive language drills, referred to as drill-and-practice which allowed students to work at an individual pace. In the late 1970s and early 1980s, Communicative CALL emerged and stressed that learning was a process of discovery, expression, and development. The next stage has been termed Integrative CALL which led to attempts to integrate various skills and technology into language learning processes which encourage students to learn to use various technological tools as an ongoing process of language learning and use.

Apart from a critical examination and reassessment of the history of CALL, and argument for three new categories—Restricted, Open and Integrated CALL (Bax, 2003), this long history on the use of technology is an indication that integrating technology is not an easy thing for teachers to do. Therefore, teacher education programs should prepare their pre-service teachers or prospective teachers to get acquainted with technology and integrate it into their future teaching. This view is supported by Goktas, Yildirim, and Yildirim (2008), who claim that teacher educators are responsible for introducing Information and Communication Technology (ICT) to prospective teachers in dedicated ICT

courses, and that pre-service teachers gain much-needed skills and develop positive attitudes toward ICT usage during these courses.

However, observation of classroom teachers and pre-service teachers who did grow up with much of the modern classroom technologies suggests that they may know how to use these technologies, but may not yet have learned how to implement them into the classroom productively or how to use them to enhance instruction (Rice, Johnson, Ezzel, Pierczynski, 2008). In this vein, technology courses within the teacher preparation program should be handled by "an instructor familiar with technology and pedagogy who teaches the course". The presence of experienced teacher educators who know that one form of technology does not always work best for all students in a classroom would be decisive for the knowledge development of pre-service teachers in embracing technology for their future teaching (Rice, Johnson, Ezzel, Pierczynski, 2008). In other words, language teacher education should choose lecturers or teacher educators who have the capability to integrate a wide range of technology tools and to model teaching and learning process using technology. Teacher educators' expertise in manipulating and making use of various types of technology tools in their teaching experiences could benefit others who are interested in the field of teaching using technology not only in technology courses but also in other courses offered in a language teacher education. Besides having the ability in making use of technology, teacher educators should have a well-built type of framework to follow that will guide how technology is effectively integrated into teaching. The TPACK framework, as an established term for describing what teachers need to know to integrate technology effectively into their teaching practices, has been widely addressed by teachers and teacher educators and it has been a flourishing field of investigation. However, a systematic review of TPACK by Chai, Koh, and Tsai (2013) identified issues, trends, and findings that demonstrated that TPACK framework research still needs to be developed to guide possible areas for future research and that TPACK needs to be further understood and developed into an actionable framework that can guide teachers' design of ICT interventions.

This current study is intended to explore a teacher educator's experiences in modeling the TPACK framework to create English language multimedia in technology courses offered in the English Department of the Faculty of Teacher Training and Education at Mulawarman University. Specifically, it aims to answer the question, *"How does the teacher educator model his teaching and learning based on the TPACK framework?"*

A. Technology Integration

There is a shared belief that technology as a facilitating tool would benefit both teachers and students. There are at least three broad benefits of incorporating technology into classroom work. They are cognitive gain from the effect of the visualization process that accompanies software; motivational gain as students can have more fun than ordinary learning; and interactional gain as the most powerful aspect of the software lies in its potential for bringing about a shift in the working relations between students and teachers (Davies, 2007).

Technology integration is not limited to just having physical pieces of equipment in the classroom (Rice, Johnson, Ezzel, Pierczynski, 2008). They further remark that having the equipment but not knowing how to use it productively does not accurately address the requirements for technology integration. Related to this idea, Renders (2009) points out that the ability to incorporate and integrate technology into teaching depends on the teacher's level of technological expertise. This could involve being able to use a certain technology, being able to create materials and activities using that technology, and being able to *teach* with technology. It means that technology integration depends on the ability of teachers to use various technological tools, including software, for teaching.

For technology courses, Morrison and Lowther (2010) list five categories of software that should be integrated. They are, first, *productivity software* (word processing, spread-sheets, presentation software, databases, graphic organizers, graphic software, digital audio editing, digital video editing, and multimedia authoring software); second, *research software* (browsers, search engines, and plug-ins); third, both asynchronous digital *communication software* (electronic mail, lists, discussion boards, blogs, Wiki, and podcast) and *synchronous digital communication software* (chat, instant messaging); fourth, *problem-solving software* (games, and simulations); and fifth, *educational software* (drill and practice, tutorials, integrated learning systems or ILS, process tools).

B. Multimedia Learning

Multimedia learning is learning from words and picture with an assumption that people can learn more deeply from words and pictures than from words alone while multimedia itself is defined as presenting both words which are presented in verbal form (such as spoken text or printed text) and pictures which are presented in pictorial form (such as illustrations, photos, animation, or video) that are intended to promote learning (Mayer, 2016). He then argues that in learning, the human mind works as a dual-channel, limited-capacity, and active processing system, as opposed to some other theories of multimedia communication that claim that learning is a single-channel, unlimited capacity, and passive process activity. An understanding of how the human mind works would greatly influence the making of multimedia in such a way as to deliver the intended messages of multimedia designers. The feature of how the human mind works known as cognitive theory of multimedia is shown in the following table.
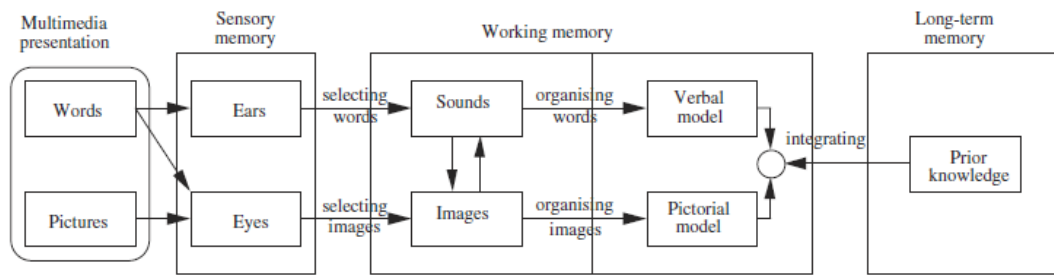
Figure 1: Cognitive theory of multimedia learning (Mayer, 2016, p.52).

C. TPACK Framework

Building on the notion of Pedagogical Content Knowledge (Shulman:1986), TPCK or TPACK is a dynamic construct that describes the knowledge teachers rely on when designing and implementing curriculum and instruction while guiding their students' thinking and learning with digital technologies in their specific content areas (Niess, 2015). TPACK is a rather young research field, which is still searching for a generally accepted and solid theoretical conceptualization (Angeli, Valanides: 2015), but is believed to be the basis of good teaching with technology. Moreover, Koehler & Mishra (2009, p.66) emphasize that TPACK requires the following: an understanding of the representation of concepts using technologies; pedagogical techniques that use technologies in constructive ways to teach content; knowledge of what makes concepts difficult or easy to learn and how technology can help redress some of the problems that students face; knowledge of students' prior knowledge and theories of epistemology; and knowledge of how technologies can be used to build on existing knowledge and to develop new epistemologies or strengthen old ones. There are three components of teachers' knowledge which interdependently connected in this framework. They are: Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK). When these bodies of knowledge intersect, the Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and Technological Pedagogical Content Knowledge (TPCK) arise. At this point, TPACK becomes effective as a result of multiple interactions among content, pedagogical, and technological knowledge, and it is different from the concept of all three knowledge when they stand alone or in their individual intersections. The bodies of knowledge and the intersections in TPACK framework is presented in figure 2 below:
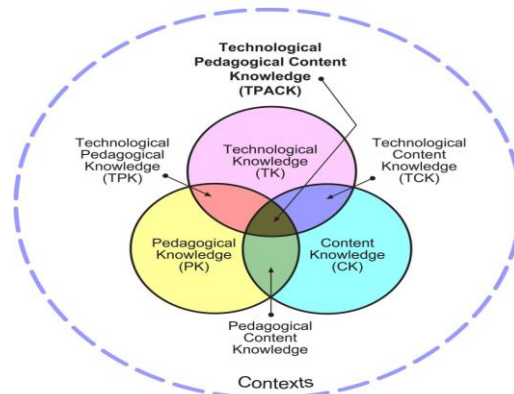

Figure 2: TPACK Framework (Kohler & Mishra, 2009)

To understand TPACK framework, teachers should have a clear understanding of the terminologies of three domains of knowledge, Content Knowledge (CK), Pedagogical Knowledge (PK), Technological Knowledge (TK), and the four intersecting knowledge areas, Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), Pedagogical Content Knowledge (PCK), and Technological Pedagogical Content Knowledge (TPACK). In an attempt to succinctly provide a definition of each construct, Chai, Koh and Tsai (2013) present definition and examples of TPACK dimensions as shown in the table below:

TABLE 1:
DEFINITION AND EXAMPLES OF TPACK DIMENSIONS (CHAI, KOH AND TSAI, 2013, P.33)

TPACK Construct	Definition	Example
TK	Knowledge about how to use ICT hardware and software and associated peripherals	Knowledge about how to use Web 2.0 tools (e.g., Wiki, Blogs, Facebook)
PK	Knowledge about the students' learning, instructional methods, different educational theories, and learning assessment to teach a subject matter without references towards content	Knowledge about how to use problem-based learning (PBL) in teaching
CK	Knowledge of the subject matter without consideration about teaching the subject matter	Knowledge about Science or Mathematics subjects
PCK	Knowledge of representing content knowledge and adopting pedagogical strategies to make the specific content/topic more understandable for the learners	Knowledge of using analogies to teach electricity (see Shulman, 1986)
TPK	Knowledge of the existence and specifications of various technologies to enable teaching approaches without reference towards subject matter	The notion of Webquest, KBC, using ICT as cognitive tools, computer supported collaborative learning
TCK	Knowledge about how to use technology to represent/research and create the content in different ways without consideration about teaching	Knowledge about online dictionary, SPSS, subject specific ICT tools e.g. Geometer's Sketchpad, topic specific simulation
TPACK	Knowledge of using various technologies to teach and/represent and/ facilitate knowledge creation of specific subject content	Knowledge about how to use Wiki as a communication tool to enhance collaborative learning in social science

Identical to problems Shulman recognized in the 1980s, technological knowledge has been considered to be separated from pedagogical and content knowledge. Many approaches to teachers' professional development offer a one size-fits-all approach to technology integration when, in fact, teachers operate in diverse contexts of teaching and learning (Koehler & Mishra, 2009). As a framework for the design of teacher education programs, the TPACK framework addresses the problem arising from an overemphasis on technological knowledge in many ICT courses that are conducted in isolation from teachers' subject matter learning and pedagogical training (Chai, Koh, & Tsai, 2013). Furthermore, in order to explain the types of ICT integration practices enacted in classroom, they suggest that the TPACK models may need to be expanded. In expanding TPACK, there is a valuable example work have been introduced by Jamani and Figg (2015) as TPACK-in-practice framework. In this framework, they identify practice-based characteristics and actions representing TPCK-in-practice, TCK-in-practice, and TPK-in-Practice. They believe that those specifics skills and knowledge can be explicitly taught in a variety of professional learning context to develop teacher knowledge of technology-enhanced teaching. The components of TPACK-in-practice are illustrated in the following table:

TABLE 2:
THE COMPONENTS TPACK-IN-PRACTICE (JAMANI & FIGG 2015, P.142)

TPCK-in-practice	Knowledge about how to design technology-enhanced instructional experiences for different models of teaching (e.g., Direct Instruction, Problem-based Learning, Inquiry-based Learning) to meet content learning goals.
TCK-in-practice	Knowledge about content-appropriate technologies (knowledge of tools of a discipline and ability to appropriately repurpose tools across disciplines) and teachers' ability to use the tool (personal attitudes, skills, and comfort level with these technologies).
TPK-in-Practice	Knowledge of practical teaching competencies (use e.g., classroom management, differentiated support, and assessment) to plan and implement technology enhanced lessons.

II. METHOD

This study employed qualitative research procedures and practices in which the researchers seek to understand a phenomenon by focusing on a total picture of how the subject of this study models his teaching and learning process based on the TPACK framework. The teacher educator is chosen as the subject of this study meets the criteria required. The subject of this study is an active lecturer in the English department who teaches technology courses and consistently integrates technology into his teaching and learning process using TPACK. Moreover, his educational background is in the field of technology. He obtained his Masters Degree in Leadership and Technology while his Doctorate degree is in Technology and Pedagogy. Furthermore, he has presented his paper at national and international conferences about technology integration in teaching and learning process.

In this study, a biographical case study narrative is used as Barkhuizen, Benson, and Chik (2014:9) state, "biographical case studies are studies of individuals, in which the researchers elicit data from the participant and write them up as narratives, possibly for further analysis". Then, Creswell (2012) points out that a narrative typically focuses on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual. The experience here is in line with Connelly and

Clandinin's work, which is in turn based on Dewey's work on teacher knowledge as knowledge that is personal, practical, shaped by, and expressed in practice (Clandinin, 2013).

To support data collection process, interview and observation were used in this study. Face to face semi-structured interview data collection was employed and a mobile phone with good quality sound was used as an instrument to record the interviews. Barkhuizen, Benson, and Chik's (2104) opinion is adopted that in semi-structure interviews, researchers used an interview guide as the resource to direct the interview, but at the same time, the questions are open-ended to allow the subject of this study to elaborate and to pursue the developing theme that is the TPACK to encourage the subject of the study to describe his experiences in modeling TPACK framework. In addition to the interview process, the researchers also conducted observation to have more exploration on his model of teaching using TPACK framework. In doing the observations, the researchers use Jamani and Figg's framework of TPACK-in-practice that highlight TPK, TCK and the TPCK to distinguish the subset of specific actions within the TPACK knowledge domain in practice. The researchers observed the activities both in face-to-face classroom interactions and in the Facebook closed-group discussion technology platform. Based on the results of observations, the researchers also formulated questions for further interviews to explore and clarify important points or issues happened in the process of observations.

Describing and explaining all data that had been recorded, observed, and collected in the field were presented on the basis of the procedures suggested by Miles and Huberman (1984). The procedures included three flows of analysis: data reduction, data display, and data verification or conclusion drawing. In analyzing the data the researchers used inductive and deductive approaches (Patton, 2002). Through the deductive approach, the researchers brought a preliminary framework from the literature to interact with and analyze the data. To develop categories, themes, and patterns in the data, which arise from the interaction between the researchers and the data, the researchers applied inductive analysis.

III. FINDINGS

From the result of interviews, it is found that in modeling the TPACK framework, he involved as well as strengthened pre-service teachers' knowledge of technology integration during courses. He introduced the theory of TPACK framework, the intersections of Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and Technological Pedagogical Content Knowledge (TPACK) into practice during the teaching and learning process. Those intersections were created from the integration of three important knowledges: Technological Knowledge (TK) Content knowledge (CK) and Pedagogical knowledge (PK) for teachers. When he was asked about how to design his activities based on TPACK framework, he said that planning is important, and it would be more focused when a teacher could identify the benefits of a technology. Then, by looking at created lesson plan, he could determine whether the technology is suitable or not. Knowing the detail of a technology is critical. To him all kinds of technologies are rewarding. From literature he had read, technologies are divided into three types. First, traditional technology likes books or the use of the body in teaching. Second, modern technology marked by the use of electrical devices, and third, advanced technology that has been connected to the internet.

After carefully scrutinizing International Society for Technology in Education (ISTE) standards for teachers and students, he decided to use advanced technology for his teaching so that students of English department could be innovative designers. As he says:

And they can adopt all of them. But it is still in the domain of ISTE. They should be the creator, right? Designer. So I hope that I will develop their critical thinking, to construct, err, their critical thinking in constructivism, so they can operate any software they want. As long as in the frame of TPACK, right? (interview dated January 24, 2017).

Because the TPACK framework is still a theory, he felt that it is necessary for him to unpack this framework into details to make it more practical. To unpack this framework, he created his own model for teaching called PACI, later be revised to PACIFiC, as a combination of software and the use of the internet. He says, "First we have to give the model. So the most important is how to model. That's it." (interview dated September 6, 2016). Then he strengthens his argument on the importance of having a model for teaching and learning process.

Right? So it is the model. With God will, if we give the model properly, our students will adapt to our teaching model indirectly. Like people said - err not what people said, but according to what researchers have found that how we teach will affect how our pre-service teachers teach. (interview dated September 6, 2016).

To clarify the research subject's explanations on how he models teaching and learning based on the TPACK framework, further interviews and observations were carried out. Data from the interviews and observational guide based on Jamani and Figg's framework of TPACK-in-practice are used to explore his activities in every construct of TPACK within three intersections of knowledge areas. Findings on these three intersections namely Technology and Content (TCK-in-practice), Technology and Pedagogy (TPK-in-practice), and the Technology, Pedagogy, and Content (TPCK-in-practice) are presented below.

A. The Intersection of Technology and Content (TCK-in-practice)

The implication of his knowledge on technology integration is to make TPACK a valuable framework for teaching. He then realized that this framework should be chunked into details to make it more practical. He decided to make a model for implementing this framework. This model uses varieties of software namely PowerPoint (P), Audacity (A), Camtasia (C), and the use of the internet (I) called PACI Model. This was created through careful consideration because

it has specific functions depending on the software used. PowerPoint is chosen as the base for the integration. Features exist in PowerPoint that are quite complete and easy to use. He says: "The first thing about PowerPoint because it can connect to anything, connect all of the hyperlinks into multimedia". (interview dated February 27, 2017). The second software is Audacity. It is a simple kind of software to edit sounds. It can be used to edit, to trim which part of audio should be deleted or still be used. The next software is Camtasia. Camtasia has been extensively used to record all things happening on the screen, monitor or laptop by world researchers to check students' theses. This software made everything on the screen recordable. Furthermore, it is user-friendly and has many functions. The use of the Internet is important in this model because it is the source of everything like animations, fonts, and others and it can be used for sources of learning. When all this software combined, they would be standalone results that create English language multimedia. After using PACI model for a year, he developed a new model he called PACIFiC by adding two new software, Filmora, and Cmap tool. Filmora can be used for editing video and Cmap for seeing how students think in the form of concept map as well as for building students' critical thinking. In an interview he explains the reasons for adding new software in his model:

PACI is.. err PACIFiC is err the development of PACI. So after I evaluated the suggestions from students, the Power Point, Audacity, Camtasia, and Internet have no video yet. So in PACIFiC, I add element of video because in EFL teaching, video will be very helpful. That was what I read from several articles. So I have to add video in PACI framework. So I have to decide what kind of editing software for video. After exploring some sources, I decided to use Filmora. So Filmora is the editing software for video. Thus, in PACIFiC students can create video by themselves, regarding to the material they will deliver. So they have to make this video by their own mobile phone or other recorders and then edit it in Filmora. After that they will combine it with PACI. So PACI is actually err not perfect yet, and the existence of video would complete it. With this new PACIFiC model, Power Point, Audacity, Camtasia, internet, Filmora and Cmap, I think that they all can be combined in a teaching process. It means that the supplemental technology in my teaching is already completed. (interview dated October 24, 2016)

In the implementation of technological content knowledge (TCK), he gave an example of how technological knowledge such as how to use software is transformed by the application of technology. Pre-service teachers at this point are encouraged to learn all software in the PACIFiC model by themselves, individually and within groups through links provided. Here students automatically developed their technological knowledge (TK) during the learning process because he assigned them to create content in English like grammar and text genres to develop their content knowledge (CK) using the PACIFiC model they had already learned. In this context, he models for the pre-service teacher involvement in the activity of how technology and content knowledge are closely related and intersected (TCK). The activities in the intersection of TCK are presented in the table 3.

TABLE 3:
MODELING TPACK IN THE INTERSECTION OF TECHNOLOGY AND CONTENT (TCK-IN-PRACTICE)

Components of TPACK - in – practice	Characteristics of components	Activities
Technological Content Knowledge (TCK-in-practice)	a. Knowledge of content - appropriate technologies. b. Competencies with content appropriate technologies.	a. The research subject identified varieties of software in exploiting the benefits of technology based on their functions for teaching and learning. b. He created PACI model then repurposed it to PACIFIC model for pre-service teachers to create English language learning multimedia with the topic of grammar and text genres.

B. The Intersection of Technology and Pedagogy (TPK-in-practice)

After preparing models for the TPACK framework and the contents required to be integrated into teaching and learning process, the subject of this study then implemented the intersection of Technological knowledge (TK) and Pedagogical knowledge (PK), that is Technological pedagogical knowledge (TPK) to be the form of experiential learning for pre-service teachers. At the first point of technology and pedagogy intersection, he made plan for assessment, activity choice, sequencing in the implementation, differentiation for technical competence and backup instructions.

In the planning stage, he prepared assessments form for measuring students' process in accomplishing English language multimedia and the assessment for the final products created by students. However, he said that he put more focus on the process rather than the products created by students. He explains:

I prefer to see the process of learning. So in the teaching-learning for example, it is as if we make a product, right? These products have final results. I usually see the ability of my students during. I do not always see the products results. The thing that I consider is their process of how they make it. This process will be shown when, first, because in the process of the project, they have to..err.. what is it… mm.. show us in front of the class, this is their progress. Then I usually ask them how to make it. So I see the process. (interview dated September 6, 2016)

When the researchers insisted on finding out whether any specific assessments such as a rating scale was applied to the evaluation of process or the products, he replied that he designed his own rubric for them. The rubric he made was based on students' process of creating multimedia; for example, editing process in power point.

For example, a project contains PowerPoint animation, and that animation is synchronized well with the voice. Then the rubric will be err… the ability in editing of voice and image synchronization. So from that rubric, their process can

be seen. If they follow this process the product will be good. Then when we see the product, we'll determine it as good. So the rubric is their reference to create the good product. (interview dated September 6, 2016)

He further replies that the pre-service teachers' assignment is to create English language multimedia therefore he encouraged them to learn and discuss Mayer's twelve principles of Multimedia Learning for the standard of their creation. Next, he chose some activities matched to the implementation of the TPACK framework for technology integration. As he believes that pre-service teachers should experience 'how to learn and how to teach' activities in their learning process of English language teacher education, he changed the activities and the content subject of computer courses to fit this objective. He said that technology courses in higher education have been criticized because the focus is on how to operate the technology, or on a techno-centric approach. It seems that teacher educators and pre-service teachers did not know how actually to implement technology into their teaching to make content easy to deliver or to make content understandable or teachable. To address this issue, he preferred to use blended learning methods involving face-to-face instruction in the classroom and Facebook closed-group discussion as the technology platform. He explained that the use of Facebook would help him to implement a flipped-classroom for the effectiveness and efficiency of his classroom activities. It would then create the basic implementation for student-centered learning in his classroom.

Right? I have to change my teaching method. And in this case I have done TPACK in my teaching. So I accommodate Facebook closed-group discussion. Okay, all of students in those classes should be connected with Facebook. What is the function of this media? It's for err. sharing... yes, sharing. All of the data related the way how you operate the specific software for example PowerPoint, Audacity, Camtasia. All of them. I will upload something here first, this is the way you create something in Camtasia, here's the link. Okay, and I make instruction and all of the students have to share other useful links. So all of students will upload the tutorial of Audacity.. or Camtasia, etc. So the discussion is not only in the classroom but also in sharing groups. Oh yeah, in those sharing group at Facebook, I apply Flipped Classroom. (interview dated January 24, 2017)

In his courses, the Facebook closed-group discussion is used as a flipped-classroom to give pre-service teachers knowledge and skills prior to attending the face-to-face sessions. Contents provided are ebooks like how to teach English skills, or documents and books based on Curriculum 2013 applied in Indonesia, links, tutorials on technological skills and so on, provided both by the teacher educator and pre-service teachers. Besides providing contents for learning, pre-service teachers also used this platform for submitting their completed assignments.

As he implemented this blended learning method, he also conducted face-to-face interaction in the classroom for clarifying theories and practice on technology integration and checking the process of creating English language multimedia. When pre-service teachers presented their works as part of the process in accomplishing their English language multimedia in the classroom, he usually asks others to make comments as part of peer assessment activity. After they gave comments, he clarified some important points that he thought would help students to improve the quality of their English language multimedia. The process of multimedia refinement happened during face-to-face interaction.

Remember. The video is only to make the explanation clearer to be understood. Okay, do you understand? So it is explanation, video, activities, explanation again. For activity 1 for example, focus on listening, activity 2 for reading, and the last is writing, you get it? (classroom observation, dated September 26, 2006)

By changing the teaching method and implemented it in sequence using PACIFiC, pre-service teachers gradually see, learn, observe, and experience the way of 'how to learn and how to teach' English using technology. Both he and the pre-service teachers got mutual benefits in the process of creating English language multimedia products. He could learn many things from them as in some cases the pre-service teachers have more skills in technological knowledge (TK); conversely, they gained knowledge on how to manipulate technology for teaching English through online and face-to-face discussion in refining the products of multimedia they have created. They directly incorporated a variety of technological activities such as the use of various software in PACIFiC, browsing activities for specific books or articles, downloading Youtube video, fonts, sounds, background, templates, animation GIFs for power point, and the effective use of Facebook-closed group discussion for learning. Technology skills are built and developed by requiring pre-service teachers to work individually and collaboratively on selecting software and using links that both students and teacher provide.

The method he chose for the teaching-learning process was intended to develop pre-service teachers' critical thinking by providing tasks and assignments which carried out based on project-based learning. They were given more opportunities to participate actively in their tasks by experiencing trial and error, learning by doing and these are the characteristics of student-centered learning. Even though he gave more opportunities for them to participate, he introduces the basic technical skills related to designing a slide included how to create a slide, added and formatted text on the slide, added and manipulated images on the slide, and added a background to the slide. Helping pre-service teachers to implement those skills would help pre-service teachers to create language learning multimedia. Besides having the differentiation for technical competence, he also planned a backup instruction for alternate technologies by assigning pre-service teachers to provide different software resemble to PACIFiC that later could be developed into a new model.

To help him in implementing technology practice in the intersection of technology and pedagogy, he provided digital classroom resources by providing internet access and computer with latest equipment specification in computer laboratory and campus surrounding funded by the faculty leader. After everything has been set up in planning and preparation stage, he modeled technology across applications integrated in PACIFiC by involving pre-service teachers in groups and personal project to implement the technology to enhance English language learning such as grammar and text genres. He managed his technology classes by having learning contract with pre-service teachers and by using Facebook closed-group discussion and face-to-face classroom interaction (blended learning and flipped classroom). Table 4 below is presented to show how the research subject models TPACK in the intersection of TPK.

TABLE 4:
MODELING TPACK IN THE INTERSECTION OF TECHNOLOGY AND PEDAGOGY (TPK-IN-PRACTICE)

Components of TPACK - in – practice	Characteristics of components	Activities
Technological Pedagogical Knowledge (TPK-in-practice)	a. Planning: - Assessment - Activity choice - Sequencing - Differentiation for technical competence - Backup instruction b. Preparation: - Technology practice. - Digital classroom resources for teacher and students use. c. Implementation: - Modeling tech use to and for students. - Classroom management.	a. Planning - The research subject matched assessment to tech-enhanced learning activities using TPACK framework and created assessment rubric based on the principles of Mayers' Cognitive Theory of Multimedia. - He chose a Project-based learning (PBL) model of teaching, chose blended-learning method, Flipped classroom approach, and combination of technological tools named PACIFiC for teaching-learning activity. - He planned to build and develop pre-service teachers' TPACK through the experience of using the PACIFiC in sequence to create language learning multimedia. - He planned to differentiate technical competence by introducing the basic technical skills related to designing a slide included how to create a slide, added and formatted text on the slide, added and manipulated images on the slide, and added a background to the slide. Implementing those skills would help pre-service teachers to create language learning multimedia. - He planned a backup instruction for alternate technologies by assigning pre-service teachers to provide different software resemble to PACIFiC that later could be developed into a new model. b. Preparation. For technology practice, he provided digital classroom resources by providing internet access and computer with latest equipment specification in computer laboratory and campus surrounding funded by the Faculty Leader. c. Implementation - He modeled technology across applications integrated in PACIFiC by involving pre-service teachers in groups and personal project to implement the technology to enhance English language learning such as grammar and text genres. - He managed his technology classes by having learning contract with pre-service teachers and by using Facebook closed-group discussion and face-to-face classroom interaction (blended learning and flipped classroom)

C. The Intersection of Technology, Pedagogy and Content (TPCK-in-practice)

As he has developed PACI into the PACIFiC model to help students create English language multimedia, the subject of this study managed to promote the shift from techno-centric pedagogy where he used to teach skills on using technology to a content-centric pedagogy in which he developed students' understandings about teaching content with technology. The model he developed, a careful selection of blended learning method, and project-based learning with specific content of English, was his effort to introduce and at the same time model the implementation of the TPACK framework for pre-service teachers in the English Department of Mulawarman University. Step-by-step implementation was achieved for content and activities through his technology courses named *Computer Literacy* (CL), *Computer Application* (CA), *and Computer Assisted Language Learning* (CALL) which have all emphasized the importance of acknowledging TPACK as a valuable framework for producing English Language multimedia for teaching-learning English. In incorporating all dimensions of TPACK, he assigns pre-service teachers to create English language multimedia that are expected to provide experiences in technology integration and to be used for other courses related to teaching.

So when I give them assignment, group or individual assignment to teach recount text for example, it means that they have to involve the four skills in the recount text; listening, reading, speaking, and writing. So the students will choose which one will be the focus. If they choose reading as the focus, then they have to create multimedia. How they make it to create the easier teaching for them and more importantly to create easier learning for their students in recount text. So the focus is how they make media to be used in teaching. In TEFL we will see how they apply it. (interview dated September 6, 2016)

To implement all dimensions of TPACK in his classess, he firstly discussed learning contracts that he has already planned and introduced project based learning, topics covered during the semester, its goals, and its projects. Then he asked the chairman of the class to administer a Facebook closed-group discussion for the class. After that, he started to upload and shared learning materials, theories, links, asked pre-service teachers to learn PACIFiC and how to operate

various software used in the model. Then he assigned them to create the English language multimedia and the process of accomplishing the assignment was done through discussion, presentation, evaluation and refinement activities both in Facebook closed-group discussion and face-to-face interactions. Activities carried out in the whole process of teaching and learning have introduced pre-service teacher to seeing, learning, and observing the complex process of integrated teaching and learning which guide them to experience 'how to learn and how to teach' through a student-centered learning approach. The feature of how the research subject models TPACK in the intersection of TPCK is presented in the following table.

TABLE 5:
MODELING TPACK IN THE INTERSECTION OF TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPCK –IN-PRACTICE)

Components of TPACK – in – practice	Characteristics of components	Activities
Technological Pedagogical Content Knowledge (TPCK-in-practice)	a. Repertoire of tech-enhanced activity types representing content knowledge. b. Knowledge of content – based models of teaching appropriate	a. He has the ability to analyze the structure of technology and found that there are some technological tools could enhance learning when they are used together to create English language multimedia. He selected and used them as model to be implemented in his technology classroom and managed to shift the activity type from a techno-centric pedagogy to a content-centric pedagogy. b. He has analyzed types of knowledge to be learned for the pre-service teachers and made the pre-service teachers easier to understand the TPACK and all its' intersections by selecting appropriate model of teaching for technology-enhanced instruction that is students-centered learning through Project based learning, blended learning, flipped classroom and the PACIFiC.

IV. DISCUSSION

This study aimed to explore how the teacher educator models his teaching and learning based on the TPACK framework in his technology course. This study reveals some findings related to how he models the TPACK framework. First, the teacher educator as the subject of this study obviously applied a kind of New Technology (Cuban, 2001) or Digital Technology (Koehler & Mishra, 2009) in his technology courses. He managed to combine varieties of software connected to the use of internet called PACIFiC as abbreviations of PowerPoint (P), Audacity (A), Camtasia (C), Internet (I), Filmora (Fi), and Cmap-tool (C) to model the TPACK framework for pre-service teachers to create English language multimedia as a product of offline-based language teaching-learning. His capability in manipulating and combining varieties of presentation tool, sound-editing, screen recording, video-editing, and concept-mapping software, into one package to create English learning multimedia is the representation of his understanding of the TPACK framework. It is supported by Kramarski and Michalsky's (2015) viewpoint that the use of technology tools means more than having access to the tool and learning the technical skills to handle it, and the decisions of selecting the technology tools should consider significant added value to teaching with technology that enables student-centered learning.

Second, he applied Project-based learning (PBL) that supports a student-centered learning approach to create Language learning multimedia as the product. It is found that there are potential benefits regarding the implementation of PBL as an instructional model. Grant (2009) presents some research findings which state that project-based learning would receive emphasis over memorization of broad content knowledge; learner motivation to complete projects is heightened when projects are personally relevant; PBL offers learners opportunities to guide, manage and monitor their learning through self-direction and self-regulation; PBL integrates collaboration and cooperation meaningfully when student teams remain intact throughout a project or individuals use peer reviews and more informal social negotiations; PBL provides a variety of resources, tools and scaffolds; and finally, some project-based learning lessons make use of reflection. He prefers student-centered rather than teacher-centered learning to provide pre-service teachers with experiences to foster their critical thinking, and build learners'autonomy, creativity and innovation. By doing so, the learners no longer play the role of passive recipients of information, but of active participants in the process of developing their own expertise through selecting, deconstructing, building and creating knowledge and new meanings together with their interlocutors (Laakkonen, 2011).

Third, In carrying out PBL, he applied a flipped classroom approach by using social media in the form of Facebook. There is a discussion feature in it and he asked the chairman of the class to create closed-group discussion. In this group he provides pre-service teachers with knowledge and skills prior to attending the face-to-face sessions related to the project assigned to the class. In addition, pre-service teachers can also submit their works and for him it functioned as ongoing assessment to see the prosses of acomplishing the multimedia project. At this point, It is an appropriate way to incorporate flipped classroom with a project-based learning as Ramazani, Graney, Marshall, and Sabieh (2016) explain that there are two opportunities created by establishing a flipped learning approach for English learners. One of the opportunities is the ability to incorporate project-based learning in a flipped classroom as illustrated in an intermediate to high-intermediate level intensive English program class at Saint Michael's College (Vermont, United States).

By looking at those findings, it is understood that in implementing TPACK framework the teacher educator as the subject of this study incorporates a model of learning that is Project Based Learning (PBL). The final product expected

from the framework is an English Language multimedia materials. To create this multimedia product, new technology or digital tools are needed. With the TPACK framework in mind, he understood that there is a unique combination of technology, pedagogy, and content within every teacher, course, or every view of teaching, and therefore there will be no single technological solution best applied (Koehler & Mishra, 2009). Furthermore, Koehler and Mishra fully describe the idea of TPACK into a situated form of knowledge, acknowledging that significant achievement in technology integration insists on teachers' understanding of the interconected relationships between content, pedagogy, technology, and knowledge of the surrounding educational context, including knowledge about students, the school, the infrastructure available, and the environment.

The solution in manipulating context or a situated form of knowledge therefore lies in the ability of the teacher educator and in this study, it is found that he decided to combine varieties of software he named PACIFiC. This is a creative invention from the teacher educator to contextualize TPACK using PBL with the PACIFiC, and in the process of acomplishing the project as well as developing pre-service teacher knowledge of TPACK, he incorporated the flipped classroom approach so the pre-service teachers could directly see, learn, observe, and experience how to learn and how to teach English using technology.

It impressed the researchers that this kind of modeling TPACK, inspired by, or if not, coincidently resembling TPACK-in-Practice, can be described as knowledge about how to design technology-enhanced instructional experiences for different models of teaching to meet content learning goals (Jamani & Figg, 2015). PACIFiC here is the creative product or could be a prototype of model of technology tools creation of the teacher educator in navigating the space defined by the three elements of content, pedagogy, and technology and the complex interactions among these elements in specific contexts (Koehler & Mishra, 2009). The way he models his teaching and learning based on the TPACK framework in his technology courses has shown that he had managed to contextualize TPACK using PBL with PACIFiC. With this model he managed to transform TPACK into an actionable form of teaching in the technology classroom.

V. CONCLUDING REMARKS

In answering question about how teachers can integrate technology into their teaching, Koehler and Mishra (2009:62) explain, "An approach is needed that treats teaching as an interaction between what teachers know and how they apply what they know in the unique circumstances or contexts within their classrooms. There is no 'one best way' to integrate technology into the curriculum. Rather, *integration efforts should be creatively designed or structured for particular subject matter ideas in specific classroom contexts*." The findings of this study show that the teacher educator's understanding of TPACK has made him model his teaching-learning process on what the researchers call a Contextualized TPACK using PBL with the PACIFiC. His creative idea lies in the creation of a combination of various software he labels PACIFiC to create English language multimedia that can be used for either teaching or learning media. PACIFiC identifies software instruments that were carefully selected based on their specific functions and which worked well to create the multimedia. Moreover, multimedia products created using PACIFiC in his technology courses were offline-based, which can be useful in a low-tech environment where online learning is somewhat restricted. This study is a work example that can be used for further research to address one of Chai, Koh and Tsai's (2013) findings that educators notice a strong need for the sharing of resources, examples, best practices and for further studies of ICT integration.

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The Study of Interaction Features Used by Intermediate Iranian EFL Learners in Their Lexical Language Related Episodes

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Abstract—**Negotiation of meaning refers to interactional work done by interlocutors to attain joint understanding when a communication difficulty comes about. This study uses a qualitative perspective to consider the development of participant utterances in interaction in every moment. 10 English as a foreign language learners in a language school in Iran were chosen to participate in a dictogloss activity in which they were required to describe a certain word. The interaction features in their lexical language related episodes were analyzed. The results indicate that students use a wide range of interaction features in their collaborations. These features help learners generate a scaffolding structure in the LLREs in which meaning discovering is made. The use of interactive features fostered metalinguistic awareness and encouraged learners' self-regulation.**

Index Terms—**interactions features, lexical language related episodes, Dictogloss, collaboration**

I. INTRODUCTION

The investigation of language acquisition from an SCT viewpoint is founded on the work of Lev Vygotsky, who saw learning as a socially arranged and educated action. Vygotsky (1978) suggested the genetic law of social improvement to represent intellectual and etymological advancement. The genetic law of improvement stipulates that mental capacities, for example, memory and consideration are followed by an outside stage that unravels in the social domain. From this point of view, speech is characteristically joined with intuition such that higher mental capacities are mediated by social and typical devices.

More recently, work on the role of interaction in SLA has shifted away from pairs of learners transacting an information gap task towards the recasting (e.g., Lyster 1998; Long et al., 1998; Braidi, 2002) and focus-on-form episodes that are available in whole class settings (e.g., Ellis et al., 2001) and are often, although not always, initiated by a native speaker or teacher who has not encountered a communication failure, impasse, or breakdown, (i.e. who has understood what the non-native speaker meant) but who has chosen where some language focus would be most useful. Such a shift moves us away from classroom group work (in which learners interact with each other) towards a situation where a more competent speaker (the teacher, or a native speaker) chooses to turn the learner's attention productively from meaning and towards form (Foster&Ohta, 2005). Much valuable work has been done on the way such feedback, recasting, and other language-related-episodes (Swain, 2001) might shift a learner's attention to language form. In this research, however, we wish to return the focus to interaction between non-native speakers working together on a classroom task because this is an extremely common and widely-promoted practice in communicative language teaching, and because the idea is still prevalent that, as SLA is facilitated through learners negotiating solutions to communication failures, such failures could be usefully engineered through classroom task design (Foster&Ohta, 2005). In this view, there is an assumption that learners are on the whole not predisposed to focus on language form, but will do so when communication failure means they have to (Foster&Ohta, 2005).

The Japanese language learners in Ohta's (2001) study provided and received assistance in a variety of ways. For example, they directly asked for, and received, assistance from each other, they continued utterances that a partner was having difficulty with, chimed in with suggestions, and offered and accepted corrections (Foster&Ohta, 2005). Assistance was also provided less explicitly, for example, when a peer waited, providing a partner time to compose an utterance. Learner assistance to one another often resulted in assisted performance (Tharp & Gallimore, 1991; Ohta, 2001); the creation of utterances that incorporated the assistance of another. Assistance given and utilized creates a

discourse that is a joint performance, something which can be seen as an important precursor of individual production (Foster&Ohta, 2005).

From a sociocultural perspective, the zone of proximal development (ZPD) is used to understand how assistance is related to language development. ZPDs are evident wherever one learner is enabled to do something by the assistance of another that he or she would not have been able to do otherwise (Foster&Ohta, 2005). Vygotsky (1978) defines the ZPD as 'the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers' (Vygotsky, 1978, p. 86). Ohta (2001) reformulated the ZPD for L2 learning as 'the distance between the actual developmental level as determined by individual linguistic production, and the level of potential development as determined through language produced collaboratively with a teacher or peer' (Ohta, 2001, p. 9) The implications of the ZPD for SLA are that what the learner can be assisted in doing is soon to be something that the learner will be able to do without help (Foster&Ohta, 2005). From a cognitive perspective, we might say that what is within the zone of proximal development is within the learner's reach, but not yet fully incorporated into the learner's linguistic system. Language development might occur as this gap between individual and joint performance is filled and learners develop increased independence (Foster&Ohta, 2005). Rather than occurring through a process of comprehending i+1 input, from this perspective language acquisition occurs as the learner is enabled to do things with language—in production as well as reception—that he or she could not have done without a nudge of assistance (Ohta, 2001).

Based on the above, the following research question will be addressed in this study: What are the languaging characteristics (interaction features) used by intermediate Iranian EFL learners in their lexical language related episodes?

II. METHODOLOGY

This study uses a qualitative perspective in its design. This qualitative approach makes it possible to consider the development of participant utterances in interaction in every moment. (Firth, 2009; Mori & Markee, 2009). The detailed investigation of the interaction seems crucial for the interpretation of the results of the specific context of this study; such improvement can be "traced visibly in the course of talk between expert and novice" in the history of learning experiences" (Mitchells & Myles, 2004, p. 198). Qualitative analysis is appropriate for the research questions because it lets the researcher obtain comprehensive information about the language development perceived in individuals or small groups (Aljaafreh & Lantolf, 1994).

Participants in this study are intermediate English as a foreign language learners in a language school in Iran. In qualitative research purposeful sampling is recognized as the most common technique for selection of participants (Ellis & Barkhuizen, 2005). Participants ranged in age from 23 to 32 and had at least three years of experience in studying English. The dictogloss was used as the instrument of data collection. During this dictogloss activity, learners are required to play a game. Learners should describe a certain word or concept written on the card during the reconstruction of story but they must not mention the forbidden words (three to five) written on their card in their explanation. This challenging task as a plan that is contributing to much collaborative talk is what is needed in this study in investigating the lexical language related episodes. In every dictogloss task, each group had to discuss four vocabulary items while they were involved in the reconstruction of the story and they also had to use these words in their reconstruction.

Data Analysis

The sociocultural methodology is concerned not only with learner language but also with linguistic context (Ellis & Barkhuizen, 2005); for the sociocultural researcher, "language learning takes place in interaction, and not simply as a result of interaction" (p. 236). Consequently, this research was concerned with analyzing lexical related interactions as it occurred using the qualitative approach.

In order to identify languaging characteristics to examine the nature of languaging, LLREs will be analyzed in terms of the interaction features.

TABLE 1.
INTERACTIVE FEATURES OF LLREs (ADAPTED FROM ELLIS, 1999)

LLRE Interactive features	Description
Clarification requests	Participant asks for explanation of a previous utterance.
Confirmation check	Participant check their own comprehension of what their conversation partner said.
Comprehension checks	Participants assume that their partner did not comprehend, so they check if he did or not.
Repetitions	Participant repeats another student's utterance as a type of confirmation check.
Requests for repetitions	Participants ask that their partner repeat an earlier utterance.
Scaffolding	Participant co-constructs lexical understanding through cooperative talk by managing disappointment
Hedging	Participant uses hedging to mitigate the impact of an Utterance.

Excerpt 1: Interaction features sample analysis

A: The word I have here shows a place, that is a name of a place in which people should have certain equipment, well people usually have plan to go to this place that is a place that most people like to experience. (Scaffolding starts)

B: Is it a place for people to gather? (Confirmation check)

A: Yes.

B: Most people like to experience. (Repetition)

A: Yes they can gather, socialize. That is a fun place people like to experience. Ok? (Comprehension check)

B: Is it cinema? (Confirmation check)

A: That is not cinema but a fun activity, I think it takes a longer time than going to the cinema this word has association with a number of equipment that we bring with ourselves.

B: When do we go there? (Clarification request)

A: Yes we can go there on weekend, u know we need sleeping bags since in that place you need to sleep somewhere so you need the sleeping bags, you also needs some pegs in order to fix the place you are going to stay the night there.

B: What is needed for fixing? (Request for repetition)

A: Pegs?

B: Ahan.

A: We may some necessary equipment since you are going to stay there in the night. (hedged opinion)

B: Like going camping? (Confirmation check)

A: Yes that's fine that's a place for that …

B: Campsite? (Confirmation check)

A: Yes. (Scaffolding ends, ZPD is reached)

III. RESULTS

From an SCT standpoint, the investigation of interactive features reveals how languaging progresses as participants work cooperatively. Languaging mediated new knowledge about words and was helpful in activating cognitive processes of explaining and guessing the missing information that was perceived in the learners' dialogic activity. Through languaging, learners relied on a number of interaction features that assisted them to shape an understanding of the language.

Here, it will be explained how learners interact through languaging. Previously, categories of learners' interaction features were introduced (e.g., scaffolding, clarification requests, confirmation checks, comprehension checks, repetitions, requests for repetition, and hedgings). In this section the episodes will be analyzed considering the interaction features which further describe how languaging develops in interactions that target lexical items. The excerpts below demonstrate how interactive features function in LLREs in which vocabulary is addressed.

Excerpt 2: Interaction features

A: Here I have a word which is used for some kinds of evaluation. (Scaffolding starts, A takes the expert role)

B: Some kinds of evaluation? (Confirmation check)

A: Yes, evaluations which can sometime be unfair, did you get what I am saying? (Comprehension check)

B: Unfair evaluation, can you explain more? (Clarification request)

A: Well you know you may have an idea or opinion which is not based on facts.

B: This idea is related to what? (Clarification request)

A: It could be about anything, it could be about many different things for example about people, about happenings, you know it shows point of view. (Hedged opinion)

B: U mean ideas? (Confirmation check)

A: Yes, I guess this type of evaluation is sometimes unfair. (Hedged opinion)

B: Is it going to harm people? (Clarification request)

A: Sometimes yes because I think such evaluation may not have real value, when we have ideas feelings experiences about different things.

B: U mean biased ideas? (Confirmation check)

A: Good, it is a synonym for the word I am explaining.

B: Subjective? (Confirmation check)

A: Yes. (Scaffolding ends, ZPD is reached)

Excerpt 12: Interaction features

A: This word shows that someone is ready to do anything without worrying about the dangers. (Scaffolding starts)

B: Can you explain more? (Clarification request)

A: Yes, you know the person is not worried about danger to himself or herself because the person does not think of future.

B: Does not think of future. (Repetition)

A: I mean he or she thinks that he cannot be successful in future and that's way he thinks that this is the end of life.

B: Risk taker? (Confirmation check)

A: No, he or she does not think of success in future, have you heard the expression he is ate the end of the rope?

B: At the end of the rope. (Repetitions)

A: I think some people get this feeling after having poor life. (Hedged opinion)

B: Poor life? (Confirmation check)

A: Or maybe this feeling is followed when there is no success, understand? (Comprehension check)

B: Please explain more. (Clarification request)

A: You know the person gets this feeling when everything he has done has failed.

B: Hopeless? (Confirmation check)

A: Very good but this is a word showing the same meaning.

B: Desperate? (Confirmation check)

A: Yes. (scaffolding ends, ZPD is reached)

Excerpt 3: Interaction features

A: Ok, you know this word can be used in different contexts for example I think it can be used in political contexts when ordinary people sometimes think of politics as being separated from their life ok? (Scaffolding starts + Comprehension check)

B: Please clarify. (Clarification request)

A: We have an expression in this regard, people say it's none of my business, for example some people do not believe interfering in politics is good.

B: The meaning of this word is none of my business? (Confirmation check)

A: Yes this is an adjective which shows that some matters are totally separated from other matters, it may also be used when people are doing their own jobs and people say that this is not our duty. (Hedged opinion)

B: What do people say? (Clarification request)

A: It is not our duty, many people consider politics separated from their lives, not associated.

B: Can this word be used in other situations? (Clarification request)

A: It could be about every kind of argument, matter, discussion, you say it's not associated with my life, job, issue ok? (Comprehension check)

B: Irrelevant? (Confirmation check)

A: Yes. (scaffolding ends, ZPD is reached)

Excerpt 4: Interaction features

A: Well this word explains a condition which happens when we have a loud noise overhead. (scaffolding starts)

B: Loud noise over head. Can you explain more? (Repetition + clarification request)

A: This is a kind of sound ok? (Comprehension check)

B: Is it a noise? (Confirmation check)

A: Yes a loud sound.

B: Is it made by animals? (Confirmation check)

A: No, This is a very loud sound.

B: By humans?

A: No by nature.

B: By nature. (Repetition)

A: I think this word is related to roar. (hedged opinion)

B: What? (Request for repetition)

A: Roar, and related to rain drops (Repetition)

B: Rain drops. (Repetition)

A: Related to words such as torrent and booming.

B: Booming sound? (Clarification request)

A: Yes.

B: People get frightened? (Confirmation check)

A: Sometimes if they are out, they are shocked right? (Comprehension check)

B: Ok

A: In cloudy weather we have it.

B: Thunder? (Confirmation check)

A: Yes. (Scaffolding ends, ZPD is reached)

To recognize features of languaging used by students, the episodes were examined to take into account the interaction features used in the LLREs. The results indicate that students use a wide range of interaction features in their collaborations. Actually, the participants utilized these strategies so as to gain regulation, mediate vocabulary meaning, and move the less proficient learners through their ZPD.

Interactive features in languaging can cause checking, dismissing, and improving formerly learned knowledge; i.e., linguistic items that learners were exposed to in their previous language learning experiences. These features help learners generate a scaffolding structure in the LLREs in which meaning discovering is made and ZPDs are reached that lead to explaining and remembering of the target word.

The use of interactive features fostered metalinguistic awareness and encouraged learners' self-regulation. Learners got involved in an investigation of the target word in which they made ideas out-loud and generated hypotheses which

they tested and rejected based on their understanding of the interaction. Participants also decided which features are applied to infer knowledge that is indicative of how they were moving towards self-regulation as they tried to come to the linguistic answers.

IV. DISCUSSION AND CONCLUSION

The research question considers characteristics of languaging, namely; interaction features that facilitate lexical meaning making process. In explaining languaging characteristics SCT ideas will be used, concepts such as roles (expert and novice), regulation, ZPD, and private speech. Participants made use of these ideas to have cooperative interaction. SCT frameworks are valuable in explaining features of languaging when lexical related interaction is at its core. Through collaboration, participants took roles (expert and novice), regulated one another, and made use of private speech.

Roles. In the current research, one learner had the expert role and the other was the novice. In their LLREs learners employed a variety of interaction features as they took roles, assisted each other, and cooperated. Previous studies (as cited from Nassaji, 2006) indicate that many issues are involved in learners' use of interactive features including the nature of the word and the discussion that incorporates the word (Parry, 1993; Paribakht & Wesche, 1999), the information given by the peer (Dubin & Olshtain, 1993), the novices' capability to utilize cues (Haastrup, 1991), the significance of the discussed word to understanding the discourse (C. M. Brown, 1993), the extent of cognitive effort given to the task (Fraser, 1999; Joe, 1995), and the participants' presumptions about the possible word (Frantzen, 2003).

This study shows that more proficient participants were more active in using interaction features, which supports the conclusions by Fraser (1999) and Nassaji (2004). The background semantic system of the students defines the richness of the interaction features used. Clearly, this structure grows cumulatively, that is the increase in the use of inferencing strategies happens gradually.

In this study interaction features have many values. Firstly, the use of these features allows learners to be collaboratively engaged in the completion of the task without the help of the researcher. Secondly, discussion of the words with the use of interaction features in episodes can increase their mastery of the word and its various uses. By employing interaction features, learners can practice seeking information and making predictions of the word in future contexts.

Regulation. Other-regulation and object-regulation is connected to interactive features between participants. Participants use interaction features for other and object regulation. For other regulation interactive features such as scaffolding, Requests for repetition, clarification requests, confirmation checks, comprehension checks, repetitions, and hedging are used to verify information, comprehend a concept, and generate meaning. These features developed collaborations between novices and experts. Students made use of object-regulation considering lexical and contextual meaning of episodes to gain knowledge. In this study object-regulations are beneficial to learners who can deduce meaning from discussion. In this study learners made use of meaning in the interactions to have object regulation.

ZPD. Participants' assistance consisted of interaction features such as providing meaning, request for repetition, and confirmation checks. These interactions show moments of learners' collaborations that result in transformation and development and help learners get close to finding the missing information within their ZPDs. These interaction features indicate analysis of actions in learners' discussions and shape their cognition.

Participants take advantage of the interaction features they use. Instructors, taking into account features employed by students, should predict difficulties learners possibly will come across and recommend other appropriate features to be utilized together with those used by the learners already (Beena, 2010). In this research, there was no explanation provided by the instructor about LLREs, and these features were used naturally as learners developed these skills with practice and experience. Still introducing these interaction features is advantageous; participants integrate these strategies to their languaging sooner and even if learners already used these strategies this could raise their awareness.

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Using Portfolio Assessment at Lower Secondary Education in Setswana Language Lessons

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Abstract—This study examined practices in academic progress record keeping at Junior Secondary Schools in Botswana in the Setswana language programme. Using the qualitative approach it was observed that students' academic progress at Junior Secondary Schools were recorded in scheme books with marks written at the back of it, either after an exercise or after writing monthly tests with no evidence produced when necessary during conferencing. The recordings did not show parents, educational officials and learners students' academic strengths and weaknesses in a particular skill they were supposed to develop in the teaching and learning processes. The study involved in-service teachers at Junior Secondary Schools who were furthering their education at the University of Botswana. A questionnaire with open ended questions and interviews were used to collect data from the participants. Data were analyzed using the grounded theory by considering thematic statements that emerged from key research questions. The findings indicated that the measures used for academic records by teachers were not systematic and effective. The study recommends portfolio assessment not as a means to an end, but as a strategy that can be adopted and used to develop a systematic way of keeping students' academic records and monitoring their academic growth and development progress.

Index Terms—Portfolio Assessment, Setswana Language, Teachers, Academic Records

I. INTRODUCTION

One of the major focus of language teaching is to motivate learners to a level where they can be independent, accountable and responsible for their learning. Therefore, teachers' expert knowledge on assessing language proficiency defines what language learners should know. Improvement and expansion of language teaching and learning at all levels is necessary. In this regard, the various stages of language proficiency are vital to what learners should achieve in the end. Portfolio assessment is one way of keeping learners' academic assessments and making them responsible and accountable for their work. "A portfolio is a collection of students' work done in a systematic way and it includes students various assessment, teacher observation and comments over a period of time." (Cole, Ryan & Kick, 2000). According to O'Malley & Pierce (1996) the collection should adequately reflect students' development and progress in skills the course seeks to develop. Besides, Diamonds & Moore, (1995) argue that the assessment or progress should relate to syllabus instructional goals. In addition to the latter, portfolios could be used to support to engage students, support good curricula and instruction, and improve student teaming. Again, some portfolios can be used to involve parents in their children's education programs and to report individual student progress. Sweet (1993) argues that portfolios should record successes; difficulties or ways of working that could otherwise be forgotten or ignored in the planning of instructions. Sweet (1993) expands on the successes by pointing out that portfolios could assist in improving future work, comparing achievements across classrooms, register types of work done and how much peers are engaged in revising drafts as well as deciding which piece of work is the best. All these could enhance learners' academic development. The definition of a portfolio demands that teachers should take an "extra mile" to record and keep safe the academic performance records of learners in a systematic manner that can be monitored.

Calfee & Perfumo (1992) recognize the importance of a portfolio when they say that "the power of portfolio lies in helping teachers and students to focus on the teaching and learning processes." Further, the duo point out that a portfolio is essential because it systematically monitors students' progress in various skills in relation to the instructional goal. Again, Stahle & Mitchell, (1993) emphasize that a portfolio fosters collaboration between teachers, students, administrators and education officials so as to put a concerted effort in developing students academically. Furthermore, it helps teachers and students to devise strategies to identify and remediate problematic areas. Both teachers and students are able to make reference to assignments, tests, and exercises in portfolios for reflection and information whenever questions arise regarding any learners' progress Wolf (1993). Last but not least, a portfolio creates a feeling of ownership since learners are responsible for their portfolios. Besides, learners are able to select and critique their writing. Most importantly, Flood & Lapp (1989) contend that a portfolio contributes towards an effective means of communicating students' developmental status and progress in reading and writing to parents as is provides a wealth of information. From what the scholars say, we cannot undermine the crucial role a portfolio plays in a language classroom, especially where monitoring individual skills is concerned. Both the students and the teachers should be able to observe the development of basic language skills in a planned manner.

Regarding the above, portfolio assessment is problematized in this context because since the shift from the structural to the communicative syllabus in Setswana at Junior Secondary School in 1997, it was not clear how the syllabus with two components of language and literature was supposed to be assessed, and how the marks or students' progress were supposed to be systematically recorded to monitor the development of basic language skills and literature component. It was observed that teachers used scheme books to keep learners academic progress in both language and literature components and this did not reflect which skill was tested and what marks they got. This procedure did not give teachers, school administrators, parents and other stakeholders any concrete language development and growth regarding students' academic progress in the Setswana subject. It was difficult for both parents and teachers to show and have evidence of how their learners are cognitively developing in both the language and literature components. Again, procedures did not make learners accountable and responsible for their work since there was no systematic way of keeping their continuous assessment records.

II. BACKGROUND TO THE STUDY

Setswana is a national language in Botswana. It is taught as a core subject at Junior Secondary Schools following the communicative language syllabus. The communicative language teaching syllabus for Setswana was introduced in 1997 at Junior Secondary Schools. The syllabus agitated for changes in roles of teachers and students, the way assessment was done, and academic records. The syllabus prescribed the teaching of basic language skills in the syllabus amongst other things. The implementation of the communicative language teaching (CLT) syllabus suggested that basic skills be tested accordingly. Setswana syllabus at junior secondary has defied odds by combining literature and grammar in one syllabus, but testing them separately even though the marks would combined at the final stage to make one grade. This practice has made the teaching of Setswana too demanding since one teacher teaches two disciplines simultaneously.

Despite the above, Setswana language and literature are tested through reading and writing skills. The listening and speaking skills are taught but not assessed during teaching and learning processes or even upon completion of the Setswana language programme after three years. (Junior Certificate Examinations Assessment Procedures- Setswana, 2000). Students are assessed through mid-year examinations, class exercises, monthly tests, written projects, and presentations. However, after marking continuous assessment, students are given their papers to keep without the teacher taking note of where they are kept. It has been observed that, many students shred or even throw away the papers if they have not performed well in a piece of assessment task. Some keep them in their personal files depending on whether or not they scored good marks. Parents, teachers and other educational professionals will not have access to those papers when there is need.

Although the syllabus tests reading and writing skills, record keeping of these basic language skills and the literature component lack clear guidelines and systematic recording. One would expect that students should be having basic language skills and literature component portfolios so that when parents come for conferencing at the end of each school term, they should be shown their children's weaknesses and strengths in the subject. Marks were recorded in scheme books without clearly stating what was being tested.

Scholars have raised a concern on the lack of smooth transition from the structural to the communicative syllabus, which has affected teaching and learning strategies that are related to the newly implemented ideas that are challenging in the communicative syllabus (Ramahobo 1999; Jankie 2001; Mokibelo 1999). From her study of 1999, Ramahobo (1999) quotes one of the interviewees as saying, 'I really see Setswana as a neglected language. (p .131)' This could be one reason why the notion of assessment has been also ignored in Setswana at Junior Secondary School level because Setswana has been "put in the shelves" for a long time. The best ways of assessing the language and literature components of Setswana and how such can be systematically monitored in the teaching and learning processes has not been addressed to date. Again Ramahobo (1999) notes that,

"…twelve years after the commission's work, there were no in-service training programmes in the communicative approach or in teaching language arts to handle the recommended syllabus. Hence, the results of lack of smooth transition are evident in that teachers' lessons are dominated by traditional approaches… p.148"

The above quote indicates a gap between training and implementation. It suggests that no systematic training has been provided for teachers to enable them to teach and test Setswana at Junior Secondary Schools.

The Junior Certificate (JC) principal examiners in their analysis of the examination highlight that students fail to demonstrate reading and writing skills in their scripts (Principal Examiners Reports, Examinations Research and Testing Division, 2002, 2003). This could be a consequence of the implementation that was left fluid. Cooter (1993) acknowledges that assessment is a way of testing students' knowledge and skills acquired after doing the course and it should be done systematically. In addition, Diamond & Moore (1995) see assessment as a system that reveals students' communication competencies that are consistent with theories of teaching and learning. Such assessment would be meaningful if it is kept in portfolio for reference. Diamond & Moore (1995) argue that when academic portfolios are kept, teachers and students are able to interpret, analyze, reflect and make decisions after noting the changes that need to be reflected on.

III. RESEARCH METHODOLOGY

The study adopted a qualitative approach, and it sought the views of in-service teachers on the use of portfolio assessment in their classes. The main purpose of this study was to accord students an opportunity to reflect on assessment procedures in their respective schools and check whether or not the assessments and recording system used were effective for both teachers, learners, parents, educational authorities and other stakeholders. The key research questions for this study were: a) what are your views about the current practice of keeping students' academic progress at junior secondary level after implementing the communicative syllabus in 1997?; b) what mechanisms are in place to keep students' academic records for reference?; c) what problems are encountered in using scheme books to record students' academic work?; d) how can the problems encountered above, if any, be addressed? These questions helped in interrogating and teasing out information on the problem under study.

The study was conducted in a period of three months at the University of Botswana in 2008. The study was conducted with a group of in-service teachers who were enrolled in a Bachelor of Education programme. These in-service teachers had been teaching for nine to twelve years and had also been transferred to various Junior Secondary Schools in various districts and were in a position to provide apposite information about assessment and recording of marks for Setswana. Besides, ten of them were already at the level of a senior teacher in the subject area, thus they had a broader perspective of what was happening in their departments, and schools. Again, some of them had been principal examiners for Junior Secondary Schools final examinations and had experiences of marking students' final examinations nationwide. Through their experiences a broader and richer view was given on portfolio assessment and academic record keeping. The group composed of 6 males and 14 female students, but the gender was of no impact to this study.

Therefore, convenience sampling was followed due to availability of respondents in the classroom. All the twenty in-service teachers came from nine different districts of Botswana and different Junior Secondary Schools and they were qualified teachers of Setswana. They had taught at the following area: Central District – Mahalapye, Serowe, Lerala, Bobonong, Letlhakane; North East - Francistown; Kgatleng:– Artersia, North West - Maun; Kweneng District - Molepolole; Southern District –Jwaneng; South East District - Gaborone; Ghanzi District – Ganzhi; and Kgalagadi District - Tsabong. Most of the districts of Botswana were represented in this study. Important to note is that the Central District was represented by five Junior Secondary Schools that were far apart. The map below shows the main districts of Botswana.
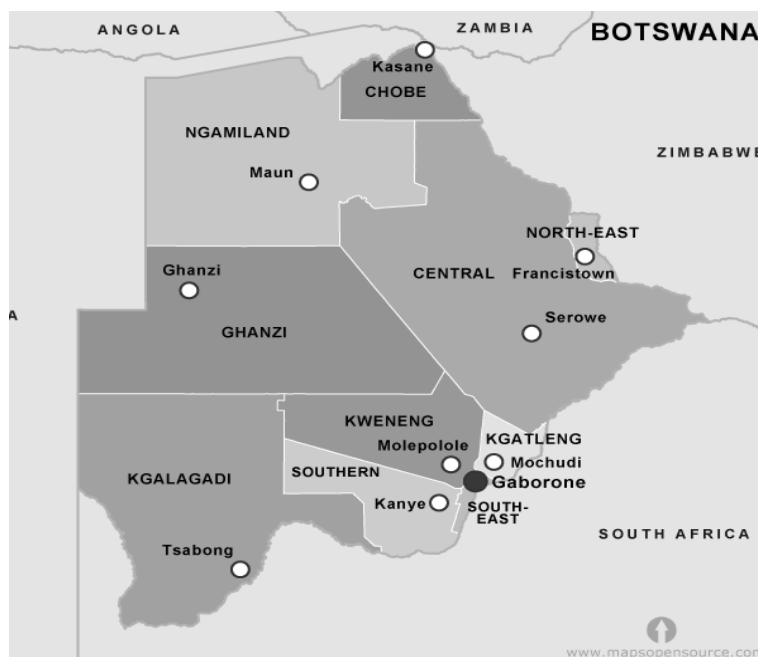

Figure 1: Botswana Districts

Source: mapopensource.com

The researcher used open ended questionnaires and she interviewed teachers on their understanding of continuous assessment and mid and end of year examinations record keeping in their various schools. The researcher opted for open ended questions because they were easy to administer. Also, they provided direct responses to factual and attitudinal questions. Participants were also interviewed to observe their reaction and responses to practices of continuous assessment record keeping regarding students' progress and their responses. Interviews were conducted to check the validity of open ended questions' responses. Also, the researcher used documents used by in-service teachers such as scheme books, report books and final examinations reports as evidence of what they used for recording their students' marks. The scheme books were important documents for this study because they were used by teachers for scheming, recording marks and reflecting on their teaching fortnightly. Also, scheme books recorded monthly academic

progress of learners. Report books were also used to observe how examination marks were recorded and how teachers wrote comments for their learners' continuous assessment and mid-year and end of year examinations. The documents gave a broader view of how students' academic work was recorded.

Data were recorded and analyzed by each key research question to make sure that all the questions had been answered. Patterns and trends were observed in each key research question and they were noted. They were then categorized into thematic statements that were finally interpreted and analyzed.

The data and information in this study could not be generalized to other areas or schools because of its small representation of the teaching fraternity and the lack of representation of most of the Junior Secondary Schools in Botswana. The idea was to share information in the language field and reflect on some of the teachers' assessment procedures.

IV. CONCEPTUAL FRAMEWORK

The study used various concepts borrowed from record keeping which started on medical grounds. Gibbs (1989) wrote an article on anesthesia records keeping which started as a way of assisting medical practitioners to successfully defend meritless claims made by patients and relatives. Therefore, he observed that failure to keep meaningful records, supportive or exculpatory documentation raises a lot of doubts and serious questions about the quality of care being rendered. Records, according to him assist in monitoring and data recording. In addition, according to Upward (1998) records keeping are vital because life is becoming more complex because of the changing social, technical and legal considerations. So it is important for people to have access to records and be able to communicate them reliably. Upward (1998) highlights that record keeping must provide historical evidence that provides insights into documents and transform what is being done; besides there must be continuity of medical records even if staff are transferred. Buckland (1994) argues that records management includes information retrieval, the life-cycle of the records and should be designed for workflow and protection of vital records. Therefore, the mission of records should be to service the needs, roles and activities of departments needing access to records.

The Department of Labour in the United States proposed rule of (2015) of Clarification of Employers Continuing Obligation to make and Maintain an Accurate Record of Each Recordable Injury or Illness. They point out that employers analyze and review the information in their records, and they can identify and correct problems and challenges in the workplace. The records are essential for employers to effectively manage their educational programmes, these records permit employers to track students' strengths and weaknesses over time so that they can evaluate the effectiveness of corrective measures implemented in response to identified problems and challenges. In this regard, teachers could become better informed about, and more alert to the challenges they are facing. Teachers who are aware of the challenges they face are likely to follow effective corrective and remedial measures and report them to educational authorities. The overall academic performance of learners and teaching approaches in the workplace is likely to improve. This process makes available the results for research purposes and for public information. Further decisions concerning improvement of learners' academic performance can continue to form the debates in educational circles.

The above concepts were used by the researcher to guide the use of portfolios in junior secondary schools. The concepts raise a number of issues that teachers and school administrations should take heed of. The notions challenge teachers to keep academic records of students for later referencing and further decision making. The concepts challenge teachers to use records that are communicating such that even if the staff member is transferred, those remaining can find the information useful and be able to use it. The concepts point towards the use of feedback and self-reflections as vital for further improvement and development. The perceptions compliment the idea that portfolios should be regarded as supportive evidence on the strength and weaknesses of students. In this regard, the concepts challenge teachers and school administration to be positive to move towards change, change that will benefit parents, learners, schools and other stakeholders. These thoughts give learners responsibility to look after their academic assessments records and to be accountable for it in the end. The notions give learners the opportunity to see their language development in each skill from one stage to another. The ideas encourage the teaching profession to collaborate and network with each other when portfolios are created to agree on what should go in the portfolios and how it should be managed. The concepts challenges educational authorities to change the structure of the scheme books and examination reports to better inform teachers, students, educational authorities and other stakeholders.

V. THE RESULTS OF THE STUDY

Lack of understanding portfolio assessment

Teachers reported that they did not use portfolio assessment in Setswana language classes and their reasons varied. Some teachers complained that they were not trained in better, and systematic ways of keeping students records. Others said that they thought the method was too expensive and could only be used in Private English Medium schools. Teachers appreciated the feedback involved with both parents and learners. Their comments were an indication that in-service training was inadequate to support the implementation of the communicative syllabus Ramahobo (1999);

Mokibelo (1999) and Jankie (2001). Now that education and knowledge have changed, they needed to increase their knowledge to fit well with the ever-changing education systems.

The Use of Scheme Books

Most of the teachers reported that they recorded marks on last pages of their scheme books but very few said that they have personal notebooks where they kept students marks. They said: "…columns are provided at the back of the scheme books and so I use them…" "I keep my students' marks in a personal notebook if scheme books are not yet available…" The teachers' comments unravelled that they were still adopting the traditional way of recording students' academic progress where numbers are supposed to communicate to the reader. Below is a sample from one of the teachers on how the back of the scheme book looked like and the recording of marks was done. Names of students in the "names of pupils" column are not real.

TABLE 1:
SAMPLE OF MARKS RECORDED IN TEACHERS' SCHEME BOOK AT JUNIOR LEVEL

Names of pupils	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov
Thabang	40	30	60	20	50	55	66	70	40	30	60
Mpho	70	40	57	10	70	60	55	68	50	60	64
Tlotlo	30	60	58	25	50	48	55	66	30	60	63
Leatile	55	56	40	30	40	68	45	70	50	65	66
Gontle	64	45	58	20	50	60	58	70	60	45	62

The above marks do not communicate much to learners, parents, educational authorities and teachers in terms of basic language skills' development and growth without teachers' comments and the students' reflections. The marks do not indicate the students' strengths and weaknesses. Again, it is not clear which basic language skill has been tested. Hughes (1989) observed that, " Too often language tests have a harmful effect on teaching and learning; and too often they fail to measure accurately whatever it is they are intended to measure. (p.1)" Records such as the one above could be harmful to both the learner and the teacher, since they are 'silent' on what takes place during teaching and learning and even testing.

According to in-service teachers' reports, after mid-year examinations, marks were recorded in the report book with short phrasal comments next to the mark due to the small space provided for such comments. Comments such as the ones below dominated the remarks column in teachers old report books: 'pull up your socks'; 'not serious;' 'average;' 'excellent;' 'poor performance;' 'more effort needed;' 'work hard;' 'too playful;' 'noisy;' 'always late' and 'disobedient'. One could ask whether the above comments could assist learners to improve their performances in a particular language skill or communicate to parents and educational authorities.

Lack of Comments and Reflections

All teachers admitted that they did not record marks with comments and said marks recorded with comments were found in report books that recorded students' performances in the mid-year and end of year examinations only. Most teachers reported that their scheme books had no space for comments. The document had been designed as such and that even though they used personal scheme note books it could be illegal document. Duke and Sanchez (2000) accentuate the benefits of using portfolio assessment as providing opportunities for students' performance on a variety of tasks and also revealing students work process. Further, the duo see portfolios as involving students in using high order thinking skills appropriate for work place and also offering a convenient method for documenting their progress. Most importantly Duke and Sanchez (2000) claim that portfolios offer students an opportunity to assess their own performance. It is in the light of this argument that scholars are now questioning the way academic progress record keeping of learners is carried out. Jones & Bray (1986) argue that assessment has to go along with comments, self-reflections, and teacher observations.

Testing of Basic Language Skills not Systematically Recorded

All teachers reported that they did not indicate which language skill has been tested because they just chose areas they wanted to randomly. Teachers reported that literature had poetry and texts, and the language component had a variety of writing genres such as reading comprehension, composition, summary writing, letter writing and so forth. These were however not recorded as such in their schemes, only marks were recorded.

There is an indication that teachers were not even aware that they were developing skills. They did not concentrate on developing and testing basic language skills. They just taught topics in classes and ignored instructional goals.

Keeping of Students Assessment Papers

All teachers reported that students were given their test and examination papers to keep at home. These were not used as references at any point, let alone during teachers and parents conferencing. Most teachers reported that it was the responsibility of learners to keep their assessment papers but they did not expect them to bring their papers during conferencing. Teachers also reported that there were storerooms in their classes, but they could not keep students work in them because storerooms have a lot of books and some kept cleaning materials for their classrooms. After every assessment, be it a test, examination or presentation of papers, students were given their papers to show their parents and there was no evidence that indeed the papers reached the parents. Some of them, especially for those who had performed badly, ended up in rubbish bins. There were very few students who kept their work in files for future

references not because teachers or parents might need them, but just because the students decided to keep their own papers.

Conferencing with parents

Teachers reported that they used marks in the scheme books and the report books to discuss students' progress with teachers. Most of them reported that since they taught students, they were aware of their behaviours, which they could report to parents during conferencing. Almost all of them reported that low marks indicated that the student did not do well and the high marks indicated that the students did quite well. Teachers reported that they used marks in report books and scheme books during meetings and conferencing. Teachers' comments indicated that numerics were enough to convey messages about the performances of students. However, when it came to conferencing, most teachers concentrated on the behaviours of students and would say very little about the academic progression of students. After all, parents had to move about to see eight to nine teachers, so they also preferred to spend very little time with one subject teacher. In the end very little information would have been passed on about students' progress in different skills.

Accessing Students Recorded marks

Teachers indicated that scheme books were for teachers and not students and parents. However, some said when necessary parents would be shown the marks if they wanted to see the progress of their children. Teachers reported that scheme books were checked by senior teachers for the subject to see if they were scheming, and teaching topics that appeared in the syllabus. But parents had no access to scheme books. The responses from teachers meant that scheme books were only accessible to teachers and administrators" Perhaps we should have a closer look at the goals of multicultural education, which spells out that parents and other stakeholders should be empowered to be responsible for their children's education. Going by this principle, one can argue that denying parents access to information about their children's academic progress discriminated them.

Effectiveness of the current assessment

Most teachers observed that the system was not working in their favour hence most candidates did not perform up to standards in the final examinations but could not suggest what could work best for them. Teachers confirmed that scheme books were official documents from the Ministry of Education and Skills Development and therefore they had to use them. In this regard, it was the responsibility of the Ministry of Education to review documents used for assessment and it meant that if they did not complain about them, then they were okay. All of them identified the discrepancies and inadequacies in the schemes they used for recording learners' marks. In one voice teachers reported that portfolio assessment could be an effective strategy for assessing their students. These comments showed some concern from teachers that somehow the Setswana subject was neglected; they felt there must be changes done to focus what they are doing at the moment. It is important to note that some teachers at junior secondary level found keeping students' assessment too demanding, again as they put it, they did not teach in permanent classrooms where they could keep portfolios for students. Teachers' comments indicated that teachers never used to critique the system; nobody had ever questioned the validity and reliability of it because, they were stuck on the traditional way of doing things. Most of them were comfortable with what they were doing probably because they did not know anything about portfolio assessment.

VI. DISCUSSION OF FINDINGS

Portfolio assessment a far-fetched phenomenon

The results from the study revealed a common pattern that portfolio assessment in Setswana language was not understood by teachers of Setswana and yet it could assist in focusing and planning systematically the teaching and learning processes of Setswana language. It was a far-fetched phenomenon. Keeping the records in students' portfolios could help teachers to reflect on their work and promote improved teaching (Calfee & Perfumo, 1992). Teachers needed to set realistic goals for portfolio assessment and this could have increased the probability of sustained teacher interest and use. Marks recorded at the back of a scheme book showed snap shots of students' ability in various discourses of language and literature teaching and learning. Teachers agreed that marks did not indicate whether the test was on summary, composition, poetry or a literature text. As such, it was difficult to make solid decisions on teacher pedagogy, teaching materials and instructional approaches used in the language and literature classes and the curriculum to improve students learning (Jones & Bray, 1992).

Inadequately designed scheme books

The system of having marks recorded at the back of a scheme book did not reflect any shared vision regarding students' academic work. It was evident from the study that scheme books used were inadequately designed. They did not have any space where teachers could note their comments even if they had wished to. Portfolio assessment would show the processes of students' growth and active learning and therefore it should contain multiple sources of students' language activities. According to Valencia (1990) marks that were not accompanied by students' reflections, written summaries or teachers' comments could not give a true reflection, true depth and breadth of students' abilities in many domains of learning. As such teachers would not get constant feedback on students' performance and learning objectives Hughes (1989). O'Malley & Pierce (1996) suggested that portfolios should adequately reflect students' development and progress in basic language skills developed. Calfee & Perfumo (1992) summarize the shared vision by

saying that the power of a portfolio lies in helping teachers and students focus on teaching and learning processes and also for monitoring progress of students (see also Stahle & Mitchell, 1993).

Traditional pedagogical practices

Portfolio assessment demanded a shift in pedagogical practices that could be seen as developing student-centred learning and communicative competence in whole language and literature teaching. As Valencia (1990) argues, marks that are unaccompanied by constructive comments from teachers, do not advocate for where teachers could focus regarding the strengths and weaknesses of learners, leaving the assessment procedures fluid. Importantly, pedagogical practices in the communicative syllabus demanded that teachers could tailor portfolio assessment procedures to the purpose for which it was used, to lesson goals and objectives and to individual student assessment needs. Therefore, assessment instruments and procedures could be adapted to match and reflect student characteristics, and to coincide with student linguistic and developmental capabilities (Moya & O'Malley, 1994).

The assessment procedures and documents did not represent informative ways of illustrating and evaluating students' work to educational authorities, visitors and parents. Wolf, (1993) argues that parents, visitors and educational professionals were supposed to have access to students' portfolios as important stakeholders. In this regard, there was supposed to be transparency so that when decisions were made about curriculum instruction, they would be made on concrete evidence on the performance of students by all stakeholders involved.

Implications

Measures used for recording students' academic progress had implications for teacher pedagogy and classroom teaching. Students' academic records were unsystematically recorded and kept. It was not clear which skills were tested and which genre of literature was tested and what feedback was given. Low or high marks recorded alone were not adequate enough to paint a true picture of students' capabilities.

The system that was used put teachers in difficult positions to reflect and improve their teaching and learning. Teachers were unable to critically assess and analyze their teaching pedagogy, hence conferencing could be based on social discipline rather than on academic improvement.

The system was discriminatory as it left out parents, visitors and educational authorities. As shown above, these important stakeholders did not have access to teachers' scheme books because it was an official document which could be accessible to teachers only.

Conclusion

Systematic procedures of recording marks and keeping students work for conferencing with students, parents and educational authorities is jeopardized by the use of scheme books. As such a change of mindset is necessary and rigorous training of academic record keeping could be a solution to an informative way of recording students' progress marks. It is important to have evidence of students' progression. Teachers must have concrete evidence to conference with students, parents and educational authorities, and they must have tangible evidence to support themselves when they discuss academic issues with parents and educational authorities. If teachers of Setswana from junior secondary schools can continue recording students' progress the way it is done, then we cannot talk about quality teaching and learning. Reviewing and planning on the curriculum could be done in a focused manner knowing students strengths and weaknesses in the subject. Remediation and reflection on both teachers and students cannot be done without proper evidence from students' continuous assessment and proper examinations report. To upgrade teachers we need a concerted effort to change their attitude towards better knowledge and effective ways of keeping students' academic portfolios.

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A Study of the Training Mode of Practical Talents of Foreign Languages in Colleges and Universities[*]

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Abstract—**Foreign language education in China has achieved remarkable achievements in the past hundred years. At present, the development of foreign language majors in China is fast, but there are still many problems: how to make characteristics according to different regions and institutions, how to make foreign language majors serve local construction, and how to integrate training talents with national strategies. These questions need to be pondered over. This paper starts from the era of the gap between foreign talent demand and foreign talent ability, analysis of training foreign language majors of the present mode, mainly from the curriculum system, teaching methods, teaching management and teaching practice to explore how to cultivate the needs of the era of application oriented foreign language professionals, to provide reference for the talents of our country college foreign language professional training model of reform.**

Index Terms—**applied type, foreign language major, talent training model**

I. INTRODUCTION

China's colleges and universities generally offer English courses from the beginning at the beginning of the twentieth Century, in addition to teaching by the direct method, grammar translation method commonly used. In the late 70s, our country had academic exchanges with major English speaking countries such as Britain, the United States, and more importantly, we understood the teaching theories and practices abroad, and promoted the development of English Teaching in China. From the 80s of last century, the communicative approach was introduced into China and was paid attention to. Foreign language teaching has shifted from emphasizing language knowledge and skills to the cultivation of communicative competence. The employment pressure appeared after the enrollment expansion in the late 90s, which made us realize that the main reason is the lack of professional orientation, training orientation and social needs. Market demand is the vane of talent cultivation. Therefore, some scholars advocate that foreign language majors should not only cultivate students' language skills, but also cultivate students' social practical ability in combination with social needs.

II. THE THEORETICAL BASIS FOR THE TRAINING OF APPLIED FOREIGN LANGUAGE PROFESSIONALS

A. Humanism Education Theory

The humanistic psychology, which began in the middle of the twentieth Century, had a profound influence on its educational thought, purpose, content and way. The contemporary humanistic education thought is represented by Maslow (Abraham Harald Maslow) and Rodgers (Carl. R. Rogers). They are from the theory of human nature, self realization theory, advocate students experience as the center of free learning: highlight the role of emotion in teaching, to know coordination for the emotional power of the new teaching mode of teaching; to improve students "self" as the core, emphasizing the importance of interpersonal relationship in Teaching; teaching focus from the teacher to the students, thinking, emotion and experience of students is the main body of teaching, promote the development of sports teaching individualization, the impact of the traditional theory of education, promote the educational reform. It is also because of the great popularity of humanism that in 70s the "Humanitarianism" became the loudest slogan of the school curriculum reform in the United States.

The humanistic psychologist believes that human beings come from nature, and natural human nature is human nature. Everyone has the ability and motivation to develop his potentiality. Behavior and learning are the products of perception, and most behavior is the result of their own views. Therefore, learning involves the whole person, and the

learning experience can make the learners find their own qualities. From this point of view, learning is "becoming" and becoming a perfect person. The humanistic education theory has a profound guiding significance for the training of applied professionals.

B. Theory of Ability-based Education

The ability standard produced in the United States in the 1967 is an international popular educational thought and curriculum model, which has replaced the new program of normal education in the traditional discipline. In the 1970s, the idea of competency based education was mature and widely used in vocational education and training in local and other regions, especially in North America. Its biggest characteristic is: the whole teaching goal is how to make the educated have the ability to engage in a certain occupation, and the teaching goal is very specific and targeted (Chen, 2012).

The idea of ability based education is represented by the United States and Canada. "Ability" refers to the knowledge, attitude, experience and feedback related to their own jobs, which constitute special ability, special ability to form comprehensive ability in the form of learning module, and some comprehensive abilities constitute vocational ability (Cheng, 2013). Professional ability includes: professional, method, social ability and so on. This idea was discarded in 1970s. In the mid and late 80s, the vocational education and demand of education based on knowledge and theory were neglected, and the concept of competency based education was revived. It became the leading educational concept of vocational education training reform at the turn of the century. In 1990s, the trend of the ability standard reached the later stage of the prevailing trend. The ability based education determines the training target, teaching content, method and evaluation based on the ability of employment. Emphasis is placed on students' dominant position, and the core is how to make students have practical abilities. The practice of ability based education is different and practice is different.

Competency based initiative advocates people to achieve their social values by giving full play to their professional skills and creativity, which in turn requires the society to create conditions for the development of personal abilities. Ability standard is capacity building, through the development, use and improvement of ability, develop and utilize human potential maximization, make ability to become the core of human capital. This is also the core of the training of Applied Talents - based on the training of students' practical ability (Dai, 2013).

III. An Analysis of the Status of the Training Mode of Applied Foreign Language Professionals

A. The Status of the Training Mode of Applied Foreign Language Profession

The outline of educational planning emphasizes the combination of learning and thinking; advocates heuristic inquiry, discussion and participatory teaching, helps students learn to learn, integrates knowledge and practice, combines teaching with practice, pays attention to teaching students in accordance with their aptitude, pays attention to students' personality differences, and develops their potential strengths. The outline proposed, according to the training target and the talent idea, set up scientific and diverse evaluation standard, perfect comprehensive quality evaluation (Qian, 2009). By summarizing a large number of documents, the present situation of the training of foreign language professionals in Colleges and universities in China is summarized.

(1) To pay attention to the professional scale and ignore the teaching quality and practice. After the enrollment expansion, foreign language education is developing rapidly. Foreign language majors set up the direction of business and tourism. However, there is no relatively perfect training mode that meets the needs of the times. The weak link of practice teaching causes graduates to not meet the needs of the society. Examination oriented education has made many students "high scores and low energy". The basic skills of foreign language majors need to be improved and the quality of teaching needs to be improved.

(2) To innovate the concept of running schools and advocate students as the main body, but the actual teachers are the main ones. At the end of twentieth Century, under the guidance of *Some Opinions On Reform* professional foreign language education concept of change, but no characteristics, cultivation mode and bigger hindered talent. The essence of "student centered" is to consider the real needs of the students, respect the students' learning personality and characteristics, and cultivate the students' self-learning ability. In the course of teaching, students are advocated as the center to mobilize the initiative of the students, but the reality is that teachers dominate the classroom (Dornyei, 2001).

(3) The mode of talent cultivation is diversified, but it is not scientific. Advocating the consolidation of students' basic skills, although the orientation and elective models are used, it is necessary to be scientific. The emphasis on language basic skills courses leads to low students' humanistic quality. The professional attributes of foreign language and literature determine that language and literature are the core courses, but in the form of Chinese language and literature, the students are lacking in Chinese expression. Therefore, it is necessary to strengthen the construction of the humanities curriculum (Jiang, 2012).

(4) The teaching resources are diversified, but lack of systematization, science and popularization. With the development of science and technology, Internet application has been applied to teaching practice, which greatly expands learning space and teaching methods. However, lacking professional guidance and management in operation, a large number of high-quality teaching and learning resources can not be shared. The teaching materials are mostly theory, light practice, lack of systematic system of knowledge system. The practical practicality of foreign language

teaching materials is not perfect, which all affect the students' interest in learning and the quality of the training of talents.

(5) The construction of teacher team and the quality of teachers need to be improved. Most foreign language teachers graduate from foreign language linguistics, and do not understand trade, management, law and other professional knowledge, and the teachers who understand these specialties will not be able to speak foreign languages. The "foreign language + profession" sell out in the level of teachers. In addition, most teachers do not study the teaching methods and strategies of scientific teaching simply. These factors have a direct impact on the teaching effect and the quality of personnel training.

B. Based on the Empirical Analysis of the Training Mode of Applied Foreign Language Talents

Through the investigation, it is concluded that there are the following shortcomings in the training mode of applied foreign language professionals.

(1) Curriculum lacks practical principles (Marion & Robert, 2011). Curriculum is not a good embodiment of practicality. It is mainly based on general education and professional courses, while practical courses and classes are relatively few, which is the root cause of the lack of practical ability of students. Colleges and universities should pay attention to the cultivation of students' ability and humanistic quality. The key to training talents is to cultivate students' ability and humanistic quality, and to pay attention to the reform of curriculum system to improve the quality of personnel training.

(2) The traditional teaching method is single, and the teaching facilities need to be improved. 91.2% of the employers are willing to recruit talented people with a certain ability to communicate in a foreign language, especially those with skilled interpretation and translation skills. But the actual teaching methods are mainly teachers, students as the auxiliary form, students do not participate in the right, resulting in students' poor learning. In addition, the old age or shortage of teaching facilities can not meet the students' learning needs. All these have seriously affected the teaching effect and the quality of teaching. The educators should use the teaching method scientifically and rationally, which is the important way and guarantee for the training of applied professionals.

(3)There is little or serious lack in the course of practice teaching. The survey of practical experience of graduates by employers shows that 86.4% of employers are very interested in explaining the importance of students' practical ability. 65% of employers pay attention to whether graduates have internships and have relevant work experience, and 80.5% of units are reluctant to recruit graduates. Practice teaching practice is an indispensable link in the course of teaching, and also a necessary link and bridge for students to enter the society. In fact, there is a serious shortage or shortage of practice class in Colleges and universities, so that students lose the opportunity to apply theoretical knowledge to practice. This is the basic reason why college graduates lack the ability to work.

(4) Teachers' overall level of teaching and scientific research and the quality of 'double teachers' need to be improved. Although the structure of teacher team showed a good momentum of development, but generally less academic leaders, the lack of well-known experts and scholars, the number of senior professional titles is relatively low, most of the teachers' professional knowledge is unitary, lack of application of related background knowledge and practical experience, scientific research should be geared to the needs of application, service consciousness in regional economic and social development needs to be improved. The scientific research phenomenon of professional title is very serious. The incentive mechanism of scientific research to promote professional construction and improve the quality of teaching still needs to be improved. All these are serious defects in the training of applied foreign language professionals.

(5) The training of talents is in serious disconnection with the needs of the society. Personnel training only exists in the education system, not social and economic development of the country, science and technology, demand hook, resulting in much graduates, but can really meet the needs of the community are few, which is caused by the large number of graduates working pressure of the root. In addition, Chinese and foreign cooperative schools have developed rapidly, but the demand for talent is still lagging behind the development of the times. The international space for running a school needs to be further expanded, and the international exchanges and cooperation in the deep and wide fields need to be further promoted and strengthened.

In summary, the present foreign language Chinese Local Colleges of professional personnel training problems focused on: 1) the curriculum is not perfect; 2) teaching methods need to be improved; 3) professional size, light quality of teaching and practice; 4) personnel training mode is diversified, but not scientific; 5) advocate students mainly, but the actual by teachers; 6) teachers team construction and the quality of teachers needs to reform and to promote the. The practical communicative function of foreign language is becoming more and more prominent in terms of the requirements of foreign language skills and the employment recruitment. It is imperative to reform the curriculum and the training program of professional talents for the needs analysis and guidance of the society.

IV. GUIDING IDEOLOGY AND TRAINING OBJECTIVES FOR THE TRAINING MODE OF APPLIED FOREIGN LANGUAGE PROFESSIONALS

College English Teaching Syllabus for English Majors' pointed out that higher education goal is to cultivate English majors with solid English language foundation and extensive cultural knowledge, proficient in English in foreign affairs,

education, trade, culture, science and technology, military departments engaged in translation, teaching, management and research work of Compound English talents. According to their own development, teachers, students, social and economic development and market demand of regional universities, according to local conditions, because the school system, independently determine the training mode of English majors. Changing educational ideas and renewing educational ideas is the practice of teaching reform, and it is the ideological basis and guide of cultivating applied talents. Therefore, the training of applied talents must break through the traditional knowledge and practice, broaden the field of personnel training, enhance practical teaching, and cultivate practical talents with solid theoretical foundation and strong practical ability.

Talent is the first resource of social development and an important driving force for social progress. In order to play a better role in promoting talents, the specifications of talents must meet the needs of social development. The construction of talent training mode should follow the rule of higher education, take market demand as the guidance, and rely on local government to build a discipline and professional system serving local economic and social development. We should adhere to the orientation of "local, applied and professional" (Shen, 2013). Focusing on the coordinated development of knowledge, ability and quality of applied talents, focusing on ability training, we should pay attention to students' cognitive and practical ability and innovative spirit, so that students' professional knowledge is extensive, practical ability is strong, and their comprehensive quality is high. The spirit of renewing the concept of talent training is in line with *The Outline* to update the concept of talent cultivation, innovative personnel training mode; pay attention to the combination of learning and thinking, in advocating heuristic based teaching, teaching students to learn; focus on learning; students, establish a diversified It differs from man to man.; talent; respect for personal choice, encourage the development of personality, not sticking to formalities training applied talents of social needs (Qian & Xu, 2007).

Professor Wenzhong Hu (2009) pointed out that despite the various problems in the process of experiment, whether foreign language departments in specialized foreign languages universities, science universities or comprehensive universities have explored the practice of training foreign language talents according to their own characteristics. To determine the training objectives, choose application or professional direction must be forward-looking, emphasizing the demand analysis, considering the local social and economic development, to meet the requirements of the market economy, a serious argument planning, considering the difference of different types of colleges and universities, because the school system, develop training mode from the needs of their respective disciplines, professional development, local development. In short, the goal orientation of English professional training should respect the needs of the society and students themselves. Considering the regional and school conditions, we must also ensure the quality and strength of talents in the training of applied talents (Su, 2004).

According to *Teaching Program*, the surveyed colleges and universities have the general goal of training professional talents: cultivating solid foundation, professional skills, strong ability, humanities literacy and scientific literacy, innovative and applied high-level professionals. Over the years, we have adhered to the school running policy of "stabilizing scale, optimizing structure, improving quality, highlighting characteristics and strengthening services" and adhering to the development strategy of "quality-based school, talent and school building" (Su & Zhuang, 2008), and adhering to the talent cultivation as the fundamental task in teaching as the center, facing the demand of social development, cultivating applied talents. Adhere to the general education and special education system, combining knowledge education and practice ability, combined with comprehensive quality education and professional skills education and training applied talents with society as the goal, on deepening the new training mode of applied talents, promote the deepening reform of education and teaching.

The adjustment mainly reflected in: to meet the needs of society as the goal, to strengthen the training of applied talents, outstanding talent training according to the social demand to set up professional direction; professional direction of curriculum system is complete, timely updates; both the importance of scientific knowledge, pay more attention to the cultivation of ability and quality; respect for the law of discipline, the moderate change education ideas and methods bold innovation, outstanding professional features (Wang, 2009). Because the construction of college is: the characteristics of survival, deepen the connotation construction, adhere to the dislocation development, emphasizing the application first, practice education, the professional development path of 'foreign language specialty, foreign language professional direction', to cultivate "two in one" high-quality applied foreign language talents.

V. THE CONSTRUCTION OF THE TRAINING MODE OF APPLIED FOREIGN LANGUAGE PROFESSIONALS

The teaching concept of "taking students as the main body, taking teachers as the dominant factor, relying on cooperation forms, focusing on curriculum construction, focusing on practical teaching and actively exploring classroom reform" has been put forward by the surveyed universities. The key to talent training is the formulation of the talent training program, and the core of the talent training program is the specialty curriculum system. It is an urgent task for the foreign language major of local universities to construct a scientific and reasonable and characteristic curriculum system. As Xianyu Yang (2011) put forward from the "school standard" starting to determine the goal of talent training, according to the type of school, development history and teachers' situation, we should rationally select the goal and mode of personnel training, highlighting the characteristics of personnel training. The following four aspects are mainly constructed from the curriculum system, teaching methods, teaching management and practical

teaching.

A. Curriculum System

(1) To broaden the professional caliber and integrate the curriculum resources. Pay attention to various courses in coordination with the overall advantage to play the curriculum system, the curriculum system, teaching content optimization, reasonable research ability, to adapt to the society wide as the basic guiding ideology of curriculum construction. To rely on the comprehensive advantages of running schools, the society for talents actual demand, the ability of language and language skills training as the main line, to lay a solid foundation, to broaden the caliber, outstanding application.

(2) To abandon the old curriculum and add new curriculum for social needs. The proportion of the basic, professional and practical classes should be rationally divided. It is scientific, feasible and adaptive to build a curriculum system based on application, practicality and ability. It takes student's social adaptability and recognition degree as an important index of curriculum evaluation. On the basis of deepening foreign language knowledge and skills of learning and practice, to carry out extensive trade, foreign affairs, finance, education, legal and other professional knowledge and skills of learning, to cultivate students' ability of theory with practice and flexible use of language skills to solve related problems ability, construction of foreign language + education, business + foreign language ,foreign + tourism education, shunt interdisciplinary curriculum system, cultivate proficient in foreign languages and master relevant professional knowledge, familiar with Chinese culture and the international practice of the high-quality applied talents of foreign languages.

(3) To set up the course content of "learning to use". The role of classroom teaching is to cultivate students' interest, to provide appropriate language input, to cultivate students' learning strategies and to provide guidance for students' extracurricular learning. According to the principle of openness and flexibility, we should combine professional and general knowledge, compulsory and elective courses, break the barriers of disciplines, strengthen the connection and integration of curriculum and curriculum system, infiltrate the interdisciplinary knowledge into the curriculum, and enable students to learn the connotation of knowledge in a wide range of fields. It also accords with the pragmatism represented by Dewey, emphasizing the training of thinking ability, self-learning ability and basic living ability, which is emphasized in teaching value. The practical feature is to attach importance to interest, vitality, initiative and cooperation between people and people.

(4) The curriculum system that advocates science and humanities, both theory and practice. General talents with strong basic knowledge and humanistic quality and skilled talents are not fragmented. We should consider the professionalism and professionalism to train qualified talents who are suitable for the society and have comprehensive qualities. With the guidance of the students' employment, the platform module curriculum system is perfected. We must compress compulsory courses, increase elective courses, and energetically strengthen the number, duration and credits of practical teaching. In order to improve the teaching level and improve the quality of talent training, we should focus on the construction of excellent courses and key courses.

(5) To compile the teaching materials in accordance with the actual needs. Teaching material is an important part of teaching reform. Reasonable selection and use of textbooks do not stick to specific teaching materials. According to teaching requirements and students' needs, we should make bold decisions on teaching materials, supplement a large number of materials outside teaching materials, and meet students' learning needs. This paper studies the problems in the use of teaching materials, and combines teaching experience to adjust the content of students' skills.

B. Teaching Methods

The foreign language college reforms the teaching methods and means to explore the individualized and diversified teaching with the premise of respecting the development of students' personality. In combination with practical experience, students should be encouraged to study independently and cooperate with each other, and to cultivate the students' ability to explore and the spirit of innovation.

(1) "Cooperative" way of learning. The students in small groups for mutual learning, to stimulate students' interest in learning, to provide students with more opportunities to practice and communication, to ensure the students' autonomous learning; improve classroom atmosphere, improve student achievement; cultivate students' cooperation consciousness and team spirit, to achieve the effects of class, is considered to be the successful teaching mode to promote.

(2) "Student - centered, teacher - oriented" multiple interaction teaching mode. Teachers should understand their students as independent individuals and try to put themselves in a position to understand their views on the world, rather than to impose their views on their students. Not only imparting language knowledge and skills, but also paying attention to the ability of language use, self-learning ability and innovation ability. Through the design of targeted teaching, students are encouraged to participate in the classroom actively. By increasing the amount of reading and cultivating the sense of language, the writing skills will be promoted. More foreign language practice platform is provided to improve the students' ability to apply foreign languages in a comprehensive way.

(3) To strengthen the main course, grade teaching, and promote the training of language skills. Improving students' language skills is the key to the training of applied foreign language talents. Through teacher guidance   students' independent way, mobilize the enthusiasm of the students and do well in the training and assessment of language skills.

From the actual needs of the talent market, professional and interdisciplinary courses have been added.

(4) To construct the "1+1+N" second classroom education system and network teaching. With the support of network technology, teaching is not limited by time and place. It pays attention to the combination of practicality, knowledge and interest, and develops towards the direction of self-directed learning. It turns the "teacher-centered" classroom teaching mode into the modern teaching mode. To constructing a "1+1+N" second classroom education system with rich content and various forms to cultivate students' professional ability and self-learning ability.

(5) To attach importance to international exchanges and cooperation. Not regularly invite experts from home and abroad to give a lecture.

(6) To strengthen the cooperation between school and enterprise, realize the docking of teaching and demand, and expand the practical training base. Invite the enterprises and enterprises to practice the experienced experts of e-commerce, foreign trade and other experts into the classroom to promote cooperation and education and improve the teaching effect. To build a new internship base and organize various training activities regularly. Enterprises and enterprises are invited to offer suggestions on how to cultivate applied professionals.

C. Teaching Management

The daily teaching management system is to maintain the normal order of teaching and make the rules and regulations of the normal operation of the teaching process.

(1) To carry out the credit system, set up the elective course in the hospital, and improve the form and content of the examination. According to the nature and characteristics of the course, it is developed from a single written test to closed, open, written and oral test, oral examination, and net examination. The proportion of the average achievement was increased from 30% to 50%. The proportion of the main and objective questions in the examination is about 6:4, which strengthens the importance of students' autonomous learning.

(2) To implement the network evaluation model of promoting learning, training and teaching, and emphasizing the combination of learning practice, encourage the students to have "one diploma and many certificates", organize and arrange professional pass examinations, business English related qualification and grade examination and so on. In order to cultivate students' comprehensive language use ability and autonomous learning ability, based on the item bank and test paper database, with the help of intelligence and interaction function of network devices, some web courses are applied to some courses. Unit, special skills, grading, mid-term and final examinations, giving full play to evaluation, diagnosis, guidance and motivation in teaching, improving students' learning efficiency and improving teaching quality.

(3) To improve the teaching quality monitoring and evaluation system. The combination of formative assessment and terminative assessment, traditional evaluation and network evaluation, special evaluation combined with term comprehensive evaluation, self-evaluation of teachers and students, mutual evaluation of teachers and students, and combination of leadership evaluation and peer evaluation. Clear quality standards, improve relevant rules and regulations and teaching evaluation system, and improve the quality assurance system for internal teaching (Wen & Xu, 2011). We should optimize the teaching evaluation index and evaluation method, pay attention to the evaluation of students' learning effect and the use rate of teaching resources, and improve the mechanism of result feedback and teaching improvement.

(4) To strengthen the function of culture and educating people. To carry out such as "FLTRP Cup" speech contest, poetry, songs, writing words, rich and colorful various academic competitions, throughout the school year, the combination of inside and outside class language practice, motivate students, cultivate students' comprehensive ability of using language (Yan, 2009).

(5) To strengthen the construction of 'Double Teachers' teaching staff. Teachers undertake the task of transferring teaching content to students, and the quality of teachers directly affects the quality of teaching. We should actively improve the combination of teachers' team, and try to form a virtuous teaching cycle of "teaching with teaching and studying with research and promoting teaching".

D. Practice Teaching

The cultivation of theoretical knowledge and practical ability is the comprehensive cultivation of the quality of talents. The traditional practice teaching and theory are disjointed, and the students' application ability can not be trained. Social practice is the test and acceptance of the teaching process and can not repair the results of the teaching. Professor Hu Wenzhong for the training mission in new period put forward: English majors should return the discipline standard, to find a balance between humanistic education and skills training; training elite talents; training of thinking students' research ability; compressed language skills training, the technology can be combined with the content.

The content of practice and theory course can be divided into: professional skills practical courses, professional practice courses, experimental practice courses and graduation design practice courses. The specific implementation measures are as follows:

(1) To improve the practical teaching facilities and to build a practical teaching system as the core, and to strengthen the training of students' practical ability. A curriculum system should be constructed as the core of the practical teaching to strengthen the training of students' practical ability. Such as: to increase the content of English Majors' skills training, and to integrate with the acquisition of innovative credits and activities.

(2) To consolidate the professional foundation and strengthen the practical skills. Professional skills training should

be carried out for four years, focusing on training listening, speaking, reading and writing and practical skills. For example, it pays attention to the students' book, simple strokes, classroom language, courseware making and so on, and puts the examination results into the comprehensive evaluation of the students and the content of the evaluation of the innovation credits. The curriculum system of practical teaching is constructed and embodied by both in and out of the class. In class practice, there are skills, practical speech and intensive training of professional examinations, such as simulated interpretation, business negotiation, foreign trade practice, translation, practice training and practice of internship.

(3) To do a good job in all aspects of practical teaching and strengthen the construction of practical training bases. Based on the teachers' Education Alliance, the educational practice mode of basic education and school-based teaching connection and mutual promotion of study and research are constructed. Through strengthening the practical teaching link, the students' ability to analyze and solve problems and the ability of innovation are trained to improve their comprehensive quality.

(4) To implement the "double campus language practice model". In order to adapt to the trend of the internationalization of higher education in twenty-first Century, we should cultivate applied foreign language talents with international vision and realize the sharing of teaching resources. According to the foreign language syllabus, the reform of teaching mode, examination content and mode has been promoted. We should renew teaching contents, improve teaching methods, combine learning both inside and outside class, combine compulsory courses with elective courses, expand knowledge and skills training to improve students' foreign language level (Zhong, 2013). In order to enhance teachers' occupation literacy as the foundation, in order to improve the quality of teaching as the basis, to update the teaching contents, improving teaching methods, optimizing skills training as the main line, a firm direction, implement the plan, to ensure effectiveness, steadily improve the quality of teaching, accelerate the construction of the application oriented university characteristics.

VI. CONCLUSION

Under the background of China's current higher education reform and development, how to reform, innovate and keep pace with the development of foreign language education in Colleges and universities has become a hot topic for educators, and it is also one of the problems to be solved in higher education. Under the impetus of reform, China's foreign language majors in Colleges and universities are facing rapid development. They also face problems of reform and implementation in discipline construction, discipline characteristics, curriculum setting and personnel training. Among them, the reform of talent training mode is the core of the teaching reform of foreign language majors. To this end, the domestic scholars are also actively exploring to offer suggestions for the reform of teaching.

On the basis of the domestic and foreign research experience, based on humanism and competency based education theories, combined with the new educational concept, the actual characteristics of local colleges and universities multiple perspectives for the research on the training mode of applied talents, this paper follow the following principles: (1) The research process of the system. Around the core issues of talent cultivation, such as training objectives, training specifications, curriculum design, teaching methods, teaching practice, assessment management, teaching staff and so on. (2) Research and embodiment of the new education concept. The goal of applied foreign language talents training is to cultivate language application ability, enable students to communicate skillfully in foreign languages after graduation, and enhance their self-learning ability and comprehensive cultural quality in order to meet the needs of economic development and international communication. Applied foreign language professionals must have a good ability to communicate in foreign languages, language knowledge and application and intercultural communication. (3) The research pays attention to scientific and practical. With the guidance of educational theory, market demand oriented, scientific data analysis as the basis, combined with the research of our school, it is closely related to the construction of the subject. (4) Research and national strategic docking. The study of characteristic foreign language strategy can provide new ideas for the training of foreign language professionals.

From the perspective of social demand for talents, we should cultivate applied talents in foreign languages, not only considering the number of talents, but also how to better improve the quality of talents.

From the combination of theory and Practice Research on the personnel training mode of talents, demand analysis, application of language major talents should possess, especially to practice the ability to integrate and analysis, and to construct the personnel training plan according to training goals. Therefore, in the future work, we will further explore and analyze the needs of applied foreign language professionals and how to cultivate core competencies of talents.

The research of personnel training cannot be stereotyped. Based on the reality of colleges and universities, local economic development and national strategy, we should explore and study the characteristics of the local conditions, the characteristics and the actual effect, and seek for a unique and practical talent training mode.

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Learning a Local Language at School in Indonesian Setting

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Abstract—**This study attempted to identify how attitude and motivation and the success in language achievement are correlated. The subjects of this study consisted 73 students who had been learning Lampungese as a local language in Indonesia. The data on the attitude and motivation was arranged in a Likert- Style format and the data on the success in language learning was collected through a test consisting four language skills. The data collected from the questionnaires were analyzed to measure internal consistency of hypothesized scales by using item-to scale coefficient. To determine how the variabels were correlated, correlation analyses were undertaken. The result shows that students' attitude predicted motivation, and, in turn, their motivation predicted their language performance; it may be interpreted that attitude predicts motivation through the mediation of motivation.**

Index Terms—**language attitude, local language, motivation, language achievement**

I. INTRODUCTION

Many studies on attitude have referred to the findings of Thurstone's study conducted in 1946. In his study, he defines attitude as the intensity of positive or negative affect for or against a psychological object. He further explains that a psychological object is any symbol, person, phrase, slogan, or idea towards which people can differ as regards positive or negative affect (Kiesler et al., 1969, p. 2). A definition proposed by Shaw and Wright (1967, p. 10) is that attitude is a relatively enduring system of affective, evaluative reactions based upon and reflecting concepts or beliefs which have been learned about the characteristics of a social object or class of social objects. The latter definition implies that attitudes are not innate, and they are learned (Shaw and Wright, 1967). They are regarded as products of social structure. This is consistent with Campbell (cited in Lemon, 1973, p. 8), who believes that attitude is a syndrome of response consistency with regard to a set of social objects. By identifying attitude of language learners, it is expected that teachers may make their students to have positive attitude to the target language in order that the learners learn thelanguage optimally.

In order to identify the attitude of the learners, the attitude should be measured and it is quite possible that attitudes towards an object are not overtly expressed but still measurable. It seems that attitudes become behaviorally manifested when people do not expect anything by pretending. Baker (1992) states that attitude is a hypothetical construct used to explain the direction and persistence of human behavior. He explains that attitudes are latent and hidden though they can be used to predict behavior. They cannot be directly measured. From the above definitions, it can be concluded that attitude is a relatively constant system of evaluative processes towards an object(s) based on what individuals have learned in previous settings. The affective evaluation towards an object may range along a continuum from positive values to negative values as stated by Fishbein and Ajzen (1975). Zero attitudes are considered as no attitude towards the attitude object or an ambivalent attitude (Shaw and Wright, 1967). Even though attitudes are relatively constant in individuals, attitudes have been learned. Since they are learned, they may be changed by further learning (Lemon, 1973). This is one of the reasons why identifying the attitude to the target language is important in teaching the language.

Attitudinal behaviour can be divided into three components: cognitive, affective, and conative elements (Lemon, 1973; Baker, 1992; Els et al., 1984). The cognitive component of attitude refers to the way in which individuals perceive and conceptualize an attitude object. It represents an individual's belief about the attitude object. The affective component refers to the feeling towards the attitude object. It is said that individuals may differ markedly in the characteristics they ascribe to an attitude object, but they may be identical to each other in the degree of positive or negative feeling they manifest towards it (Lemon, 1973). The conative component, which is also called action component (Baker, 1992, p.13), is concerned with an individual's intention to behave in certain ways with regard to the attitude object, which is called *readiness for action*.

It is said that the belief about an attitude object is different from the opinion about the object. Thurstone (cited in Lemon, 1973) states that an opinion is simply a manifestation of an attitude, and that opinion can, therefore, be used to diagnose the underlying attitude predisposition. Opinion is defined as an overt belief without an affective reaction while attitudes contain affective reaction (Baker, 1992; and Summers, 1969). However, opinion is not always consistent to attitude. For example, a man may be a liar for reasons of courtesy, especially in those situations in which frank expression of attitude may not be well-received (Summers, 1969).

The role of attitude and motivation in language learning

So far, the discussion relates to attitude in general. Baker (1992) discusses attitude more specifically in terms of language. *Language attitude* is considered very important to language teaching since policies on language can flourish or fail according to the language attitudes of the community. He agrees that there are two kinds of language attitude: instrumental attitude and integrative attitude. Instrumental attitude is mostly self-oriented and individualistic, e.g. vocational reason, status, achievement, personal success and survival, while integrative attitude to a language is mostly a social and interpersonal orientation and may concern attachment to, or identification with a language group and its cultural activities (p. 32).

Baker (1992) interchanges the term attitude with motivation. It seems that the interchange is influenced by Gardner and Lambert. The term *integrative* and *instrumental*, which is used to classify attitude, is commonly used to classify motivation (Gardner and Lambert, 1972). Also, there seems to be some disagreement about the terms of integrative and instrumental motivation in classifying the reasons for learning a foreign language. Various researchers might classify reasons for learning a foreign language differently (Spolsky, 1988). The term "integration" seems to have resulted from the situation in Montreal, where integration is an important issue for English speaking people and French speaking people. However, it is important to note that Gardner and Lambert found that while aptitude for language is one factor in the equation why some learn quickly and others slowly, attitude or motivation to learn a language was found to be independent of language aptitude. Students with higher ability or greater aptitude were not the only ones with favourable attitudes, nor were they guaranteed to succeed in learning a second language (cited in Baker 1992, p. 33).

Although the term *attitude* and the term *motivation* refer to similar ideas, Gardner et al. (1993) seem to have differentiated attitude from motivation. Their study shows that success in mastering another language also depends on motivation, language attitudes and other individual differences. Gardner and Lambert (1972) further explain that the learner's motivation for language study will be determined by his/her attitude and readiness to identify and by his/her orientation to the whole process of learning (1979).

The discussion of the role of attitude and motivation in second language learning seems not to be final. Els et al. (1984) states that Gardner and Oller have redefined the distinction between attitude and motivation. Attitudes are considered to be directly related to motivation and viewed as motivational support and not as factors which directly affect learning process. It also implies that motivation directly effects on L2 learning. Motivation to learn a language is not only determined by attitudes, but also by other factors, such as the desire to please teachers or the promise of a reward. Els et al. (1984) further explains that a learner who is instrumentally motivated does not necessarily have positive attitudes towards the target language group. Kuhlemeier et al. (1996, p.500) assumed a strong relationship between attitude and achievement but the empirical data in their study did not justify the assumption. Their study, which involved secondary school students of the first German language instruction in Dutch Secondary Education, suggests that at the end of the school year the attitude and achievement correlated as weakly as at the beginning of school year. Further, negative relationships between attitude and achievement were found in a study by Svanes (1988). None of three groups from different cultural backgrounds: Western, Middle East and Africa, and Asia, who were the subjects of his study, revealed a positive relationship between achievement and attitude. The two studies explored the relationship between attitudes and language achievement.

Some other studies have also been conducted to investigate the role of different types of motivation. Different from the studies that have been discussed, which studied motivation from general perpectives (Olshtain et al., 1990; and Oxford & Nyikos, 1989), some studies classified motivation under two types, namely instrumental motivation and integrative motivation (Gardner & Lambert, 1972). Instrumental motivation is considered as desire to meet practical reasons and integrative motivation is considered as desire to be as members of the native speakers (Krashen, 1988). The integrative motivation is often believed to be superior to the intrumental motivation (Gardner, 1985). Grouping motivation inder the two types is commonly used in learning another language.

It seems more reasonable to classify motivation as intrinsic and extrinsic (Ramage, 1990). Therefore, in this study, students' motivation was classified based on the reasons for learning English, namely whether the reason (s) are internal to the behavior (intrinsic) or external to the behavior (extrinsic). Ramage (1990) investigated factors that influence the decision to continue or discontinue foreign language study and provides data that intrinsic motivation emerged as a stronger contributor than did extrinsic motivation (p.207-208). The students' motivation was also measured based on the intensity of the motivation and it was measured by identifying how high or low the intensity of their motivation was.

Attitudes that are probably related to motivation to learn a foreign language are attitudes towards the language, the teacher, and the course (Setiyadi & Sukirlan, 2016). Baker (1992) states that language attitude is an umbrella term, under which resides a variety of specific terms, such as attitude to language groups, to language lesson, and to the uses of specific language. The present study was aimed to identify the attitude to an indigenious language, the teaching of the

the indigenious language and the speakers of the language. The study is expected to solve a problem why the result of the teaching of the indigenous language at school in Indonesia is still far from expected.

The discussion and investigation of attitude is challenging. The variation in findings seems to have been due to different concepts and definitions of attitude and motivation and the relationships of the two variables with language proficiency. It seems that there is a need to identify the role of attitude and motivation in learning a local language. The objective of this present study is to identify how attitude to a local language is correlated with students' motivation and linguistic proficiency. The findings of the present study will response on how attitude to a local language, motivation and success in learning a local language are intercorrelated, and the findings of this study is also expected to provide teachers with an idea how they have to deal with the language attitude of the students in learning a local language, their motivation in learning the local language, in order for the students to have better results in learning the local language.

II. METHODOLOGY

The subjects of the study were 73 students who had been learning Lampungese as a local language, which is one of the indigenous languages in Indonesia. The data were collected through a questionnaire, which were developed to measure the attitude to the language, attitude to the teaching of the language and the attitude to the speakers of the language. This questionnaire consists of 30 items (Widodo, Ariyani & Setiyadi, 2017). The responses of strongly agree got 5 and those of strongly disagree got 1.

The questionnaire which was meant to assess motivation consisted of 40 items (Widodo, Ariyani & Setiyadi, 2017). In the questionnaire of motivation, students were provided with statements with three possible answers which were arranged in an ordinal variaable. The scores of the choices are 1 for the lowest motivation and 3 for the highest motivated behavior. The items are either negatively worded or positively worded. Some items of the questionnaire to asses motivation was theories of motivation and some other items were adapted from Gardner (1974). The two questionnaires were given in in the national language, Indonesian.

Language proficiency was measured to assess the language proficiency of the local language. The test consists of the four parts of language skills, namely: listening, speaking, reading and writing. Each part has 10 items. The total score for each section is 25 with no penalty for wrong answers. The total score ranges from 0 to 100.

The data collected from the questionnaires were analysed to measure internal consistency of hypothesized scales by using item-to scale coefficient. This was done to obtain an indicator of the scales' unidimensionality by determining if the responses to a particular item reflected the pattern of responses on other items (de Vaus, 1985, pp. 88-89). If it did not, it was assumed that the item was measuring something different from the other items and it was dropped from the scale. The analysis was conducted by using the Cronbach alpha coefficient. The alpha ranges between 0 and 1, the higher the alpha, the more reliable is the questionnaire.

III. RESULT

To measure the internal consistency of the hypothesized scales of the questionnaire of language attitude and motivation, Cronbach Alpha coefficients were computed for each scale. Table 1 provides evidence that the scales of attitude and motivation have high alpha values. All the scales in this study were internally consistent; therefore, the criteria on internal consistency of the constructs were met in this analysis. In general, the items developed in the present study had high correlation with their constructs so that the items of the two questionnaires were considered valid, as shown on Table 2.

TABLE 1
RELIABILITY OF THE MEASURES

Scales	Items	Cronbach's alpha
Attitude to Lampungese language	10 items	.80
Attitude to the learning of Lampungese language	10 items	.79
Attitude to Lampungese speakers	10 items	.85
Desire to learning Lampungese language	20 items	.88
Intensity in learning Lampungese language	20 items	.80

TABLE 2
VALIDITY OF EACH ITEM WITH THE CONSTRUSTS

Constructs	Items
Attitude to the local language	1)0,706 2)0,702 3)0,730 4)0,740 5)0,802 6)0,811 7)0,932 8)0,718 9) 0,760 10) 0,793
Attitude to the learning of the local language	11)0,764 12)0,716 13)0,729 14)0,768 15)0,755 16)0,811 17)0,799 18)0,844 19)0,630 20) 0,806
Attitude to the native speakers	21)0,703 22)0,856 23)0,664 24)0,773 25)0,667 26)0,877 27)0,857 28)0,888 29)0,745 30)0,777
Desire to learning a language	1)0,806 2)0,772 3)0,735 4)0,840 5)0,702 6)0,808 7)0,832 8)0,818 9)0,860 10)0,893 11)0,784 12)0,776 13)0,629 14)0,868, 15)0,705 16)0,877 17)0,711 18)0,644 19)0,650 20) 0,776
Intensity in learning a language	21)0,803 22)0,805 23)0,874 24)0,673 5)0,743 26) 0,742 27)0,770 28)0.777 29)0,738 30)0,709 31))0,727 32)0,755 33)0,711 34)0,689 35) 36)0,757 37)0,701 38)0,670 39)0,730 40)706

To determine how attitude correlate with motivation and language proficiency, correlation analyses were undertaken. As can be seen from Table 3 the attitude were statistically significantly correlated with motivation but not significantly correlated with language proficiency. Even though attitude was significantly correlated with language proficiency, motivation was significantly correlated with language proficience. This suggests that attitude affects learners' motivation and their motivation has positive effects on language performance.

TABLE 3
CORRELATIONS OF THE VARIABLES

	(a)	(a1)	(a2)	(a3)	(b)	(b1)	(b2)	c
Language attitude (a)	-	.77**	.70*	.43	.69*	53**	74*	50
Attitude to the local language (a1)		-	.88**	.72	.66**	.73**	.55*	.45
Attitude to the learning of the local language (a2)			-	.25	.75**	.71*	.63*	.52
Attitude to the native speakers (a3)				-	.45	.25	.56	.77
Motivation (b)					-	.55*	.88**	.71**
Desire to learning a language (b1)						-	.44**	.62**
Desire to learning a language (b2)							-	.76**
Language performance (c)								-

** $p < 0.01$
*$P < 0.05$

IV. DISCUSSION

The empirical data provided in this study shows that the attitude of the students toward Lampungese language as a local language was significantly correlated with their motivation in learning the language while motivation was significantly correlated with language performance. The significant correlation between *attitude to the local language and the learning of the local* language indicates that attitude and motivation have close relationship. It implies that attitude is the cause and motivation is the effect. Contention is based on the theories that students' attitudes will influence their effort in learning a foreign language since the effort is correlated with actions (Mantle-Bromley, 1995). The actions refers intensity and intentions refers to desire (intention) in learning the local language. Thus, attitudes, particularly attitude to the local language and the learning of the local language, affect motivation in learning the language. This supports an assumption proposed by Gardner and MacIntyre (1993) that motivation mediates any relation between language attitudes and language achievement.

The findings show that *attitudes to native speakers of the local language* are not significantly correlated with either motivation or the components of motivation. This can suggest that although attitudes to the speakers of a language will affect motivation in learning the language of the speakers whenever the students wish to *integrate* themselves and get along with the speakers, this condition seems not to happen, if not impossiblee. In Indonesia learning the local language is acquired more as an *instrument* to have better scores at schools. This may therefore explain why attitude to English and learning English is more correlated with motivation than is attitudes to native speakers of the local language.

That motivation plays a great role in language learning is not questionable; many studies have been conducted that support this statement (Setiyadi, 2016; Setiyadi, Mahpul, Sukirlan & Rahman, 2016). The findings of the present study indicate that the more motivated students have better language performance. This is in line with a study conducted by Wen and Johnson (1997), which provides evidence that motivation, with other L2 learner variables, has a direct effect on English proficiency. The empirical evidence in their study, whose participants were university students in China, suggests that differences in motivation lead to differences in language proficiency. A study by Olshtain, Shohamy, Kemp, and Chatow (1990), which involved Hebrew-speaking children in the Israeli school system, also suggests that the correlation of motivation (and attitude) and achievement in English is strong and supports the argument that motivation affects achievement.

The relationship among attitude, motivation and language performance indicate that students' attitude predicted motivation, and, in turn, their motivation predicted their language performance. Therefore, it may be interpreted that attitude predicts motivation through the mediation of motivation.

ACKNOWLEDGMENTS

APPENDIX A: ATTITUDE QUESTIONNAIRE

Following are a number of statements with which some people agree and others disagree. There are no right or wrong answers since many people have different opinions. We would like you to indicate your opinions about each statement by ticking the alternative below which best indicates the extent to which you agree or disagree with that statement.

No	Statements	Strongly agree	Agree	Can't decide	Disagree	Strongly disagree
1	Lampungese is necessary in the era of globalization					
2	Lampungese is a language with standard rule					
3	In Indonesia the use of Lampungese should be restricted.					
4	Lampungese is a popular language in Indonesia					
5	Television programs shown in Lampungese in Indonesia must be translated into Indonesian					
6	Lampungese is less important than other foreign languages for Indonesians					
7	Lampungese is a very complicated language					
8	Lampungese is a language of educated people					
9	Listening to Lampungese songs is disgusting					
10	Lampungese pronunciation is beautiful					
11	Learning Lampungese is obligatory in this province					
12	If I have children, I would like them also to learn Lampungese out of school hours					
13	I prefer to be taught Lampungese at all school levels.					
14	Learning Lampungese is interesting.					
15	Learning Lampungese makes me happy.					
16	I would rather spend my time on another language (if any) than Lampungese.					
17	Learning Lampungese is dull					
18	Lampungese class should be an optional subject					
19	Lampungese is a language worth learning					
20	Learning Lampungese can influence our way of life based on our country					
21	Native speakers of Lampungese are friendly					
22	Native speakers of Lampungese are generally well educated					
23	Native speakers of Lampungese feel too superior to other people					
24	Native speakers of Lampungese are money oriented					
25	Native speakers of Lampungese are arrogant					
26	Native speakers of Lampungese tend to intervene another country's domestic affairs					
27	Native speakers of Lampungese are trustworthy					
28	Native speakers of Lampungese are hard working					
29	Native speakers of Lampungese are considerate of the feeling of others					
30	Native speakers of Lampungese are selfish					

APPENDIX B. MOTIVATION QUESTIONNAIRE

Please answer each of the following items by circling the letter of the alternatives which appear to most applicable to you. We hope you to be as accurate as possible since the success of this investigation depends on it.
1. Why do I learn Lampungese? I can honestly say that I
   a. try to kill my spare time.
   b. am suggested by somebody else to join.
   c. really try to learn Lampungese.
2. If my Lampungese teacher wants someone to do an extra Lampungese assignment, I will
   a. definitely volunteer
   b. only do it if he/she asks me directly

    c. definitely not volunteer

3. When I hear Lampungese songs on the radio, I
    a. change the station.
    b. prefer to listen to the music, paying attention only to the easy words.
    c. prefer to listen carefully and try to understand all the words.

4. If I have Lampungese homework, I
    a. just skim over it.
    b. put some effort into it, but not as much as I could.
    c. work very carefully, making sure I understand everything.

5. When I see directions written in Lampungese, I
    a. read them carefully and try to understand.
    b. read them over, but give up if it gets difficult.
    c. look for the Indonesian translation.

6. If I have a problem in understanding something while I am learning Lampungese, I
    a. just forget about it.
    b. only seek help just before the exam.
    c. immediately ask the teacher for help.

7. I actively think about what I have learned in the Lampungese course
    a. very frequently
    b. once in a while
    c. hardly ever

8. When I am in the Lampungese discussion, I
    a. never say anything.
    b. speak once a while.
    c. speak quite often.

9. Outside of class I read Lampungese books and magazines.
    a. quite often
    b. once a while
    c. never

10. After I get my Lampungese assignment back, I
    a. always rewrite them, correcting my mistakes.
    b. look them over, but I don't bother correcting mistakes.
    c. just throw them in my bag and forget it.

11. If an Lampungese course is offered, I will
    a. not enroll in the course.
    b. enroll if it is free.
    c. definitely enroll.

12. If I have an opportunity to speak Lampungese outside class, I will
    a. speak it most the time if it is possible.
    b. speak it occasionally if it is necessary.
    c. never speak it.

13. During the Lampungese class, I would like
    a. to have only Lampungese spoken.
    b. to have a combination of Indonesian and Lampungese spoken.
    c. to have Indonesian spoken as much as possible.

14. If I had opportunity to meet Lampungese speaking families, I would
    a. not go.
    b. go only if I had nothing to do.
    c. definitely go.

15. If I had a choice, I would like to take
    a. a Lampungese class only.
    b. a Lampungese and another local language class.
    c. another local language class.

16. If there were a Lampungese speaking club here, I would
    a. try to attend the meetings as often as possible.
    b. attend the meeting only once a while.
    c. not join.

17. If I knew enough Lampungese, I would watch Lampungese Television programs
    a. as often as possible.
    b. sometimes.

      c. never.
18. If I had opportunity and knew enough Lampungese, I would read Lampungese books and magazines
      a. never.
      b. not very often.
      c. as often as possible.
19. After I finish my Lampungese class, I will probably
      a. make no attempt to remember the Lampungese I have learned.
      b. try to use the Lampungese that I am very sure of.
      c. try to use Lampungese as much as possible.
20. If there were a Lampungese television station, I would
      a. never watch it.
      b. turn it on occasionally.
      c. try to watch it often.
21. Why do I learn Lampungese? I can honestly say that I
      a. try to kill my spare time.
      b. am suggested by somebody else to join.
      c. really try to learn English.
22. If my Lampungese teacher wants someone to do an extra Lampungese assignment, I will
      a. definitely volunteer
      b. only do it if he/she asks me directly
      c. definitely not volunteer
23. When I hear Lampungese songs on the radio, I
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      a. just skim over it.
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      c. work very carefully, making sure I understand everything.
25. When I see directions written in Lampungese, I
      a. read them carefully and try to understand.
      b. read them over, but give up if it gets difficult.
      c. look for the Indonesian translation.
26. If I have a problem in understanding something while I am learning Lampungese, I:
      a. just forget about it.
      b. only seek help just before the exam.
      c. immediately ask the teacher for help.
27. I actively think about what I have learned in the Lampungese course...
      a. very frequently
      b. once in a while
      c. hardly ever
28. When I am in the Lampungese discussion, I
      a. never say anything.
      b. speak once a while.
      c. speak quite often.
29. Outside of class I read Lampungese books and magazines.
      a. quite often
      b. once a while
      c. never
30. After I get my Lampungese assignment back, I
      a. always rewrite them, correcting my mistakes.
      b. look them over, but I don't bother correcting mistakes.
      c. just throw them in my bag and forget it.
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      a. not enroll in the course.
      b. enroll if it is free.
      c. definitely enroll.
32. If I have an opportunity to speak Lampungese outside class, I will
      a. speak it most the time if it is possible.
      b. speak it occasionally if it is necessary.

     c. never speak it.
33. During the Lampungese class, I would like
    a. to have only English spoken.
    b. to have a combination of Indonesian and Indonesian spoken.
    c. to have Indonesian spoken as much as possible.
34. If I had opportunity to meet Lampungese speaking families, I would
    a. not go.
    b. go only if I had nothing to do.
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    a. a Lampungese class only.
    b. a Lampungese and another foreign language class.
    c. another local language class.
36. If there were a Lampungese speaking club here, I would
    a. try to attend the meetings as often as possible.
    b. attend the meeting only once a while.
    c. not join.
37. If I knew enough Lampungese, I would watch Lampungese Television programs
    a. as often as possible.
    b. sometimes.
    c. never.
38. If I had opportunity and knew enough Lampungese, I would read Lampungese books and magazines
    a. never.
    b. not very often.
    c. as often as possible.
39. After I finish my Lampungese class, I will probably
    a. make no attempt to remember the Lampungese I have learned.
    b. try to use the Lampungese that I am very sure of.
    c. try to use Lampungese as much as possible.
40. If there were a Lampungese television station, I would:
    a. never watch it.
    b. turn it on occasionally.
    c. try to watch it often.

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Brainstorming Strategy and Writing Performance: Effects and Attitudes

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Abstract—The study sought to examine the impact of employing brainstorming strategy, as a pre-writing strategy, on advanced EFL students' writing ability. Moreover, the study sought to investigate the attitudes of the participants in terms of the efficacy of brainstorming for developing writing performance. Sixty participants were randomly assigned to two groups participating in Writing II course at Atlas Language Institute in Yasouj, Iran. The highest as well as the lowest achievers were deleted in order to have an almost homogenous group. The participants were randomly assigned to control (No = 30) and experimental (No = 30) groups. Both groups had the same teacher. Based on the results of the pretest and posttest, learners that were treated with brainstorming made significant progress in writing. Furthermore, questionnaire scores indicated that the majority of the learners found brain storming a useful strategy in enhancing their writing skills. The results of the current study highlight the effectiveness of employing brainstorming as a pre-writing strategy in developing EFL students' writing skill.

Index Terms—brainstorming, writing performance, advanced English as a foreign language (EFL) learners

I. INTRODUCTION

According to Fitze and Glasgow (2009,) several forms of knowledge including grammar- vocabulary- and rhetorical structure of the language are needed for writing as an ability interrelated with creativity. Writing motivates thinking and learners are compelled to focus and organize their opinions. Based on Maghsoudi and Haririan's (2013) remarks writing also reinforces learning and reflects in the language. As Yong (2010) noted writing can also foster collaborative skills of the learners. According to Cohen and Brooks-Carson (2001), creating opinions can produce anxiety especially for those experiencing writing in the context of a second or foreign language. According to McDonough (2004), collaborative group arguments can diminish the level of anxiety in the learner. He also believed that chances for communication can be provided through such activities. Based on Mohamed and Mahmoud (2004) collaborative tasks can trigger a supportive instruction environment to exchange opinions and knowledge. According to Johnson (2000), student learning can be enhanced and social relation can be promoted through the potential of cooperative learning. O'Donnell (1985) said that positive interaction also can be increased via collaborative group work. Hirst (2005) discussed that collaboration can contribute to an increase in producing opinions. Similarly, Richards and Rodgers (2011) argued that communicative competence can be developed by cooperative learning.

The majority of the students think that writing is not a cooperative work and also it is an individual attempt. They may never share their composition with their classmates and do not require their friend's written reflection and have no feedback for them. Thus, enhancement of the quality of learners' composition is required for English writing teachers to give learners more collaborative environment and also make them eager to share their production with their classmates. Nowadays composition tasks are not paid enough attention as a significant element in the context of EFL by both learner and instructors in some educational settings in Iran. Therefore, the present investigation seeks to provide some preparation for writing classes to make learners become skilled in structural writing production. Composition classes seem to be boring for the learners and they do not enjoy them since they are not involved in such classes. On the other hand, stimulating them is not easy at all. Therefore, the present study seeks the effectiveness of the Iranian learners' composition skill which is based on the enhancement the brainstorming strategy to progress their writing skill. In fact investigators believe that the implementation of brainstorming tasks is one of the ways to obtain this target. Thus, the current research investigates the effectiveness of the Iranian learners' writings which is based on developing the brainstorming strategy to improve their writing skills. Indeed many researchers (e.g., Amoush, 2015; Hashempour, Rostampour, & Behjat, 2015; Maghsoudi, & Haririan, 2013; Manouchehry, Farangi, Fatemi, & Qaviketf, 2014; Mahdian Mehr, Aziz Malayeri, & Bayat, 2016; Rashtchi, & Beiki, 2015) believe that one way to achieve this goal is through applying brainstorming activity. However, no research study, to date, to the best knowledge of the researchers have explored the effect of brain storming strategy on writing performance as well as examining the attitudes of learners concerning the efficacy of this strategy for improving writing performance.

II. LITERATURE REVIEW

The Nature of Writing Performance

This is a traditional viewpoint that language classes which writing performances initially to support and reinforce patterns of oral language use- the notion is supplanting vocabulary and grammar in a second language is valuable. French and Rhoder (1992) strongly emphasized on the critical role of writing in L2 acquisition and expressed that writing is closely associated with creativity. Composition is one of the tasks that we can be requested to conduct enhancing learners "one of the skill that is necessary for learners to improve during their educational courses is writing". They are also required to progress their ability to write in activities such as meaningful sentence- coherent ideas- use interactional phrases- select appropriate words and idioms and use them in their writing. According to Chien (2012) the majority of the investigations on L2 writing has been dependent on the relation between competence of writing and strategy use has revealed that writing proficiency is writing intertwined to writing strategy use. For example Bai (2013) understood that writing strategies including planning - revising and assessing were importantly related to English language proficiency. Regarding this issue PRE is a task in class motivating learners to write that can make thoughts stimulated to be triggered. In this step learners let their own writing to be reflected and measure their improvements. Also the teachers require to enhance flexibility and adopt their instruction to the various needs of the learners. The learners who want to write take time to think about their topic and produce opinions. Sometimes a learner is disappointed since he/she con not think of anything to say related to the title in the prewriting stage.

According to Rimes (1983), the writing process in the classroom as a plan for teaching that prepare learners a collection of planning learning experiences to contribute them to figure out the entity of writing at any point. There are lots of strategies to seek opinions about the title and various ways to be closer to your composition. In this part learners will be trained lots of techniques and strategies to produce opinions. One of these strategies is brainstorming. As a matter of fact it is a revolutionary strategy for opinion generating which is tried and practiced in many offices and laboratories. It is intriguing to understand that a qualified brainstorming session is sudden and the secret of such issue is also well planning. Based on the Tarker and Shamates (1992) brainstorming is a mean to motivate quantity much more than quality. It starts with expression of the target and learners have some few seconds to write short information quickly and then can give their perceptions. When the list of brainstorming is perfect argument certifies about thoughts and requires to be taken later. In fact brainstorming contributes the learners to convey the ideas from the brain to speaking organs or to the related members to abilities like writing. It is a band or individual inventiveness strategy by which attempts are made to discover an end for a special complication.

The Brainstorming Strategy

According to Luchini (2010), the different cognitive and linguistic characteristics involved in the writing ability make it a difficult task for students to learn. It is necessary for the learners to enhance support opinions they plan to interact through the process of writing. They require to arrange - amend and rewrite before their manuscripts are completed. However according to Furneaux (1999) writing is considered as a "tedious chore" for teachers and learners if it concentrates only on the products. Learners can be actively involved in writing process by brainstorming. Based on Richards (1990) brainstorming can progress the learners cognitive skill and contribute them to produce opinions. In his investigation Richards revealed that learners who were instructed in brainstorming strategy were more effective in making classifying opinions than others. KhalafIbnian (2011) has pointed to the positive role of brainstorming in the development of organization and mechanics of writing. The positive effect of brainstorming on the writing skills of the learners has also been documented by Rao (2007). The study by Alkhatib (2012) highlighted the effect of brainstorming on the problem solving of the L2 learners and Maghsoudi and Haririan (2013) showed that brainstorming helps the L2 learners gain more independence and success in writing. Storch (2005) declared that cooperative writing raises the writing quality; progress learner stimulation (swain.1998); promote knowledge pooling (Donato. 1994) and developed concentration on discourse structure- grammar- and usage if vocabularies (Swain, 1998). Based on Franken's (2002) investigation collaborative interaction had positive influence on learners' summary writing. Storch (2005) revealed that pair work among group members resulted in opinion sharing; also- he showed that learner working in categories wrote more summarized but grammatically exact and sophisticated argumentative essay than the learners who worked and wrote personally. According to an investigation conducted by Storch (2007) comparing the generated texts written in pairs and individually had discovered no important divergence concerning accuracy; however he came to this result that cooperative influenced learners' word selection.

According to Wigglesworth and Storch (2009), cooperation in writing tasks positively affects the writing accuracy of learners and Furneaux (1999) maintained that topic familiarity has a significant role in the writing skill of L2 learners. However, Anderson (2007) indicated that topical knowledge is less important than general knowledge in students writing ability.

Previous Studies

Maghsoudi and Haririan (2013) conducted a study to examine the impact of brainstorming strategy on writing ability of EFL learners. The sample of this study consisted of 84 Iranian intermediate learners learning English as a foreign language. They were randomly divided into two groups, namely, an experimental group and a control group. All participants took a pretest. Following the completion of treatment, they took a post test. Based on the analysis of collected data, the students in the experimental group outperformed those in the control group. Moreover, the results of the Analysis of Covariance showed that the instruction of brainstorming strategy influenced EFL learners' writing

performance positively, making them more active. This, in turn, may push them to be more serious in taking on more important responsibility in their own learning.

In their study, Fatemi and Qaviketf (2014) sought to investigate g the impact of two types of brainstorming strategies on EFL learners' writing ability. The researchers invited sixty Iranian EFL intermediate learners to take part in this study. They were selected from a language institute in Iran. Then, the students were divided into the following three groups: two experimental groups and one control group. The students took an essay writing test which served as the pretest and posttest in both experimental and control groups. Each experimental group was taught either of the two strategies of brainstorming. The statistical analysis of the collected data showed that the experimental groups had a better performance on their posttest than on pretest. Moreover, the participants in the experimental groups outperformed those in the control group significantly on the posttest. The results of the ANOVA showed that the instruction of brainstorming strategies influenced EFL learners' writing performance positively and the students in the experimental group two had a better performance than those in experimental group one. The treatment made the students in both experimental groups more active and aware of their learning, resulting in more responsibility on their part. Based on the results of the study, the researcher suggests some implications for L2 teaching and learning. That is, L2 learners can learn more effectively if they become more aware of their learning processes and decide to act accordingly. L2 instructors are also recommended to increase the learners' confidence in writing by adopting the brainstorming strategies.

Amoush (2015) carried out a study to identify the effect of using brainstorming strategy on the enhancement of writing performance among English Students at a University in Jordan. Eighty students (male and female) attending university were divided into two groups; experimental (they were taught, using brainstorming strategy) and control (they were taught traditionally). To collect the required data, the researcher used writing essay as a research instrument. Data analysis was performed using t-test, the results of which showed the positive effect of brainstorming on the writing progress of English learners in Jordan.

Hashempour, Rostampour, and Behjat (2015) investigated the effect of pre-writing strategies like brainstorming, listening, questioning and answering and outlining on Iranian male and female English learners at advanced level of language proficiency. The study used pretest, instruction, posttest as well as a questionnaire at the end of the treatment with the aim of measuring the students' attitude toward instruction research instruments. The findings of the study indicated no significant relationship between using brainstorming strategy, its subcategories and EFL learners' writing performance. Moreover, the findings indicated no significant difference between males and females with respect to using brainstorming and the three subcategories either.

Rashtchi and Beiki (2015) sought to shed light on to the possible effect of the following two types of brainstorming strategy on Iranian EFL learners' writing performance: teacher-generated cooperative brainstorming versus learner-generated cooperative brainstorming. Thirty female EFL learners were selected from language institute, using convenience sampling. Having taken a writing pretest, the participants in two intact classes were randomly divided into the following two groups: teacher-generated cooperative brainstorming (TG) and learner generated cooperative brainstorming (LG) groups. Each group consisted of 15 students. The results of the study indicated that learner generated cooperative brainstorming had better effect on writing performance of L2 learners than teacher-generated cooperative brainstorming. Based on the results of attitude questionnaire, it was also found that learners favored the inclusion of both learner and teacher generated cooperative brainstorming.

Mahdian Mehr, Aziz Malayeri, and Bayat (2016) conducted a qualitative study, dealing with the effect of brainstorming technique on expository writings among Iranian EFL learners. It sought to examine the effect of brainstorming technique in the development of communicative skill in a training environment. In this context, the treatment was made up of a narrative composition (the TWE essay test) – the first observation and writing in the L2 – a sequencing expository compositions for later observations. The latter was assessed based on accuracy and complexity. In fact, the papers were rated by two university professors as raters. Then, the collected essays were analyzed by the researchers. Therefore, they analyzed the papers by the TEEP rubric 2014 to verify the optimum accuracy (and consistency). In short the findings showed that two raters enjoyed similar awareness of the scores which were assigned to the writing papers, revealing the effectiveness of brainstorming technique on the participants' writing ability.

III. RESEARCH QUESTIONS

The purpose of the present study was to answer the following research questions:

Q1: Does brainstorming strategy have any significant impact on writing performance of Iranian advanced EFL learners?

Q2: What are the attitudes of the learners towards the effectiveness of brainstorming strategy in improving their writing performance?

IV. METHOD

Participants

Sixty Iranian advanced students of Sadra Language Institute in Yasouj were selected out of 90 who volunteered to participate in the study based on their scores in Nelson Test of English Language Proficiency. They were both male and female. Nelson test was used to homogenize the participants in terms of English language proficiency. In other words, based on the results of Nelson test, only those learners whose test results were within the range of ±1 standard deviation were selected as participants with homogenized level of language proficiency (Negari, 2011). These participants were then divided into two equal groups of experimental and control groups (each group containing 30 learners). The groups contained both male and female learners with age range of 20 to 36 years old and all had passed three English writing courses (Negari, 2011).

Instruments

Instructional Material

In this study, the students own text book, the "Academic Writing Practice for IELTS" text book, were covered during the semester. This possibly had some advantages: (a) students would pay more attention to it, as an authentic material, rather than some unreal materials; (b) difficulty level of the passages was geared to the level of students.

Testing Material

Three instruments were used in the study: The Nelson Test and two compositions. The Nelson test was used for homogenizing the participants in terms of English language proficiency. The test was chosen from Nelson series with version number of 300B (Negari, 2011). The test contained 4 parts including cloze test, structure test, vocabulary test, and pronunciation test. Totally 50 items with multiple-choice format comprised the test and the allocated time for taking the test was 45 minutes. In order to select participants with homogenized level of language proficiency, initially a group of advanced students got to take the test and then using mean score and standard devotion of the group, those students with scores within the range of mean score ±1 standard deviation were selected as the homogenized English language learners (Negari, 2011).. In the next step, the selected students were asked to choose one topic and write a composition on it (i.e. either modern education or future employment) before the instruction, at the beginning of the course, (pretest) and after the instruction, at the end of the course, (posttest). The topics for the pretest and posttest were the same. The subjects were required to write their compositions in at least five paragraphs in at most 90 minutes.

The scoring of the composition was done on a scale of 0 to 20 by two experienced English teachers. Inter-rater reliability, or the degree to which the two raters agree in their evaluations of the same composition, for the pretest and posttest were 0.87 and 0.85 respectively.

Questionnaire on Attitudes towards the Efficacy of Brain Storming Strategy

Dorneyei (2003, p.52) maintains that "borrowing questions" from established questionnaires is one of the sources based on which researchers can choose the items intended for their studies. He believes that questions that have been used previously have most probably been piloted and the chances are that they possess the required quality. Along the same lines, the items included in the questionnaire of this study were borrowed from previously-constructed, valid and reliable questionnaires measuring learners' attitudes towards different aspects of language learning (e.g. Abdi, 2013; Boonmoh, 2003; Boonmoh, 2010; Chatzidimou, 2007; Cohen, 2006; Dashtestani, 2013; Dyson & Haselgrove, 2001; Fry & Gosky, 2007; Golonka et al., 2012; Jian, et al. 2009; Laufer, 2000; Marzban, 2011; Nesi, 2009; Stirling, 2003).

After borrowing items, drawing on the previously used questionnaires and developing the first draft of the questionnaire, in order to assure their appropriacy in the current research context, it was piloted twice. The first draft was once piloted on five students with characteristics the same as participants of the study to gain insights in terms of the choice of vocabulary items and grammar used in the questionnaire and a second time to run Chronbach's Alpha for the purposes of establishing the required internal consistency. After the first piloting phase of the study, the questionnaires were collected and analyzed. Two days after that, 20 minute meetings were held with each one of the participants to gather their viewpoints in terms of the items. Each meeting unfolded following these steps:

• The respondents were given the questionnaires and asked to respond to the items again.

• The questionnaires filled out in this session were compared with the previously filled out questionnaires and any differences were spotted.

• The learner was asked to answer why there was a change in the answers provided. Most of the changes were found to be rooted in respondents' misunderstanding in terms of grammar, vocabulary items used and the instructions.

• The findings were used to make revisions to the questionnaires. In this regard, learners' suggestions concerning vocabulary and grammar were taken into account.

Some of the items were found to be rather difficult by the learners due to grammar and content. After all these revisions were carried out the questionnaire was piloted again on 20 learners with the same characteristics of the participants. The data gathered in this pilot study underwent Cronbach's Alpha to assure the internal consistency of the questionnaire. The results of Cronbach's Alpha indicated that the questionnaire had a reliability index of .78 which is considered satisfactory.

Procedure

As noted, based on the purpose of the study, the blueprint of the procedure was a "pre-test post-test control group design". In order to homogenize the participants, according to their writing abilities the pre-test, the NELSON test was administered to 70 students in the first session. Then on the basis of the information obtained, 60 students who were nearly at the midpoint were chosen as the key informants. The evaluation of the NELSON was perfectly objective

because each item had only one correct response. Then, scores which were very high or too low on the test were discarded. The selected subjects were randomly (every other one) assigned to two groups: experimental and control groups.

After the sampling and selection stage, the two groups were pretested on writing ability. The pretest included essay writing on a given topic. Therefore, the two groups were required to write an essay on a given topic for 45 minutes. The written essays were collected and scored by two raters and average scores of the two raters were considered as the writing pretest scores of the learners in experimental and control groups. The composition of both groups was assessed holistically by two experienced EFL teachers. The raters read each composition independently and then assessed the overall quality of the composition in numerical values for the ease of computation.

Then, the students in both group participated in twelve sixty-minute study sessions. While the students in the experimental group received the instruction with a focus on brainstorming strategy, the control group did not availed themselves of the brainstorming strategy. To put it another way, the learners in control group practiced writing using product based approach. In this approach, learners just receive a sample writing and they are asked to follow the sample in writing their essays. In experimental group, students are involved in brainstorming and creative writing. In this approach, students are cognitively get involved and write based on their own plan of action. The steps for writing in experimental group included thinking, verbalizing, brainstorming ideas, classifying ideas and writing down the ideas.

The topics for writing essays in both groups were the same and started from the easiest to the most difficult. The topics used in the study were the ones in Foroutan (2013) and included plants, times, weather, air pollution etc. The topics were considered to suit students' interest, personal information and they had enough ideas, information, and knowledge about the topics in order to develop them. Students participated constructively and enthusiastically in the classroom interventions and were very positive about them.

After the treatment period was finished, the learners in the two groups took the writing posttest. In writing posttest, the learners were asked to write an essay on a given topic. The essays were collected and then scored by two raters. The average scores of the two raters were used as the writing posttest scores of the participants. It should be noted that essays either in pretest or posttest were scored in line with criteria in Jacobs et al. (1981). According to Jacobs et al. (1981) writing products can be scored using five components of content (30 points), organization (20 points), vocabulary (20 points), language use (25 points), and mechanics (5 points).

At the end of the study, the questioner on attitudes towards the efficacy of brain storming strategy was administered to 20 participants in the experimental group to address the second research question in the present study.

V RESULTS

Selection of the Participants

Initially, Nelson was given to the 90 original participants. Following that, 60 subjects out of 90 whose scores fell within the range mean score ±1 standard deviation were selected. The purpose of this procedure was to select participants who were in the same range of English language proficiency. The descriptive statistics of the participants after taking the Nelson test is found in Table 1.

TABLE 1
DESCRIPTIVE STATISTICS OF NELSON SCORES FOR THE INITIAL 90 SUBJECTS

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Nelson	90	34.00	47.00	38.14	7.16	-.11	.25	-.471	.503
Valid N (listwise)	90								

Table 1 shows that the initial 90students had a mean score of 38.14 (SD=7.16). The highest score was found 47 and lowest score was found 34. Skewness was 0.47 and kurtosis was 0.117. Due to the fact that mean score is the best indicator of central point of Nelson scores, students whose scores fell between +1 and -1 standard deviation were selected as the study's participants. Table 2 shows the descriptive statistics of the 60 students whose scores fell within the range of mean score ±1SD.

TABLE 2
DESCRIPTIVE STATISTICS OF NELSON SCORES FOR THE 60 STUDENTS WHOSE SCORES FELL WITHIN MEAN SCORE ±1SD

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Homogenized participants	60	37.00	45.00	43.0000	3.71438	-.166	.309	-.704	.608
Valid N (listwise)	60								

After removing the participants with scores below or beyond mean score ±1SD the, mean score of the group was 43.00 (SD=3.71). Though mean score was not changed drastically, the standard deviation was almost dropped to half. These 60 intermediate English language learners served as the actual participants of the study.

Homogenizing the Participants in terms of writing

In order to make sure about the homogeneity of the two groups in terms of writing ability before starting the experimentation, the writing pretest scores of the two groups were compared using independent samples t-test. At first, the normality assumption of the scores for the pretest was established. Table 3 displays the results of One-Sample Kolmogorov-Smirnov Test of normality for the writing pretest scores of the control and experimental group.

TABLE 3
RESULTS OF ONE-SAMPLE KOLMOGOROV-SMIRNOV TEST OF NORMALITY FOR THE WRITING PRETEST SCORES OF THE CONTROL AND EXPERIMENTAL GROUP

One-Sample Kolmogorov-Smirnov Test		Pretest Control	Pretest Experimental
N		30	30
Normal Parameters[a,b]	Mean	13.1667	12.6333
	Std. Deviation	2.10227	2.04237
Most Extreme Differences	Absolute	.187	.148
	Positive	.146	.122
	Negative	-.187	-.148
Kolmogorov-Smirnov Z		1.027	.812
Asymp. Sig. (2-tailed)		.243	.524
a. Test distribution is Normal.			
b. Calculated from data.			

As noticed in Table 3, the significance values are both above the critical value of 0.05 and thus the data sets are fit for parametric tests. Therefore, an independent samples t-test was run on the pretest scores of the two groups. Table 4 shows the descriptive statistics for the writing pretest scores of the experimental and control groups.

TABLE 4
DESCRIPTIVE STATISTICS OF THE SCORES OF WRITING PRETEST FOR THE TWO GROUPS

Group Statistics	Groups Pretest	N	Mean	Std. Deviation	Std. Error Mean
Pretest Both Groups	Control	30	13.1667	2.10227	.38382
	Experimental	30	12.6333	2.04237	.37288

Table 5 illustrates the results of independent samples t-test on the pretest writing scores of the experimental and control group.

TABLE 5
INDEPENDENT SAMPLES T-TEST RESULTS ON THE WRITING PRETEST SCORES OF THE EXPERIMENTAL AND CONTROL GROUP

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pretest Both Groups	Equal variances assumed	.055	.816	.997	58	.323	.53333	.53513	-.534	1.600
	Equal variances not assumed			.997	57.92	.323	.53333	.53513	-.536	1.602

As indicated in Table 5, the significant value equals 0.323 which is higher than the confidence level of 0.05 and therefore it can be inferred that the means of the two groups for writing pretest scores are not significantly different. Thus, the two groups were homogeneous in terms of writing performance prior to the administration of the treatment.

Answering the First Research Question

In the next stage, the researcher attempted to find any possible differences in the writing performance between the post-tests of the control and experimental groups to capture the effect of treatment. To this aim, an independent samples t-test was run on the posttest writing scores of the control and experimental group. Initially, it was needed to check the normality assumption. Table 6 displays the results of One-Sample Kolmogorov-Smirnov Test of normality for the writing posttest scores of the control and experimental group.

TABLE 6
RESULTS OF ONE-SAMPLE KOLMOGOROV-SMIRNOV TEST OF NORMALITY FOR THE WRITING POSTTEST SCORES OF THE CONTROL AND
EXPERIMENTAL GROUP

One-Sample Kolmogorov-Smirnov Test		Posttest Control	Posttest Experimental
N		30	30
Normal Parameters[a,b]	Mean	13.5667	16.3333
	Std. Deviation	3.86571	3.50697
Most Extreme Differences	Absolute	.189	.175
	Positive	.189	.151
	Negative	-.087	-.175
Kolmogorov-Smirnov Z		1.034	.961
Asymp. Sig. (2-tailed)		.236	.315
a. Test distribution is Normal.			
b. Calculated from data.			

As presented in Table 6, the significance values are both above the critical value of 0.05 and thus the data sets are appropriate for parametric tests. Therefore, an independent samples t-test was run on the posttest scores of the two groups. Table 7 illustrates the descriptive statistics for the writing posttest scores of the experimental and control groups.

TABLE 7
DESCRIPTIVE STATISTICS OF THE SCORES OF WRITING POSTTEST FOR THE TWO GROUPS

Group Statistics					
	Groups Posttest	N	Mean	Std. Deviation	Std. Error Mean
Posttest Both groups	Control	30	13.5667	3.86571	.70578
	Experimental	30	16.3333	3.50697	.64028

Table 8 illustrates the results of independent samples t-test on the posttest writing scores of the experimental and control group.

TABLE 8
INDEPENDENT SAMPLES T-TEST RESULTS ON THE WRITING POSTTEST SCORES OF THE EXPERIMENTAL AND CONTROL GROUP

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest Both groups	Equal variances assumed	.513	.477	-2.90	58	.005	-2.76667	.95293	-4.67417	-.85916
	Equal variances not assumed			-2.90	57.4	.005	-2.76667	.95293	-4.67456	-.85878

As seen in the Table 8, the significant value is 0.005 with p value of $p \leq 0.05$. Therefore, a significant difference was found between the experimental and control group in terms of their writing performance. Moreover, as observed in Table 7, the mean of the scores for the control and experimental groups are 13.56 and 16.33. Therefore, it can be concluded that the group which received brain storming strategy had a better performance in terms of their writings compared to performance of the control group.

Answering the Second Research Question

To probe the second research question of the study regarding the attitudes of Iranian EFL learners towards the efficacy of brain-storming strategy in writing, the learners' attitudes questionnaire was administered to 20 participants in the experimental group. The attitude questionnaire was in the form of a five-point Likert scale ranging from strongly agree (5) to strongly disagree (1) and consisted of 20 items. All learners (20 respondents) were asked to respond to all the twenty items in the questionnaire. Table 9 illustrates the results gained from the questionnaire:

TABLE 9
RESULTS OF THE QUESTIONNAIRE ON LEARNERS' ATTITUDES TOWARDS THE EFFICACY OF BRAINSTORMING IN WRITING

items	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1. I enjoy brainstorming activities	8(40%)	5(25%)	2(10%)	3(15%)	2(10%)
2. I enjoy talking with classmates during brain storming activities	7(35%)	5(25%)	4(20%)	2(10%)	2(10%)
3. I am interested in finding different ideas during brain storming activities	9(45%)	4(20%)	3(15%)	3(15%)	1(5%)
4. It is more fun do brain storming for writing than writing alone.	8(40%)	7(35%)	1(5%)	3(15%)	1(5%)
5. Using brain storming is a useful technique in writing.	10(50%)	5(25%)	2(10%)	1(5%)	2(10%)
6. My classmates find brainstorming activities very interesting.	5(25%)	8(40%)	3(15%)	2(10%)	2(10%)
7. I feel more relaxed to do brainstorming activities than working alone while writing.	8(40%)	7(35%)	3(15%)	1(5%)	1(5%)
8. I could improve my writing better when I was doing brain storming activities	7(35%)	9(45%)	210%)	1(5%)	1(5%)
9. I totally agree that brain storming activities are useful and fun.	6(30%)	840%)	2(10%)	3(15%)	1(5%)
10Brain storming should be used more as a means in promoting learners' English writing ability.	9(45%)	7(35%)	2(10%)	1(5%)	1(5%)
11. I feel uncomfortable when doing brainstorming.	4(20%)	5(25%)	3(15%)	6(30%)	2(10%)
12. I find it difficult to work with classmates during brainstorming activities.	3(15%)	2(10%)	5(25%)	6(30%)	4(20%)
13. I prefer individual writing tasks to brain storming activities.	4(20%)	2(10%)	2(10%)	8(40%)	4(20%)
14. I think that my writing could be much better through using individual writing activities.	4(20%)	3(15%)	1(5%)	9(45%)	3(15%)
15. I think I could learn more grammar points through working individually while writing comparing to brainstorming.	3(15%)	4(20%)	2(10%)	8(40%)	3(15%)
16. I feel that individual writing tasks bring negative attitudes towards learning how to write in English	8(40%)	8(40%)	2(10%)	1(5%)	1(5%)
17. I often have trouble doing brain storming activities.	4(20%)	4(20%)	3(15%)	5(25%)	4(20%)
18. I don't often use e-texts.	2(10%)	3(15%)	4(20%)	8(40%)	3(15%)
19. I would choose individual activities if I am not asked to participate in brainstorming by the teacher.	3(15%)	4(20%)	1(5%)	8(40%)	4(20%)
20. I often find individual writing tasks more useful than brain storming activities in developing my writing abilities.	2(10%)	1(5%)	1(5%)	9(45%)	7(35%)

As Table 9 displays, most of the students reported that brain storming was more effective than individual writing tasks. Furthermore, regarding the kind of writing tasks they felt more comfortable with, the number of students who preferred brain storming was higher than the ones who preferred individual writing tasks. The results also illustrated that the major advantage of brain storming tasks was the convenience that using such tasks offered. Moreover, the respondents were more inclined to use brain storming to improve their writing ability. Based on the findings learners could get more benefits from brain storming in comparison with individual tasks. However, some students preferred individual tasks.

VI. DISCUSSION AND CONCLUSION

At the end of the study, we found that the experimental class highly outperformed the control group. To put it another way, the results of the study revealed that there is a significant relationship between brainstorming strategy and the writing performance of the target group. Comparing achievements for the two groups, through matched and independent t-tests, the researcher found that the experimental class highly outperformed the control group in terms of writing performance. Concerning the attitudes of the participants towards the efficacy of brain storming activities in enhancing writing performance, it was found that the majority of the learners found brain storming a useful strategy in enhancing their writing skills.

The results of this study are in contradiction with the findings of Hashempour, Rostampour and Behjat (2015) who found that there is no significant relationship between brainstorming strategy and learners' writing performances. But the results of the study are congruent with the findings of a number of other researchers in the related literature (e.g. Sari Navaee and Asadi, 2015; Shorofat, 2007; Ibnian, 2011; Haririan, Maghsoudi and Madani, 2014; Rashtchi and Beiki, 2015; Rao, 2007; and Manouchehry et.al. 2014) who found that brainstorming strategy develops writing performance of learners. The findings of the present study were in line with the study by Rao (2007) on the effect of brainstorming on the writing ability of L2 learners. Rao (2007) maintained that the brainstorming can stimulate the thinking process of the learners and help the learners create and organize their ideas in a logical manner. Also, the results of this study were in line with the findings of Pearson and Fielding (1991), who found that brainstorming strategy befits particularly students who show evidence of poor writing. Jacobs (1988) reported that the success of brainstorming strategy refers to the fact that it:

- Increases the quantity of language students use,
- Enhances the quality of the language they use,
- Equalizes the learning opportunities for all students, and
- Creates a less threatening learning environment for language use.

More specifically, the main reason for the success of brainstorming strategy refers to its nature: Brainstorming provides multiple opportunities for input-output treatment whereby students receive repeated input and feedback from a variety of sources through teacher presentation and group work. Brainstorming enabled the participants in the experimental group to discover their classmates' perspectives and develop a range of ideas (Christmas, 2008). Activating students' background knowledge in the pre-writing stage strengthened students' thinking skills and thus developed their writing performance. The other fact is that through brainstorming, we equalized learners' involvement in the writing task and encouraged ideas regarding the content and structure of the compositions particularly for lower performers.

To sum up, in this research we examined the effects of brainstorming strategy on the writing performance of Iranian advanced EFL learners. The results of the study corroborate the idea that if the brainstorming strategy is employed thoroughly and systematically, it can significantly improve the achievement of intermediate students' writing performance. Despite these results, the researcher thinks, it is surprising that there are still language teachers who do not avail their writing classes of the benefits of brainstorming strategy.

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Problems of Learning Arabic by Non-Arabic Speaking Children: Diagnosis and Treatment

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Abstract—**The problem of Arabic learning difficulty is amongst the serious problems encountering the educationalists which would be attributed to many reasons. Therefore, this research is about the idea of detecting the real and minute reasons of Arabic learning problems by non-Arabic speaking children. Investigating and detecting these reasons are not the objective and substance of this research, but it is a reasonable method to diagnose the disease and set the proper linguistic cure prescription to extinguish the phenomenon of language weakness of these children. The research deals with linguistic treatment methods of this weakness at different phonetic, semantic, syntactic, morphological and lexical levels and areas. It also deals with solutions, suggestions, and recommendations which would take part in solving the problems of this serious problem.**

Index Terms—**Arabic, learning, problems, non-Arabic, speaking, children**

I. INTRODUCTION

Arabic language issues have turned to be international, not only because it is amongst the eleven international languages, but also for other issues resulted from the current political and social conditions that the Arab world witnesses. Arabic issues have begun to diverse and expand as per the regional and international circumstances that the Arab world currently witnesses.

This inevitably has its consequences on most Arabic issues, sciences and affairs inside and outside the Arab world, as well as Arabic speakers and those who do not speak it. Nature of Arabic is not necessarily like that one which it enjoys in non Arabic speaking regions. Flourishing or declining of Arabic in the Arab world does not necessarily reflect its nature in non Arabic speaking countries. Handling language issues would not generally include its status outside its original environment. However, any cultural weakening inside the language nation will inevitably result in negligence of the language and ignoring its importance in society and generally in life.

II. OBJECTIVES

The research aims at setting an approved mechanism to teach Arabic to non-Arabic speaking people, besides making use of the latest linguistic, psychological and educational theories to improve the non-Arabic speaking children's performance and get rid of their language weakness. It also devotes proper and sufficient interest in teaching it to the non-Arabic speaking children, and to improve the output of advanced and extensive courses and educational programs in this regard, in addition to ensure the importance of childhood stage in language acquisition. The research moreover, aims to detect the aspects of similarity and difference amongst Arabic and non-Arabic speaking children regarding their ability to acquire language and problems of learning it.

III. METHOD

The research employs the descriptive approach, and uses the analytical, comparative, conclusive, deductive, explanatory, and representative methods besides resorting to mental references and scientific measurements. The research seeks objectivity and academic tendency as well as scientific credibility and trustful documentation. It tends to avoid the compositional style, arbitrary intolerance, and emotional inspiration which do not fit the scientific approach applied in rigorous scientific research and studies.

IV. DISCUSSION

The problem will be investigated through two main approaches; reasons of language weakness of non-Arabic speaking children (NASC) and secondly treatment.

First – Reasons of language weakness of non-Arabic speaking children (NASC)

There are factors and reasons which hinder the linguistic growth movement of NASC. These factors and reasons vary according to conditions, data and sources which can be categorized into general lists consisting of smaller particles and minor reasons attached to them. Therefore, it can be said that NASC's language weakness reasons are attributed to the following items:

• **The individual:**

It means here the child individually who represents the substance of language weakness phenomenon since this child is the language producer and articulator. Therefore, this child is the party of the most practice and effect to control the language process either strength or weakness. The child has age properties which control the mechanisms of dealing and approaching him / her as the mental, physical and psychological capabilities haven't been completed yet. Instead, the child undergoes many factors and circumstances which contribute to build his / her personality wellbeing. The focus here is on the child as an individual without investigating the family and social environment. In fact the child's mental, psychological and physical nature which is investigated away from the outer and surrounding effects. Consequently, the sub-reasons listed under the major one are frequent and distribute into a group of linguistic problems which directly cause the language weakness of the child. All these various reasons are categorized under one term which is called "language and communication disorder". This term has the following branches (Hawarneh, 2010):

First: Articulation disorder, consists of; omission, substitution, addition, and distortion.

Second: Voice disorder, consists of; monotonous, voice loudness, breathiness, and aphonia.

Third: Speech disorder, consists of; stuttering, blocking, and cluttering.

Fourth: Language disorder, consists of; language delay, aphasia, dysgraphia, dysnomia and apraxia, echolalia and agnosia, dyslexia, and language disability.

These features which hinder the individual's language growth process are, in fact, common with all children in the world and are not specific with the language speakers or others, though. They are actually scattered all over the world. Causes of these disorders are attributed to reasons, some of which are related to the child and others are related to the family and social environment. This research is excluded to those relate to the child's health, physical, psychological, and organic problems according to the following reasons:

First: Genetic reasons: They focus on the shortcomings which the child has since birth and carries from parents and grandparents. Burt (in Halabi, 2000) has found that 60% of the speech disorder cases he studied were affected by the genetic factor, and 32% of the 97 children's stuttering, murmuring and nuzzling cases of the study had a parent or a relative who has a similar case.

Second: Organic reasons: This is reflected by a birth problem to an organ of the child's articulation system such as tongue ligaments distortion, teeth, upper lip, jaws, and uvula defects, lower jaw joint inflection, and others. Studies indicate that articulation organs functional disorder with disagreement amongst them would be attributed to structural formation disorder. This would also be attributed to cerebral nerve, cortex, uvula, throat, nose, or ear damage. Distortion of teeth alignment, weak senses especially hearing, mental weakness and forcing the left-handed child to use the right hand are examples of organic reasons (Hawarneh, 2010).

Third: Psychological reasons: psychological factor has a prominent effect in children's language growth or weakness. However, weakness factors are not always attributed to the physical side, but there are signs of language weakness attributed to close or deep psychological motives, though. Emotional disorder is at the same time accompanied with speech disorder, and the problems a child encounters early in life makes the disappointment he / she suffers at the first speech try is the issue which puts him / her in a discouraging situation for consistent speech (ibid). Therefore, a child's state of deprivation and emotional hunger causes a state of stress and psychological anxiety and constant emotion which lead to speech disorder such as stuttering and blotting or complete refuse to talk because of the dissatisfying feeling which creates a reaction represented in psychological anxiety (Khleidi, 1997).

• **The Family**

Family is the place where children find warmth and loving environment to live in and eventually causes children's language to be affected especially by the mother who is the most important person in the process. That is why the child adopts ideas and behaviors of the mother through the close and intimate contact between the mother and her child. The effect asserts itself when comparing the language of the children at shelters and that of those having normal family life (Hawarneh, 2010).

The mother headed family atmosphere affects the aspects of strength and weakness of the child's language growth. Viewing the children with language intelligence and retaining big resource of vocabularies, structures, sentences and figurative linguistic images and styles, indicates that they were brought up in ideal and high class families. On the contrary, idle children suffering from language weaknesses live in a disordered, unstable, and tense atmosphere. Therefore, educated families encourage their children to practice language skills and learn more than one language besides their mother tongue. So, they proudly send their children to bilingual schools and enroll them in language learning courses.

An important issue in this regard is the family's religious culture. Muslim families usually care about the basic language of their religion and the Holy Koran. Therefore, families which do not care about their Islamic culture, their children usually suffer from language weakness leading to using poor vocabularies expressing their meanings and social relationships practiced in the family which entails more speech linguistic supplies in the culturally poor environment.

This leaves the child of such environments repeating the same limited vocabularies and unable to acquire new utterances to make speeches meaningful (ibid).

• The Society

Society is the second circle surrounding the child after that of the family. It is the close and supplementing boundary of the family. Its effect could be direct or indirect on the child through affecting the family. It is the magnetic field which the child orbits in outside the house. Therefore, the society could be a direct or indirect reason of the child's language weakness. The non-Arabic speaking society being interested in a second language such as Arabic entails the family's care about this which reflects on the non-Arabic speaking child. On the other hand, the less interest a non-Arabic speaking society gives to learning Arabic means that the family lacks interest in the issue leading to the child's language weakness. Sometimes, a society lacking interest in its mother tongue is seen as a sufficient reason for being less considerate about other languages. The society's educational situation often affects the child's language growth, especially when the society is more interested in providing necessary life requirements of living, accommodation and jobs. Language learning becomes a secondary issue including learning a second one.

Other social issues which would cause language weakness, the religious attitude of the society could be mentioned here. Non-Arabic speaking Islamic societies such as Turkey and Malaysia pay a great attention to learning Arabic which might be more than that which they give to their mother tongues because of the sacredness and solemnity they have for Arabic being the language of the Koran and the religion of Islam. This would certainly affect the children's language growth of these societies.

• International policies

National policies of countries play a great role in the linguistic issues. This is reflected through the strong diplomatic relations among countries and peoples. A country taking the decision to use a second language for instructing is sometimes politically motivated. The second language might have no linguistic, scientific, or historical relationship with the mother tongue, and both of the two languages belong to different language families such as French in some Arab countries. This is usually affected and directed by the general policies and linguistic planning of these countries.

Arabic for example in non-Arabic speaking countries suffers from the poor attention given to it which is attributed to many considerations. There are very few centers for teaching Arabic to non-Arabic speaking communities, and if they exist they employ poor methods and use traditional techniques. Teachers with poor skills, who lack proper command of Arabic, inappropriate selection of textbooks and syllabuses and scarcity of programs and activities which would attract the non-Arabic speaking children, all these end up in poor performance. Moreover, Arab media especially TV channels do not properly care about the issue by not dedicating special channels addressing these non-Arabic speaking communities, or at least produce Arabic language teaching programs and serials in classical Arabic for its expected positive effect on the intended children as did foreign Western programs on Arab children. This technique might be used to help children get rid of their language weakness.

V. Language Weakness Treatment

Sartawi (2001) set a bunch of insightful questions which aimed at establishing a children language problems and weaknesses treatment process:

- What are the sounds which the individual makes mistakes at?
- How many wrong sounds are there?
- What is the type of these mistakes; is it omission, substitution, addition, or distortion?
- Where is the position of the mistakes; is it at the beginning, middle, or end of the word?
- What are the conditions of repeating the mistakes and being so many, and are they so only in fast talks or under all talk conditions?
- How do the patients' mistakes appear?
- What is the reason of the individuals' speech difficulties?

Are they attributed to recognition problems, recalling abilities, strength of memory, nerve ability, speech type competencies, or the motive and incentive to produce proper and correct speech (Sartawi, 2001)?

Sartawi's (2001) view is worth consideration for the extent of competence of the speech models which is an important point specifically for the NASC. Here a bunch of central questions could be asked which would contribute to highlighting this point. What is the nature of these models, who are to prepare them, and to what extent are they capable of covering the linguistic phenomenon?

Preparing linguistic models for the NASC is inevitably different from the models designed for the Arabic speaking children because of the following reasons:

First: Lessons provided to NASC are usually made easier than those of the Arabic speaking. Set the linguistic material for the children so that it meets their conditions and capabilities but at the same time, not to be too easy. It is preferred if these models are prepared by non Arabic speaking linguists with the participation of Arab linguists as they are aware of the problems of language learning.

Second: The cognitive and mental content of the linguistic material:

Children should be put in an Arab atmosphere, i.e. to live the Arab environment with all its traditions and living conditions and styles. This entails choosing the names of people and places, lodgings, edibles, drinkables and clothes from the Arab environment. This means commitment to the Arab names and terms in the lessons.

Third: Teaching techniques:

This includes interest in the form of the study material such as abundant pictures, colors, graphs, line font, print and color. It also includes full editing of texts by adding all writing signs and punctuation marks, as well as quality of printing and paper used. Classes to be given in model classrooms including necessary preparations and teaching process requirements, audio and video.

Fourth: People in charge of the teaching process:

To treat language weakness of Arabic speaking children or NASC, competent teachers of high experience and excellent skills should inevitably be selected, as it is not any teacher is capable to take the responsibility of such a task. Such a teacher chosen to take the responsibility of teaching language or treating the language weakness and should obtain the competences of a successful teacher. These include acquaintance of the educational side and child psychology, i.e. to be educationally well qualified to take both processes of language teaching and treating the language weakness besides obtaining necessary skills to perform tasks for their influence on work accuracy, swiftness, saving time and effort, and expanse. Moreover, these skills provide educationists with power, self confidence, and perfection. Teachers should also embrace high educational ethics since they are examples for their students inside and outside the educational bodies which would reflect on the students' behavior and ultimately accept and embrace the language of their examples. It is very much preferable if those in charge of the teaching process of NASC among those who have learnt Arabic from native speakers directly or studied Arabic in Arab universities in Arabic speaking countries. This would enable the teachers to truly represent pure Arabic from its sources and transfer it with all its features, phones, tunes and intonations to the NASC.

Fifth: Comprehension of linguistic models of language syntax:

This is performed by comprehending phonetic, syntactic, morphological, lexical, and semantic models so that all linguistic levels would be covered. Models and examples are equally and evenly distributed so that focus does not fall on a linguistic level rather than another which would prevent slouch in a linguistic side or shrink in another.

Sixth: Analysis of children literature educational content:

Nothing would be so firm in children's mentality as songs, merry expressive poems, linguistic modules built on rhythmic phones, balance between expressions, and nice divisions. Children literature is a high kind of art, and poetry in specific is the nearest to children's psyche and the most effective on it. It is the food of soul and amuse of the heart and eye. It discloses the meaning of things which the heart and eye resort to. It is the sixth sense lying deep in one's psyche. It is music, poetry, harmony, rhythm and rhymed speech which children adore (Kan'aan, 1995).

Starting from this idea and the effect of children literature in language teaching and treating its problem and defects, the following should be done:

- Giving great care to children literature at learning Arabic by the NASC.
- Well selecting of literary works by Arab poets which meet all age stages of childhood.
- Children memorizing merry and nice songs of appropriate tones and rhythms.
- Poems should include authentic, social, practical, cognitive and human Arab values.
- Children literature should be ordered in light of Islamic teachings since Arabic is the vehicle of Islam.

Therefore, analyzing the educational content of the songs is inevitable besides the outer appearance, rhythm and music. Content of the educational literature besides its ethical role would support children's linguistic skills and foster vocabularies. It would also increase children's lexical reservoir and get them be more efficient users of expression styles.

Content analysis is a new technique of scientific research which widely emerged in all walks of life. This term, "content analysis" is a method of studying communication topics in a methodological, objective and quantity style to measure variables and appoint the degree of germination or repetition of a certain communication phenomenon such as calling, methods, content change and difficulty degree of a text. It is a method of observation and measurement together. It is observing people's behavior through analyzing their linguistic production (ibid, p. 15).

Therefore, texts and works are not irregularly selected, and they are not only chosen according to the impression they have on the teachers' psyches. It should also comply to the content analysis technique, so that their selection would be structured on scientific bases not on self subjective motives and self impressions governed by individual interests and tastes. Content analysis is rooted back to the eighteenth century when quantity was taken as the standard of analyzing recitations and religious preaching by counting the expressive words in them (Rosengren, 1981).

Therefore, those in charge of preparing textbooks and selecting texts and songs have to be trained to use the skill of content analysis of the courses they perform. There are some books about this field which should be read and understood. One of the famous books for instance is Pearlson's 'Content Analysis in Media Research' which was published in 1952, and Holsny's 'Content Analysis in Social and Human Studies' published in 1969, and Kerbendrof's 'Content Analysis, Stylistic Introduction' published in 1980.

It should be known that content analysis is generally about analyzing linguistic and semantic features of communication symbols and identifying recurrence and existence of these features with a high degree of sharp strict

control or limiting the quantity values of these repetitions. In fact, this is the view of the two researchers Letts and Paul in 1942 (in Hussein, 1983).

Content analyzers' findings are distinguished with objectivity, reliability, consistency, quantity, quality, publicity (circularity), analyzing and applying on all issues and cooperation with other methods and modern techniques. These are among the most prominent content analysis features, especially nowadays with the mass use and availability of the computer which facilitate its application (Kerlinger, 1973).

Seventh; Motivation:

NASC's language acquisition differs from their mother tongue since the latter is the first language they are exposed to and hear and speak before Arabic – which is second. This makes its acquisition difficult and more complicated. However, acquiring the mother tongue and a second language is subject to common denominators. For instance, Skinner's concept of motive and response and all that accompanies it are active standards in acquiring the mother tongue and a second language. Skinner thinks that language acquisition takes place in a social medium by the motive and response. He inserts the performance behavior concept and finds that the vocative behavior is like the performance behavior which can be supported (Skinner, 1957). Summing up Skinner's belief, it is about support, reward, and enhancement in children's language acquisition, since responses that do not meet support and reward burnout (Assayed, 2004). Relying on this point, a question arises: what are the proper methods to encourage and motivate NASC to acquire it, and what is its grade according to its importance?

Means of motivation: There is a group of successful means to motivate NASC to learn Arabic which effectively takes part in Arabic learning problems treatment of those children. The most prominent of which are:

- Television

It is the means which highly attracts children's interest by following and watching it. It the primary means of controlling their interests and mentalities amongst other media means. It is a double edged weapon, as it may plant positive or negative values in children's personality. Therefore, positively speaking it has several benefits of treating children's problems of Arabic language learning in general and NASC in specific through the informative content it carries especially in its linguistic side. It is the age of technology and image that the paper culture is being threatened to deteriorate for the electronic culture and television. Television is much faster and stronger than conventional communication means (Fifi, 2010). Serials and children programs in classical Arabic are encouraged on television besides screening simple educational programs and songs for children.

- Competitions and awards

Competitions and awards might be the most important methods to motivate NASC to learn Arabic, and concentration should be given by concerned educational and linguistic authorities as effective methods to encourage children to overcome Arabic learning difficulties. Moreover, children would skillfully learn articulating and understanding Arabic by using these methods. This requires the existence of a supporting financial authority. Supporting such competitions and awards might not be that costing, since a reasonable small amount of money would be enough.

Therefore, programs of teaching Arabic to NASC should be funded including the centers of teaching it as well as setting advanced and intensive courses and rewarding all participants – those who are distinguished and equally those who only passed, even though the awards are moral or symbolic. The effect awards leave on learners is the most important. It would be rather better if the awards were language related, such as Arabic books, magazines, stories, and dictionaries – paper or speaking electronic. It is also preferable if the NASC who suffer from language learning be taken to Arabic speaking countries as a kind of reward. There they would mix, converse realize proper styles of speaking the language naturally. They would visit schools, attend classes, do sightseeing, wander in the streets, read shop signs and merge in a true Arabic atmosphere. Ancient Arabs did so in the pre-Islamic era by sending their children to stay with the original Arab Bedouins to learn pure Arabic.

- Language games

Language games are interesting children attraction as they meet their natural tendency to play. They are intended and designed for competition among the opponents for an educational learning aim. They are amongst the best helping means of practicing language as they depend on interactive collaborative learning, where each participant has a role to play. They are also among the approved means of Arabic teaching to all learners and non-Arabic speakers in specific. Their importance stems from separating teaching away from rigid and artificial learning. They enrich teaching and learning and encourage children to use the language and keeps classes or learning sessions away from routine and boredom , and help children understand many of linguistic issues and free them from fear and shyness. They depend on giving:

First: Live games which children themselves perform or be part of it. Amongst its typical examples is ordering letters of the alphabet to form words, or cards to form sentences, or match words with pictures, or fill in missing letters or words. These forms are not for fun only, but for teaching and learning.

Second: Electronic games which are more common in the age of globalization, digital means and figures. They are more attractive for children than previous games, but they are more harmful and dangerous that they should be avoided as they affect sight and the skeleton and cause other harms. These types of games affect personality as they are usually performed by one player, so it should be massively performed by using display devices. Language games should include a sense of competitiveness which conveys suspense and language enrichment to encourage children to interact

as there are rewards and awards for the winners. Main aims of these language games in the teaching process might be briefed in teaching thinking and teaching children Arabic conversation through continuous talk which helps children articulate properly. They also aim at enriching children's language output as well as combining learning and fun and fostering language skills and experiences of learners as they are linked with unforgettable fun and games.

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The Impact of Teaching Reform Conflict and Job Burnout on Curriculum Implementation in Senior High School English Teachers

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Abstract—**Recently, with the reform of the college entrance examination English system, the requirements for teachers' professional development and teaching abilities are increasing. Thus, the burden and pressure of teachers are becoming more and more serious. Meanwhile, Teachers' teaching reform conflict and job burnout are becoming more serious than before. Questionnaires and interviews will be used in this paper to investigate the teaching reform of senior high school English teachers. The present situation of conflict and job burnout and its influence on curriculum implementation are analyzed. Effective information will be provided for education departments and educational institutions, so that they can take appropriate measures for this reform and job burnout to ensure the quality of the implementation of the curriculum.**

Index Terms—**conflict of teaching reform, job burnout, curriculum implementation**

I. INTRODUCTION

English teachers in high school today bear so more pressures, teaching tasks and professional challenges than other English teachers that many teachers are unbearable. In addition, in recent years, the English teachers have to participate in many kinds of training such as the reform of the English system and the further education. Therefore, the phenomenon of teaching reform conflict and job burnout is gradually increasing because of the heavy pressure. Under such circumstances, how will the implementation of the curriculum be affected? Teachers Resistance in Education Reform refers to the phenomenon that some teachers can not really walk into the educational reform and even resist the implementation of the reform because of the understanding and recognition of the educational reform, their own ability and the degree of benefit (Pamela Freilich Hjelle, 2001) .Job Burnout is based on three dimensions of the individual stress, interpersonal relationship and self evaluation of burnout. It is proposed that job burnout is a syndrome of emotional exhaustion, disintegration of personality and the decrease of personal accomplishment in the individual engaged in the helping industry. Educational conflict and job burnout are a threat to the professional development, teaching quality and teaching achievements of English teachers.

At present, although the researchers have made some achievements in the study of teachers' job burnout, there are few studies on the phenomenon of teaching reform in high school English teachers, so this paper will investigate and study it. This will help to provide effective information for educational departments, educational institutions and schools, and improve teachers' teaching quality, teaching results and professional development.

II. LITERATURE REVIEW

Foreign research review:

Maslach,C & S.Jackson summed up the MBI job burnout teacher scale in its "The Measurement of Experienced" (Maslach, C & S. Jackson, 1981). The main body of the scale is 22 statements describing the work experience, attitude and feeling of the individual, and mainly measure the occupational fatigue of three aspects of individual emotional exhaustion, dehumanization and personal accomplishment. It provides valuable experience and reference for other researchers. They summed up the teachers' impact on teaching reform by psychological, personal, school-based cultural and organizational factors in Teachers resistance to educational change in the United Arab Emirates (Ibrahim, A.S., Al-Kaabi, A., & El- Zaatari,W.J, 2013).

Domestic research review:

Cheng Xiaotang (Chen, 2006) found that the overall burnout of male teachers is slightly lower than that of female teachers in foreign language subjects. The job burnout of excellent teachers or backbone teachers is better than that of other teachers'. Fan Lin, Li Mengli, Shi Hongwei, & Liang Junjun (Fan, 2017) also found that the sense of efficacy has a significant negative correlation with job burnout. Self concept is an important variable to explain job burnout .Wang Fang& Xu Yan (Wang, 2004) found that the teacher's teaching age in 11-20 years of teachers' exhaustion degree is higher. Niu Lihua and Zou Meng (Niu, 2010) found that conflict of interests, emotional drive and institutional coercion will become the resistance. The study of Qiu Bi group (Qiu, 2008) found that older teachers and married teachers experienced more emotional exhaustion, dehumanization, and cognitive exhaustion than young teachers and unmarried

teachers. Teachers in senior high school were more likely to face the threat of cognitive depletion than those of junior high school teachers. The study of Xiao Hui (Xiao, 2011) found that teachers' job burnout damaged teachers' physical and mental health, reduced teachers' consciousness and enthusiasm, delayed teachers' career development and destroyed the stability of teachers' team and constitutes.

In general, researchers at home and abroad have made a thorough study of job burnout, but the research object is not specific and pertinent, especially in high school English teachers' teaching reform. In view of this, this study uses the related scale to examine the impact of teaching reform conflict and job burnout on the implementation of the curriculum in city, countryside and Xinjiang of high school English teachers. The following questions are specifically examined: (1) is there a correlation between teacher education conflict and job burnout? If there is, what is the relationship. (2) what is the current situation of English teachers' conflict of teaching and job burnout in cities, rural areas and Xinjiang? (3) whether teachers' teaching reform conflict and job burnout can influence curriculum implementation.

III. RESEARCH AND DESIGN

i. Subjects: The subjects of this study are high school English teachers in three districts of the city, countryside and Xinjiang. A total of 385 questionnaires were issued, 350 were recovered, and 310 valid questionnaires were obtained. Among the subjects, 100 and 210 male and female teachers were awarded (20-29. 30-39, 40-49, over 50 years old) teaching age (1-10 years, 11-20 years, more than 21 years) of the teachers' Award (no award, outstanding teachers, backbone teachers, excellent + backbone teachers).

ii. Research tools: the data are recorded and counted with SPSS10.0, and the MBI scale is used to analyze the job burnout of teachers. At the same time, the questionnaire on the teaching reform of high school English teachers is compiled, and the 5 grade scoring method is adopted from psychological factors, individual factors, school-based culture and organization of four organizations. The investigation was carried out by factors.

IV. DISCUSSIONS AND RESULTS

TABLE 1:
JOB BURNOUT OF TEACHERS OF DIFFERENT SEXES

	Sex	Number	Average	Standard deviation	T examination (saliency)
Emotional exhaustion	Male	100	17.62	11.49	0.72
	Female	210	18.14	10.78	
Dehumanization	Male	100	6.08	4.73	0.36
	Female	210	6.69	4.94	
Personal accomplishment	Male	100	37.41	6.86	0.22
	Female	210	36.28	7.16	

From table 1, we can see that the score of female teachers is higher than that of male teachers in the two dimensions of emotional exhaustion and dehumanization. In the sense of personal accomplishment, the score of male teachers is higher than that of female teachers. That is to say, although the differences between the three dimensions do not reach a significant level, the overall burnout of male teachers is slightly lower than that of female teachers. Among the foreign language teachers, the majority of the teachers are female teachers. Male teachers who remain in the field of foreign language teaching are often those who are interested in foreign language teaching or have achieved success in foreign language teaching. Therefore, in foreign language discipline, male teachers are slightly less general burnout than female teachers. According to the survey data, the number of city teachers is the highest in the whole table, followed by Xinjiang and the rural area.

TABLE 2:
OCCUPATIONAL BURNOUT OF TEACHERS OF DIFFERENT AGES

	Ages	Numbers	Average	Standard deviation	T examination (saliency)
Emotional exhaustion	20-29	75	17.76	11.34	0.528
	30-39	155	17.59	10.85	
	40-49	66	19.9	10.75	
	Above 50	14	15.62	11.04	
Dehumanization	20-29	75	6.92	5.13	0.103
	30-39	155	6.25	4.95	
	40-49	66	7.2	4.21	
	Above 50	14	3	3.92	
Personal accomplishment	20-29	75	36.48	6.58	0.353
	30-39	155	36.54	7.4	
	40-49	66	36.2	6.72	
	Above 50	14	41	7.52	

TABLE 3:
OCCUPATIONAL BURNOUT OF TEACHERS OF DIFFERENT TEACHING AGES

	Teaching ages	Numbers	Average	Standard deviation	T examination (saliency)
Emotional exhaustion	1-10	137	18.75	11.02	0.414
	11-20	123	17	10.76	
	Above 21	50	18.7	11.38	
Dehumanization	1-10	137	7.02	5.16	0.276
	11-20	123	6.05	4.61	
	Above 21	50	6.25	4.72	
Personal accomplishment	1-10	137	34.92	7.43	0.002*
	11-20	123	38	6.51	
	Above 21	50	37.53	6.69	

* $p < 0.01$

It can be seen from table 2 and 3 that job burnout is related to the length of teachers' employment. Therefore, studies on occupational burnout usually analyze the factors of age and educational age. The survey divided the subjects into four age groups, namely 20-29 years old, 30-39 years old, 40-49 years old and over 50 years old. The subjects were divided into three age groups, namely 1-10 years, 11-20 years and over 20 years. From table 2 and table 3, the different age and teaching experience of the teachers there were no significant differences in terms of job burnout, only in terms of personal accomplishment, teaching experience in 11-20 years and more than 20 years of teachers scored significantly higher than that of 1-10 years of teaching experience for teachers, variance test of significance of 0.002. It is worth noting that in terms of age, and over the age of 50 teachers (14) in the three dimensions of score with other age groups of teachers have obvious difference and show the teacher's job burnout situation is much better than other age groups of teachers. An examination of the backgrounds of the 14 teachers revealed that, with the exception of one, all but 13 were excellent teachers and/or key teachers (see discussion below). According to the questionnaire data, the number of urban teachers occupies the highest proportion in the whole table, followed by Xinjiang, followed by rural areas.

TABLE 4:
TEACHERS' AWARDS AND JOB BURNOUT

	Teachers' awards	Numbers	Average	Standard deviation	T examination (saliency)
Emotional exhaustion	No awards	103	18.78	11.04	0.048*
	Good teachers	86	20.05	10.66	
	Backbone teachers	54	16.76	10.49	
	Good teacher and backbone teachers	67	15.21	11.14	
Dehumanization	No awards	103	7.67	4.97	0.001*
	Good teachers	86	7.12	5.07	
	Backbone teachers	54	5.46	4	
	Good teacher and backbone teachers	67	4.78	4.59	
Personal accomplishment	No awards	103	34.12	7.62	0.000***
	Good teachers	86	36.18	6.95	
	Backbone teachers	54	37.75	6.43	
	Good teacher and backbone teachers	67	39.95	5.27	

* $p<0.05$; ** $p<0.01$;*** $p<0.001$

The data from table 4, who obtain the title of outstanding teachers or backbone teachers of teachers' job burnout situation is much better than who do not have any title of teacher especially the good teacher and backbone teachers. They scored lowest in emotional exhaustion and dehumanization, but scored the highest in terms of personal accomplishment. The results of variance test show that the differences between groups of three dimensions have reached a significant level. It is worth noting that the best teachers score highest in terms of emotional exhaustion (which is the most severe). According to the questionnaire data, the number of urban teachers occupies the highest proportion in the whole table, followed by Xinjiang, followed by rural areas.

TABLE 5:
PSYCHOLOGICAL FACTORS INFLUENCING TEACHERS' RESISTANCE TO TEACHING REFORM

	Psychological factors	Average	Standard deviation	Agreed percentage
1	With a strong passion to participate in the reform	4.06	0.878	80.8%
2	Doubt your expertise	3.56	1.274	59.3%
3	Fear of losing your job	3.09	1.403	43.2%
4	Fear of increasing workload and tasks	3.23	1.344	49.4%
5	Doubt your ability to accept new knowledge	2.20	1.195	17.7%

From table 5, it can be seen that the enthusiasm of willing to participate in teaching reform has become the most influential factor, and the concern of their own professional level is a factor worth considering. and it has little influence on their ability to accept new knowledge.

TABLE 6:
PERSONAL FACTORS INFLUENCING TEACHERS' RESISTANCE TO TEACHING REFORM

	Personal factors	Average	Standard deviation	Agreed percentage
1	Demand for educational reform	3.70	1.086	69.8%
2	Believe that you can complete the teaching reform	4.01	0.956	79.3%
3	Be clear about your role in teaching reform	3.54	1.100	59.3%
4	Afraid that the reform will affect the original teaching	2.83	1.213	32.4%
5	We will oppose educational reform that does not conform to norms and values	2.62	1.170	22.7%

From table 6, we can see that the proportion of the importance of individual ability in teaching reform is 79.3% (average value 4.01). According to the questionnaire, the proportion of urban teachers is the highest, followed by the teachers in Xinjiang, and the last of the rural teachers.

TABLE 7:
SCHOOL-BASED CULTURAL FACTORS INFLUENCING TEACHERS' RESISTANCE TO TEACHING REFORM

	School-based cultural factors	Average	Standard deviation	Agreed percentage
1	Educational reform conforms to the school standards and values	3.85	0.875	70.6%
2	Educational reform is a regular training and learning in schools	4.01	0.956	79.3%
3	The school provides enough time to complete the teaching reform	3.47	1.242	54.6%
4	Schools work with teachers to plan new education perspectives	4.02	0.938	79.2%
5	The school encourages teachers to cooperate in exploring teaching reform	4.22	0.840	85.1%
6	Schools provide support in the implementation of educational reform	4.05	0.889	76.4%

As can be seen from table 7, the school's agreement on teacher cooperation for teaching reform is 85.1%. It can be seen that the completion of educational reform in schools requires not only the support of schools, but also the unity and cooperation between teachers. Teachers offer more training opportunities in urban secondary schools, and there are more cooperation among teachers, followed by teachers in Xinjiang, and rural teachers in the end.

TABLE 8:
ORGANIZATIONAL FACTORS INFLUENCING TEACHERS' CONFLICT IN TEACHING REFORM

	Organizational factors	Average	Standard deviation	Agreed percentage
1	Teachers' willingness to participate in the reform has been assessed	3.56	1.126	62.7%
2	The purpose of the reform is clear	3.34	1.263	52.9%
3	The process of teaching reform is logical and understandable	3.46	1.152	44.5%
4	The implementation time of the reform is effective	3.24	1.240	47.8%
5	Educational reform activities meet the needs	2.62	1.170	22.7%
6	Provide effective resources to complete teaching reform	4.27	0.875	85.1%
7	The teacher was directed to complete the teaching reform	3.57	1.111	58.8%
8	New skills are available	4.23	0.970	83.9%
9	The completion of the reform will be rewarded	3.44	1.305	52.2%
10	Reform assessment is effective	3.50	1.135	59.2%
11	The school organizes educational reform too many times	3.67	1.012	63.9%

As can be seen from table 8, whether the resources to complete the teaching reform are effective and whether teachers can acquire new skills in teaching reform account for 85.1% and 83.9% respectively. In cities, teachers acquire more resources and learn skills, followed by teachers in Xinjiang, and rural teachers in the end.

V. CONCLUSIONS

In this study, the burnout of senior high school English teachers and the influencing factors of educational reform were investigated and analyzed by using a teacher's job burnout inventory (MBI - Educators survey) and "high school English teacher educational reform resistance questionnaire" in urban, rural, and Xinjiang. In this study, the following conclusions are drawn :(1) Through regression analysis, it is found that the more obvious the teachers' resistance to educational reform, the higher their degree of job burnout is. (2) Job burnout of English teachers in urban high schools is more serious than that of English teachers in Xinjiang and rural high schools. (3) In the foreign language discipline, the overall burnout degree of male teachers is slightly lower than that of female teachers. (4) Teachers of different age and teaching age there were no significant differences in terms of job burnout, but in terms of personal accomplishment, teaching experience in 11-20 years and more than 20 years of teachers scored significantly higher than that of 1-10

years teaching experience for teachers. (5) Good teachers or backbone teachers' job burnout situation is much better than other teachers especially a good teacher and backbone teachers .Although they scored lowest in emotional exhaustion and dehumanization, score the highest in terms of personal accomplishment. (6) Whether it is the phenomenon of resistance to teaching reform or job burnout, it will affect teachers' teaching, affect the implementation of the whole curriculum and reduce the effectiveness of curriculum implementation.

VI. LIMITATIONS AND IMPLICATIONS

Effective information will be provided for education departments and educational institutions, so that they can take appropriate measures for this reform and job burnout to ensure the quality of the implementation of the curriculum. However, the sampling area of this study is large and the variables of the sample are not conducive to control. There are many schools involved in the recovery questionnaire. Future research should also narrow down the scope and improve the reliability and validity of the sample.

APPENDIX I. QUESTIONNAIRE ON THE RESISTANCE OF TEACHING REFORM OF HIGH SCHOOL ENGLISH TEACHERS

Dear teachers,

Hello! Thank you for helping us complete this questionnaire in your busy schedule! This is a questionnaire to understand your views on the educational reform, so please fill in according to your own actual situation. This questionnaire is anonymous. The results are only for scientific research purposes. Please do not hesitate. I will keep your answers confidential. I hope you can read it carefully and help us complete a high-quality questionnaire. Thank you for your cooperation!

Remark: The scale uses the 5 level scoring method, and the subjects use 1-5 5 figures to show the degree of recognition for each statement. 1 is "strongly agree", 2 says "agree", 3 means "disagree", 4 means "generally disagree," 5 says "strongly disagree".

Please tick the appropriate number according to your own feeling and experience.

Item	Influencing factors	Strongly agree	Agree	Disagree	Generally disagree	Strongly disagree
	Psychological factors	**The score in this dimension is equal to the sum of the scores of all items divided by 5**				
1	With a strong passion to participate in the reform	**1**	**2**	**3**	**4**	**5**
2	Doubt your expertise	**1**	**2**	**3**	**4**	**5**
3	Fear of losing your job	**1**	**2**	**3**	**4**	**5**
4	Fear of increasing workload and tasks	**1**	**2**	**3**	**4**	**5**
5	Doubt your ability to accept new knowledge	**1**	**2**	**3**	**4**	**5**
	Personal factors	**The score in this dimension is equal to the sum of the scores of all items divided by 5**				
1	Demand for educational reform	**1**	**2**	**3**	**4**	**5**
2	Believe that you can complete the teaching reform	**1**	**2**	**3**	**4**	**5**
3	Be clear about your role in teaching reform	**1**	**2**	**3**	**4**	**5**
4	Afraid that the reform will affect the original teaching	**1**	**2**	**3**	**4**	**5**
5	We will oppose educational reform that does not conform to norms and values	**1**	**2**	**3**	**4**	**5**
	School-based cultural factors	**The score in this dimension is equal to the sum of the scores of all items divided by 6**				
1	Educational reform conforms to the school standards and values	**1**	**2**	**3**	**4**	**5**
2	Educational reform is a regular training and learning in schools	**1**	**2**	**3**	**4**	**5**
3	The school provides enough time to complete the teaching reform	**1**	**2**	**3**	**4**	**5**
4	Schools work with teachers to plan new education perspectives	**1**	**2**	**3**	**4**	**5**
5	The school encourages teachers to cooperate in exploring teaching reform	**1**	**2**	**3**	**4**	**5**
6	Schools provide support in the implementation of educational reform	**1**	**2**	**3**	**4**	**5**
	Organizational factors	**The score in this dimension is equal to the sum of the scores of all items divided by 11**				
1	Teachers' willingness to participate in the reform has been assessed	**1**	**2**	**3**	**4**	**5**
2	The purpose of the reform is clear	**1**	**2**	**3**	**4**	**5**
3	The process of teaching reform is logical and understandable	**1**	**2**	**3**	**4**	**5**
4	The implementation time of the reform is effective	**1**	**2**	**3**	**4**	**5**
5	Educational reform activities meet the needs	**1**	**2**	**3**	**4**	**5**
6	Provide effective resources to complete teaching reform	**1**	**2**	**3**	**4**	**5**
7	The teacher was directed to complete the teaching reform	**1**	**2**	**3**	**4**	**5**
8	New skills are available	**1**	**2**	**3**	**4**	**5**
9	The completion of the reform will be rewarded	**1**	**2**	**3**	**4**	**5**
10	Reform assessment is effective	**1**	**2**	**3**	**4**	**5**
11	The school organizes educational reform too many times	**1**	**2**	**3**	**4**	**5**

APPENDIX II.   TEACHER JOB BURNOUT QUESTIONNAIRE

Dear teachers,

Hello! Thank you for helping us complete this questionnaire in your busy schedule! This is a questionnaire of understanding your work situation, so please fill in according to your own actual situation. This questionnaire is anonymous. The results are only for scientific research purposes. Please do not hesitate. I will keep your answers confidential. I hope you can read it carefully and help us complete a high-quality questionnaire. Thank you for your cooperation!

Part I:

I   Gender:

II   Age (please fill in one year) :

III   The length of service:

IV   Teaching age:

V   Final education:

VI   Title:

VII   Teaching grade this term:

VIII   Is the class teacher this term?

IX   Marital status:

X   Awards or honors:

Received awards or honors	(Please tick this column)
No awards	
Good teachers	
Backbone teachers	
Good teacher and backbone teachers	

Part II

According to your own feelings and experience, you can judge the frequency of their occurrence in your unit or in your body, and underline on the appropriate number.

Remark: The scale uses a 7-level scoring method, and subjects use 7 numbers, 1-7, to represent the frequency of situations described in each statement. 1 says "never", 2 says "several times in a year or less", 3 means " once a month or less", 4 means " a few times a month," 5means" once a week,"   6 means "several times a week," 7 says "every day".

Number	Items	never	several times in a year or less	once a month or less	a few times a month	once a week	several times a week	every day
	Emotional exhaustion	The score in this dimension is equal to the sum of the scores of all items divided by 6						
1	I often feel overwhelmed and exhausted by my teaching work	1	2	3	4	5	6	7
2	I often ignore some stubborn students	1	2	3	4	5	6	7
3	I think teaching has made me less enthusiastic than before	1	2	3	4	5	6	7
4	I feel tired of working every day	1	2	3	4	5	6	7
5	I'm frustrated with my teaching job	1	2	3	4	5	6	7
6	Dealing with students and colleagues all day makes me feel under great pressure	1	2	3	4	5	6	7
	Dehumanization	The score in this dimension is equal to the sum of the scores of all items divided by 6						
1	I don't care what happened to my students and colleagues recently	1	2	3	4	5	6	7
2	I worry that the job at education has given me a growing sense of indifference	1	2	3	4	5	6	7
3	I feel that teaching makes me cold and heartless, sometimes treating students like inanimate objects	1	2	3	4	5	6	7
4	I often feel helpless in the face of students' problems	1	2	3	4	5	6	7
5	I feel a lot of pressure to be with the students all day	1	2	3	4	5	6	7
6	Sometimes I feel I have no energy to face teaching and student work	1	2	3	4	5	6	7
	Personal accomplishment	The score in this dimension is equal to the sum of the scores of all items divided by 5						
1	I can deal with work or student problems effectively	1	2	3	4	5	6	7
2	I can easily understand how students feel about things	1	2	3	4	5	6	7
3	I think the teaching work of education is very valuable	1	2	3	4	5	6	7
4	I often feel very touched by the management of students' class	1	2	3	4	5	6	7
5	At work, I can deal with some emotional conflicts calmly	1	2	3	4	5	6	7

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Analyzing the Impact of Teacher Talk on English Grammar Learning: With Correlation to the Procedures in Classroom Interaction

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Abstract—The main purpose of this research paper is to explore the impact of Teacher Talk in English Grammar Acquisition through interaction procedures in the classroom. Through a Conversation Analysis perspective, three extracts from audio- recording were analyzed and transcribed. These extracts focused on the Teacher Talk in Grammar Teaching through interaction with the students. The findings show that Teacher Talk improves the learning of English Grammar. When teachers engage in small talk with students, the students acquire the rules of grammar easily through 'Turn Management' and the 'Next Speaker Selection' Procedures. Thus, these procedures do not only improve teaching process, but also accredit students who learn English as the second language correctly and accurately. The findings of the study underline opportunities for further research.

Index Terms—teacher talk, procedures, grammar teaching, grammar learning, language acquisition

I. INTRODUCTION

Grammar is an integral part of mastering the structures of the English language. It provides a good opportunity for learners to understand the correct usage of the language and develop their interpersonal communication. Since Grammar is an integral part of Language Acquisition, teachers should know how to teach grammar. It allows students to communicate meaningful sentences. Syntax instruction as a section Linguistic Teaching aids students to improve their LSRW skills. Syntax is an indispensable tool for the accomplishment of oral interaction (Hinkel & Fotos, 2002). In addition, it concentrates on consciousness-raising form, which mainly presguaents at the level of understanding a topic (Fotos, 1993; Ellis, 1993; Fotos & Ellis, 1991; & Nassaji & Fotos, 2011).

The rules of grammar do not only govern words, but also the sentence forms in English language. These rules that elucidate the correct way of connecting words and phrases together to produce a sentence called Syntax. Syntax and Grammar are the basis of the language. Thus, they enable people to express themselves and provide sentences that are meaningful (Thornbury, 1999; Zhang, 2009).

Most professionals in Applied Linguistics such as Mart (2013) and Wang (2010) agree that more light should be shed on Grammar Instruction in the classroom. Nassaji and Fotos (2011) assert that the Teaching of Grammar ought not to be disregarded in ESL classrooms. This is because it is one of the crucial ways which facilitates Language Learning effectively. Syntax Instruction is considered to be the foundation in Language Learning and Teaching. Thus, Linguists believe that Grammar is in the foreground of Language Teaching and Learning.

The effective manner of Grammar Instruction with appropriate time spacing is a question that needs to be proved. Syntax Instruction helps the students improve their language structure. The process of teaching occurs when the students face a problem relating to the syntactic rules in their discourse production. This explanation does not mean providing the rules only to the students, but also drawing their attention to a particular form or structure. This instruction can be successful if it occurs in a communicative context. Interaction includes content more than just syntax (Hinkel & Fotos, 2002).

Teachers use Interaction process for teaching Second Language to Learners. They apply grammatical rules (Walsh, 2011), through activities and procedures to achieve Language Learning (Benati & Lee, 2008). Teacher selects the next speaker from the students to talk, answer the questions, direct the talk (i.e if the talk need to continue or not), and control the forms used by the student in answering the question. They also evaluate the students' answers in terms of Grammatical Accuracy (Mehan, 1979; Seedhouse, 2004; &Walsh, 2011).

Although many studies such as Cakır (2011), Deng and Lin's (2016), and Ilin et al. (2013) focus on Grammar Teaching, none of them concentrate on how Grammar can be learnt and acquired verbally through procedures used in Teacher Talk. This paper aims to explore the impact of Teacher Talk in Grammar Acquisition under a Communicative Context. The objective of the study was to find out whether social interaction procedures in EFL Teacher Talk impact the Learning of Grammar.

II. LITERATURE REVIEW

Celce-Murcia and Hilles (1988) define Grammar as rules that govern the morphology and the syntax of a language. It focuses on the relation between the components of a word and words in a sentence. Carter and McCarthy (2006) connect the morphology (word structure) and syntax (sentence arrangement) the basics of grammar, to the form of utterances and sentences.

Grammar not only dominates the form of sentences, but also makes the sentences meaningful (Thornbury, 1999). The sentences are utilized for communicative purpose. Efficient and clear communication is always correlative with correct grammar (Nassaji & Fotos, 2011). Therefore, Grammar is used for facilitating comprehension and to avoid misunderstanding (Savage et al., 2010). Grammar helps students comprehend the grammatical facts (Uysal & Bardakci, 2014). That's why it focuses on the unity of the sentences (Richards & Reppen, 2014).

Teaching of grammar is an essential component in Language Learning (Ellis, 2006). Teaching of syntax raises awareness on the rules of grammar, and allows learners to use the rules in a more acceptable way (Zhang, 2009). It allows learners build clear and understandable discourse (Mart, 2013), and to identify and correct the mistakes in sentence structures. It also directs learners avoid any breakdowns in their conversations and communications (Al-Mekhlafi & Nagaratnam, 2011). Besides, it aids learners acquire and use language naturally. Since Grammar instruction enables students know how grammar is used, it makes them learn the language naturally. This provides learners with an opportunity to have a potential, limitless vocabulary in the language (Richards & Reppen, 2014).

There are two approaches of Grammar Instruction: Focus on Form and Focus on Meaning. Focus on Form (FOF) approach is as an instruction used by the teachers to bring students' attention to a rule in a meaningful communicative context (Doughty & Williams, 1998). On the Contrary, Focus on Meaning (FOM) is another approach that draws learners' attention to the meaning. It tends to improve learners' ability to acquire language in a natural process through the classroom situation (Krashen & Terrell, 1983).

Both these approaches enable students learn communication through grammatical rules. FOF enables learners acquire language faster with higher levels of accurate language production and elongated usage of form than focus on meaning (Uysal & Bardakci, 2014). Whereas, learners take a longer tenure for language production in Focus On Meaning instruction (Ellis, 2006; Nassaji & Fotos, 2004).

Communication with children is different than with adults. Teachers need not use Grammar structures when talking with adults, while with children they simplify the language in order to facilitate learning process (Ferguson, 1977). Teacher Talk is the main component of interaction with students in the classroom. It is a procedure used to improve both interaction and learning in the classroom (Harmer, 2007).

The importance of Teacher Talk lies in enabling learners to understand the grammatical rules and distinguish the differences between their first and second languages (Ferguson, 1977). This can help in their knowledge on the rules of the Second Language, improve gradually and use them easily (Verplaetse & Hall, 2000). Teacher Talk also enables students participate and continue the interaction. (Sert, 2015). Therefore, Teacher Talk is described as 'A Distinct Sociolinguistic Register' (Chaudron, 1988, p.54).

Classroom interaction follows the IRF pattern which is Initiation, Response, and Feedback. The teacher usually takes his/her place in Initiation and Feedback. During the Initiation, s/he acts as a leader. In the response mode, students are followers. At the time of Feedback, the instructor acts as an Evaluator of students' answers (Cook, 2008; Sharpe, 2008). Feedback credits the accuracy of the students' production in the target language. Feedback is given through two methods, Positive Feedback and Negative Feedback. The Positive Feedback includes praise and repetition of the students' correct responses. Negative Feedback depends on the explanation of syntax and modelling the correct answer to the learners (Chaudron, 1988).

Perhaps, the most useful model for analyzing this dimension of classroom language is the earlier model devised by Sinclair and Coulthard (1975) which clearly identified the IRF exchanges as being the most typical discourse pattern in most classrooms. A theory which can be build on this model is Conversation Analysis (henceforth CA). The central focus of CA is adjacency pairs, in which the first pair and the second pair are mutually constrained. The utterances in adjacency pairs are mutually dependent so that, for example, a question expects a response, and the response expects either another question or acknowledgement (Schegloff & Sacks, 1973).

The most significant factor of IRF methodology is to facilitate language learning and classroom talk interaction. It assists teachers and students to talk and achieve turn exchange successfully (Schegloff, 1982). It also empowers the teacher to direct the topic flow and receive a suitable answer (Sharpe, 2008). Teachers in this pattern can extend learning space by practicing (Sert, 2015). The IRF sequence also provides sociolinguistic competence. Then, this sequence works on learners' utterances and supplies confirmation of engagement and thinking (Verplaetse & Hall, 2000).

In order to extend the IRF sequences exchange, teachers in their initiation roles use 'Next Speaker Selection' procedure in their interaction with the students. This procedure means that the teachers choose the next student to talk to or answer their question in order to continue the sequential conversation (Seedhouse, 2004). Mortensen (2008) describes this procedure allocating turns of the learners which access their participation in the class interaction. It ensures that all the students in the class participate in the interaction.

Another procedure used in the classroom is 'Turn Management'. This allows the teachers control over the questions as well as the interaction. The teacher decides to continue the talk or not, but also over the form of Scaffolding

questions that the learners should reply to (Seedhouse, 2004; Walsh, 2011). The role of teachers' management is to guarantee the learners opportunities of participation in the interaction. This role contributes to improve the Language Learning Process (Mortensen, 2008). Sacks et al. (1974) add that the power of teachers manages all the sections of the classroom conversation which is characterized differently from ordinary talk.

The function of Teacher Talk utilizes as an interaction process that makes the understanding of a topic easy (Ellis, 1985). The interactive condition in classroom is the primary element of Language Input and Acquisition (Verplaetse & Hall, 2000). Chaudron (1988) clarifies that through interaction, the teacher's language structure can be deconstructed by students and they can acquire meaning from the events of the classroom. Also, interaction enables students to combine their own talking with the Teacher Talk. This leads to the extended speech communication between the instructor and students. Zhang (2012) adds that Teacher Talk through classroom communication makes certain changes in the speech of their class; this includes alteration in students' speech, syntax, and lexicon.

III. METHODOLOGY

This explanatory paper follows Conversational Analysis perspective. It explores the impact of Teacher Talk in English Grammar Learning through interaction in the classroom.

A. Data Collection

This study experiments on Teacher Talk. The talk occurs between teacher and learners in the class during the Grammatical Instruction. All of the lectures were recorded, but only Grammar Instruction was analyzed. Six hours was recorded of classrooms discourse in three classes. Audio-digital recording was used for collecting data in a private school in Dubai. The recorder was placed on the teacher's table and on the students' tables when the teacher divided them into groups. The data was listened to many times before transcribing carefully and accurately.

B. Participants and Setting

Three English teachers having two to five years of experience, participated in the current study. The teachers were from both genders and were native speakers of the English Language. Since most of the students were from United Arab Emeritus and Middle East, their first language was Arabic. The students' age was between five to six years. Both boys and girls participated in the study. They also had different language proficiency, and their number arranged 24-27 in each class. This school followed British curriculum. There was no specific textbook used in this school. The teachers provided their learners information about the topic.

IV. ANALYSIS OF DATA

Teacher Talk is utilized in social interaction with the learners as a natural conversation between the teacher and the students. This section clarifies how Turn Talking is controlled by the teacher and how this exchange contributes in constructing potential learning.

Extract 1:

Tr: What is your favorite toy?	(1)
St: Batman	(2)
Tr: Wow	(3)
Tr: Can you say	(4)
Tr: <I would like to play with Batman>	(5)
St: I would like to play with Batman	(6)
Tr: Wonderful	(7)
Tr: And who do you like to play with	(8)
St: My brother	(9)
Tr: What's your brother's name	(10)
St: Nasser	(11)
Tr: Nasser	(12)
Tr: Can you say	(13)
Tr: <My brother's name is Nasser>	(14)
St: My brother's name is Nasser	(15)
Tr: Excellent, good boy	(16)

In Extract 1, the teacher helped the students produce correct grammatical sentence through Turn-Taking between the teacher and the student in a social situation. The discussion in this classroom was initiated by the teacher through scaffolding questions, as in lines 1, 8, and 10. These questions aimed to develop the student's productivity, although he produced short answers in lines 2, 9, and 11. The teacher posed some questions, for providing clues to the students and kept the interaction process on-going. Furthermore, in lines 4 and 13, the teacher extended the learning space with this question 'Can you say'. This means that she replaced the student's short answers in lines 2 and 11 by the sentences which had an appropriate grammatical form in lines 5 and 14 to teach the student how to answer with clarity. In addition, the teacher encouraged the student to talk and use the language correctly. Positive feedback was given by the

teacher in lines 3, 7, and 16 for their correct responses in lines 6 and 15. The 'next speaker selection' procedure is in the following extract.

Extract 2:

Tr: What happens at the start of the story	(1)
St1: Frog and am.... Super Duck looking for goat	(2)
Tr: Where was he, Mansour	(3)
St2: In the shade	(4)
Tr: In the shade	(5)
Tr: What was he doing in the shade	(6)
St2: making his kite	(7)
Tr: that's great	(8)
Tr: Do you remember, Hind, what was the problem	(9)
St3: There wasn't any wind	(10)
Tr: There was no wind	(11)

In Extract 2, the teacher employed the 'Next Speaker Selection' procedure in terms of Turn Allocation. The teacher extended the conversation through choosing different students to answer her questions. This procedure provided opportunities for practice talking to all the students. In lines 3 and 9, the teacher allocated the students' name not only to gain additional information about the story, but also to measure their language usage through social interaction. Also, the teacher extended the conversational space with the next speaker through asking him question in line 6. This procedure succeeded in engaging the students in the sequential discussion and encouraged them use the language in a flexible way, as evidenced by the students' responses in lines 4, 7, and 10. Consequently, the teacher improved the learning of grammatical rules by providing evaluation of the students' answers in lines 5 and 8, or as a correction line 11. The 'turn-management' procedure is in the extract 3 below.

Extract 3:

Tr: Now let's see ((show picture))	(1)
Tr: Who helped him, Lyla	(2)
St1: The sheep and the goat	(3)
Tr: Did they help Super Duck	(4)
St1: Yeah, but he bumped	(5)
Tr: Ah... who bumped	(6)
St1: Super Duck and the frog	(7)
Tr: Where did they bump	(8)
St1: They bumped into a tree	(9)
Tr: They bumped into a tree	(10)
Tr: Good gir::l, well done, excellent	(11)
Tr: What do you think is going to happen in the end, Ali	(12)
St2: He jumped on the ground	(13)
Tr: he jumped on the ground	(14)
Tr: Well, and then what happened in the end	(15)
Tr: Do you think they were all happy in the end, Rana	(16)
St3: Yes	(17)
Tr: Yes they were	(18)
Tr: Why	(19)
St3: he got down	(20)
Tr: who did get down	(21)
St3: Super Duck got down	(22)
Tr: Good boy, excellent	(23)

In extract 3, the teacher discussed a story with the students in the class through asking questions, in order to increase the space of learning and talking naturally. The 'Turn Management' was used by the teacher through managing both the questions' forms and the direction of the student's speech. In detail, the effective questions asked by the teacher in lines 2, 4, 6, and 8, received the suitable answers from the learners in lines 5 and 9. Although the teacher provided the required answers for the student in lines and 7, these answers were not completed because had not had a finite verb. Besides, the teacher succeeded in controlling the direction of the next speaker's speech and extending the learning space as in lines 12, 16, and 19, through the student's grammatically correct answers in lines 13, 20, and 22. In this extract, the teacher controlled the forms of questions. This means, she prompted the students use the past tense in their answer, because of the tense of the questions. Additionally, the teacher in line 18 managed the conversation in providing the student the feedback as a correction for their incomplete response in line 17. Finally, the teacher ended the discussion with positive evaluation as in lines 11, and 23, because of the good performances of the students in lines 5, 9, 13, and 20.

V. DISCUSSION

In terms of IRF patterns, Teacher Talk is the main part. This section discusses the impact of Teacher Talk in the classroom step by step. It discusses how the Teacher Talk enables the students acquire the language properly and accurately in a social situation. This occurs through the two procedures used in the present study. The first one is the 'Next Speaker Selection' procedure similar to the outcomes of Seedhouse (2004) and Mortensen (2008), which classify it as part of the 'Turn-Allocation' according to Sacks et al. (1974, p.703). It is found that this procedure plays an essential role in transferring the sequential turns in the classroom interaction (extract 2 lines 3 and 9). The following example from extract 3 line 16 illustrates this procedure:

Example:
Tr: Do you think they were all happy in the end, Rana   (16)
St3: Yes   (17)
Tr: Yes they were   (18)

In this example, the second student allocated as the next speaker was selected by the teacher. This procedure enables the teacher not only to continue the sequence of the classroom conversation, but also to evaluate the students' grammatical knowledge through their usage of the language. Similarly, Teacher Talk promotes the language learning of the students by helping them to produce correct sentences. This procedure is called, according to Schegloff and Sacks (1973), Adjacency Pairs, which is categorized into two parts: the first one is produced by the teacher, and the second part is produced by the student.

The second procedure used in the classroom interaction is 'Turn Management'. The teacher guides the students through the forms of the questions (to derive answers from the students), and then directs their speech. That is why the 'Turn Management' is required in acquiring grammatical rules through the interaction process. This procedure is determined (in extract 3 lines 2, 4, 6, 8, 12, 16, 19, 21) in which the teacher, through posing questions in the past tense, directs the students' answers to be in the past tense. This procedure is not limited to this goal only, but enables the teacher also to manage the participation of the students in the classroom talk. It keeps the flow of the conversation and enhances learning, (as shown in extract 2 lines 3 and 9; and extract 3 lines 2 and 12). In a similar sense, Emmer and Stough (2001) assert that in order to achieve the learning outcomes, managing the engagement of the learners in classroom talk is indispensable. The findings of Mortensen (2008), Sacks et. al. (1974), Seedhouse (2004), and Walsh (2011) reinforce the finding of the current study.

VI. PEDAGOGICAL IMPLICATION

Though there are numerous methods of teaching English, quite a few are applicable in the current scenario. They are 'Turn-Taking' of Teacher Talk, using the 'Next Speaker Selection' and 'Turn Management' procedures to aid learners acquire and produce the target language in a social situation. These procedures not only provide the students an opportunity to use the language through talking, but also enable the teachers to channelize the verbal use by allocating turns to the students. They also endow the teachers to control the sequence of the conversation in a flexible way. The 'Turn Management' procedure also allows the teacher to direct and affirm the students' answers.

VII. CONCLUSION

This research paper tries to examine the effect of Teacher Talk in English grammar Learning. It is exemplified that Teacher Talk during social situations stimulates Acquisition of the Grammar rules naturally through, the two main procedures: 1. Turn Management and 2. Next Speaker Selection. 'Turn Management' channelizes the conversation through scaffolding questions) and 'Next Speaker Selection' involves all the students in the classroom to share views about the topic and enhance their language usage. Both these procedures succeed not only in allowing the conversation to flow naturally, but also in developing the learning process. Consequently, these effective outcomes can be recommended to the ESL and EFL teachers.

There are a few limitations to this study. This study was conducted in a particular educational place in Dubai. The English teachers were native speakers of English Language. These factors do not facilitate further study. Studies also can be carried on the same field but in another stream. Since Grammar is acquired through oral interaction (Mazeland, 2013), interview method can be used for data collection. It can be considered as 'Talk-in-Interaction' in which Turn-Taking takes place through Question and Answer method (Packett, 2005, p. 236).

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Call for Papers and Special Issue Proposals

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