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The Rate of Reading Poverty After the COVID-19 Pandemic School Shutdown and Specific Intervention Strategies for Lower Primary School Pupils in the Southern Province and Western Area of Sierra Leone

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Abstract—The study investigates the rate of reading poverty after the COVID-19 pandemic school shutdown and specific intervention strategies for lower primary school pupils in the southern province and western area of Sierra Leone. Randomised experiments of mixed-methods reading interventions for 100 struggling readers in class 5 and 20 English teachers selected from 10 primary schools (5 in the south and 5 in the Western Area) were carried out. The rate of reading poverty and proficiency was first determined in the selected classes using the *Access Center* method of reading assessment. Two intervention strategies were administered, and the scores for each intervention strategy were measured and compared. The findings reveal that over 70% of the pupils tested in reading in the south mispronounced or skipped five or more words when reading. The overall scores for pupils in the Western Area were relatively lower (a majority scoring less than 30%). The READ 180 reading intervention strategy is recommended to be introduced as the preferred teaching method at the pre-primary and primary school levels in Sierra Leone because of its proven potentiality to increase reading proficiency more than the popular Direct-teaching Model.

Index Terms—reading-poverty, proficiency, intervention strategies, learning inability, school shutdown

I. INTRODUCTION

Reading poverty, otherwise called learning poverty, is the inability of young learners aged ten or lower to read and comprehend simple texts or stories (World Bank, 2019). Because reading is key in formal education in literate societies worldwide, educationists such as Sónéchal et al. (2017) believe a school's first task is to ensure that the child can read efficiently. However, studies have shown that most children in third world countries in Africa and Latin America have not acquired this skill to an acceptable level, which has hindered learners' reading ability in later life (World Bank, 2019; Kim et al., 2020). The World Bank's database estimates that 53% of children in the third world or low-income countries and 80% in poor countries cannot read and understand a simple story (World Bank, 2019). Kessler (2020) revealed that more than 200 million children and youth in the world were out of school for the 2018 school year, with a total of 59 million of primary school age.

Kuhfeld et al. (2020) measured that students who lacked consistent instructions during the coronavirus school shutdown might retain only 70% of their annual reading gains. Consequently, achieving the development goals, mainly that of the SDG4 - to ensure inclusive and equitable quality education - for most African countries is gravely threatened (World Bank, 2019; Sachs et al., 2021). Reading proficiency is still not achieved in Latin American countries like Brazil, whose education system has been upgraded. This is worse in African countries, where little strides have been made to address the situation. In Malawi, for instance, primary schools teachers frequently come to school late or do not come to school at all (Ravishankar et al., 2016). The World Bank's measurement criterion of tallying children with reading poverty in school and the proportion of children out of school has made countries like Egypt reduce their reading poverty by half through the Progress in International Reading Literacy Study (PIRLS) (World Bank, 2019).

Though Sierra Leone introduced free and quality education at the lower schools three years ago, achieving quality seems slow. The *Multiple Indicator Cluster Survey Round 6* of Statistics Sierra Leone (2017) revealed that 84% of children in Sierra Leone could not read a simple story.

The study assessed the reading proficiency rate and reading poverty in selected schools in western and southern Sierra Leone after the COVID-19 school shutdown and determined the reading rate after the READ 180 reading-intervention strategy.

A. *Reading Proficiency versus Reading Poverty*

Determining students' reading proficiency, vis-à-vis reading poverty, has resulted in a range of assessment approaches. Missall et al. (2019) discovered that teachers rate students' proficiency in reading by determining their high level of reading accuracy, which they use to identify students at risk of reading poverty. Hackling et al., (2019) paired reading proficiency and vocabulary size and found out that even at a higher level of learning, the number of vocabularies college students amass is not sufficient to prepare them to read at an advanced level. Though many scholars have shown listening as integral to improving reading proficiency, Tschirner (2016) states that besides students studying Chinese, Russian and other foreign languages, a disconnect between listening and reading proficiencies does not necessarily determine low reading proficiency. However, studies such as those done by Hackling et al. (2019); Zhang and Zhang (2020) revealed a strong correlation between L2 vocabulary knowledge and L2 reading proficiency. Chang and Gu (2018) showed that both Fundamental Motor Skills (FMS) and Executive Function (EF) were significantly related to children's reading proficiency. The World Bank (2019) used its measurement indicators to determine pupils with reading difficulties and those who are out of school and are unable to read. Similarly, Statistics Sierra Leone (2017) used the Multiple Indicator Cluster Survey- Round 6 to determine children in Sierra Leone who cannot read a simple story.

B. *Suggested Causes of Reading Poverty*

The children's learning process has been an essential subject for educationists worldwide. Equally important are concerns over the growing reading poverty among children aged 10. While literature agrees that most young learners in Latin America and Africa cannot read a simple text, various reasons have been forwarded for this deficiency. Toste et al. (2017) state that not recognising words is the most severe source of reading challenges for students with learning disabilities (LD). Kilpatrick (2018) argues that having problems with reading contributes to phonological skill deficits.

Notwithstanding, Aliakbari and Amoli (2016) discovered that teacher-commitment and mastering close relationships with pupils had positive potential. In contrast, avoidance of work was found to be negative. Shumba and Gada (2018) proffered insufficient reading materials, in-service teacher-training, word recognition, and comprehension skills as significant causes of reading deficiency at the lower grades. Other scholars like Protopapas and Parrila (2018) have discovered dyslexia as another cause for reading difficulty in children.

C. *Suggested Interventions to Improve Reading Deficiencies among Students*

Suggested interventions to improve reading deficiencies among students are vast and varied. Using a standardised measure of mixed-methods to estimate early adolescent Latino English learners' word reading and vocabulary knowledge, Lesaux and Harris (2017) discovered that participants' word reading skills, vocabulary knowledge, comprehension processes, and paraphrasing sentences improved. However, reading comprehension processes did not improve much. Rasinski et al.'s (2017) instructional Fluency Development Lesson of clinicians' pre-and post-tests revealed that most of the students, unable to read well during the summer, made significant reading progress after the training. Kim et al. (2010) used word study activities, independent and modelled reading practice, and teacher-directed learning to improve the reading proficiencies of young learners. Similarly, the *Access Center* (2005) assessed learners' letter knowledge, ability to manipulate sounds in words, ability to read words in connected texts, and comprehension.

II. RESEARCH METHOD

Randomised experiments of mixed-methods reading interventions for 100 struggling readers in class 5 and 20 English teachers, selected from 10 primary schools (5 in the south and 5 in the western area of Sierra Leone), were carried out. The reading poverty and proficiency rates were first determined in the selected class using the *Access Center* (2005) method of reading assessment by testing pupils' abilities to separate and categorise letters by uppercase and lowercase. They were also made to break spoken words into parts or blend spoken parts into one word. They also read a passage of text as clearly and correctly as possible (the researcher recorded any mistakes that the student made), read a passage aloud for one minute (counting only the number of correct words read and that total equalled a pupil's oral reading fluency rate), and read a passage and answered factual questions about the text.

Pupils with reading-difficulties discovered in the classes were subjected to the READ 180 reading-intervention strategy adopted from Kim et al. (2010) to determine if it can be more related to improve reading proficiency than the Direct-teaching Model (DM), observed to be the popular model among teachers in primary schools in Sierra Leone. This intervention strategy was implemented two days per week over four weeks. Pre- and post-test scores were compared. Interviews were conducted to determine external factors like teacher commitment and incentives, teacher

qualification and in-service training, classroom/school environment, and teaching materials (see Table 11 for the question guides).

III. RESULTS AND DISCUSSION

A. Results

The results of this study were divided into two subsections, i.e. 1) Assess the rate of reading proficiency and poverty after the COVID – 19 school shutdowns and 2) Determine the reading rate after the READ 180 reading intervention strategy to suggest its effectiveness to improve the reading deficiencies among students.

Objective 1: Assess the rate of reading proficiency and poverty after the COVID – 19 school shutdowns

Results obtained from assessing pupils' ability to identify the alphabet, shown in Table 1, reveal that almost all of the pupils tested in the schools surveyed could separate and categorise upper-case and lowercase letters. Only pupils from School 1 in the south fell below 50%.

TABLE 1
TEST 1: SEPARATING AND CATEGORISING LETTERS BY UPPERCASE AND LOWERCASE (N = 100)

Letter Case School Number	Southern Province				Western Area			
	Upper Case	%	Lower Case	%	Upper Case	%	Lower Case	%
School 1	4	40	4	40	10	100	8	80
School 2	4	40	6	60	9	90	9	90
School 3	5	50	5	50	10	100	10	100
School 4	7	70	7	70	8	80	7	70
School 5	8	80	8	80	10	100	10	100
Overall	5.6	56	6.0	60	9.4	94	8.8	88

Table 2 shows that very few pupils could blend broken parts of a word into one word. This is revealing in two ways: First, more than 50% of the pupils could not join speech sounds together to form words mentally. Second, critical phonemic skills may have been left out for these pupils to continue to progress in reading.

TABLE 2
TEST 1: BLEND BROKEN PARTS OF A WORD INTO ONE WORD (N = 100)

School Number	Sample Size	Southern Province		Western Area	
		Average number of parts blended into words	%	Average number of parts blended into words	%
1	10	1	10	3	30
2	10	1	10	4	40
3	10	2	20	4	40
4	10	3	30	4	40
5	10	3	30	4	40
Overall	50	2	20	3.8	38

Table 3 reveals that 78% of the pupils in one of the schools in the Southern Province mispronounced or skipped five or more words in the reading test. The pupils' performances in the Western Area were relatively better, with an average of 21.4% of the pupils mispronouncing or skipping five or more words in the reading test (see Tables 3).

TABLE 3
TEST 1: RECORDED READING MISTAKES MADE BY PUPILS (N = 100)

School Number	Southern Province		Western Area	
	Average number of words mispronounced or skipped	%	Average number of words mispronounced or skipped	%
1	15.6	78	5.3	26.5
2	13.0	65	4.7	23.5
3	8.2	41	4.0	20.0
4	8.8	44	3.8	19.0
5	4.2	21	3.6	18.0
Overall	9.96	49.8	4.28	21.4

Table 4 shows that most pupils in Schools 1 and 2 in the Southern Province could not read 50% of a text of 20 words given to them. Notably, pupils in schools in the Western Area and School 5 in the south were unexpectedly exceptional.

TABLE 4
TEST 1: THE NUMBER OF WORDS READ CORRECTLY BY PUPILS (N = 100)

School Number	Southern Province		Western Area	
	Average Number of Words Read Correctly	%	Average Number of Words Read Correctly	%
1	4.4	22	14.7	73.5
2	7.0	35	15.3	76.5
3	11.8	59	16.0	80.0
4	11.2	56	16.2	81.0
5	16.0	80	16.4	82.0
Overall	10.1	50.4	15.7	78.6

All pupils in the south scored below 30% when answering questions from the passage and fewer pupils in the Western Area scored above 60% (see Table 5).

TABLE 5
TEST 1: RESPONSES OF PUPILS TO QUESTIONS FROM THE PASSAGE (N = 100)

Question	Correct Answer	Southern Province		Western Area	
		Number of Correct Answers	%	Number of Correct Answers	%
How many sons did the farmer have?	The farmer had two sons.	3	6	24	48
What were the names of the farmer's sons?	The names of the farmer's sons were Momoh and Sorie.	4	8	20	40
Who lived along the road to the farm?	Monkey lived along the road to the farm.	4	8	24	48
Was Monkey afraid of the boys?	No, Monkey was not afraid of the boys.	5	10	31	62
What did the farmer notice of his sons?	The farmer noticed that his sons were getting thinner.	0	0	19	38
Did the boys finally tell their father the truth?	Yes, they did.	3	6	25	50
What did the farmer tell his sons?	The farmer told his sons not to ever keep secrets from him.	1	2	13	26
What did the farmer teach his sons to do?	He taught his sons to trick Monkey.	1	2	14	28
What came out of the basket?	A big dog came out of the basket.	9	18	38	76
Did Monkey ever return since that day?	No, Monkey never returned.	14	28	34	68

Objective 2: Determine the reading rate after the READ 180 reading intervention strategy to suggest its effectiveness in improving students' reading deficiencies

Low scoring pupils before the teaching intervention strategy, later taught using the READ 180 teaching model, improved significantly (see Table 6). The scoring rate was 40% after the school shut down because of the COVID- 19 epidemic and over 90% at four weeks.

TABLE 6
TEST 2: SEPARATING AND CATEGORISING LETTERS BY UPPERCASE AND LOWERCASE

Southern Province	Sample Size	Letter Case			
		Upper Case	%	Lower Case	%
School 1	06	05	90	05	90
School 2	06	06	100	06	100
School 3	05	05	100	05	100
Overall		5.3	96.7	5.3	96.7

According to Table 7, pupils' test scores after READ 180 teaching-strategy increased more than 80% in four weeks.

TABLE 7
TEST 2: BLEND BROKEN PARTS OF A WORD INTO ONE WORD

School Number	Average Number of Parts Blended into Word	%	Average Number of Parts Blended into Word	%
1	8	90	7	100
2	8	90	6	100
3	6	80	5	90
4	7	100	6	100
5	7	100	5	50
Overall	7.2	92	5.8	88

Table 8 shows that the scores of the pupils in the south and their counterparts in the west who earlier mispronounced or skipped most of the words improved after the READ 180 teaching intervention. They mispronounced or skipped an overall average of 13% in the south and less than 5% in the west.

TABLE 8
TEST 2: RECORDED READING MISTAKES MADE BY PUPILS (N = 100)

School Number	Southern Province			Western Area		
	Average	Number	of Words	Average	Number	of Words
	Mispronounced		or Skipped	Mispronounced		or Skipped
			%			%
1	1.7		8.5	1.0		5.0
2	4.4		22	1.5		7.5
3	2.5		12.5	1.4		7.0
4	2.8		14.5	0.6		3.0
5	1.5		7.5	0.1		0.5
Overall	2.9		13	0.92		4.6

According to Table 9, there was 65% to 100% improvement four weeks after the READ 180 intervention, particularly for pupils in Schools 1 and 2 in the south (see Table 9).

TABLE 9
TEST 2: THE NUMBER OF WORDS READ CORRECTLY BY PUPILS (N = 100)

School Number	Southern Province			Western Area		
	Average	Number	of Words	Average	Number	of Words
	Correctly		Read	Correctly		Read
			%			%
1	18.3		92.5	19.0		95.0
2	15.6		78.0	18.5		92.5
3	17.5		87.5	18.4		92.2
4	17.2		86.0	19.5		97.5
5	18.5		92.5	19.8		99.0
Overall	17.4		87.3	19.0		95.2

A significant improvement was observed in pupils' performance after the 4-week READ 180 intervention (see Table 10).

TABLE 10
TEST 2: RESPONSES OF PUPILS TO QUESTIONS FROM THE PASSAGE (N = 100)

Question	Correct Answer	Southern Province		Western Area	
		Number	of	Number	of
		Correct Answers	%	Correct Answers	%
How many sons did the farmer have?	The farmer had two sons	50	100	50	100
What were the names of the farmer's sons?	The names of the farmer's sons were Momoh and Sorie.	50	100	50	100
Who lived along the road to the farm?	Monkey lived along the road to the farm.	50	100	50	100
Was Monkey afraid of the boys?	No, Monkey was not afraid of the boys.	50	100	50	100
What did the farmer notice of his sons?	The farmer noticed that his sons were getting thinner.	32	64	37	74
Did the boys finally tell their father the truth?	Yes, they did.	50	100	50	100
What did the farmer tell his sons?	The farmer told his sons not to ever keep secrets from him.	25	50	27	54
What did the farmer teach his sons to do?	He taught his sons to trick Monkey.	27	54	35	70
What came out of the basket?	A big dog came out of the basket	50	100	50	100
Did Monkey ever return since that day?	No, Monkey never returned.	50	100	50	100

Table 11 reveals that the following are crucial issues that could be partly the reasons for pupils high learning poverty in the study area: 1) More than one-half of the teachers interviewed at the primary level were untrained and unqualified; 2) Reading was incorporated into the Language Arts lessons in most of the schools studied, and not treated as a separate subject; 3) a majority of the teachers were still using the traditional teacher-centric instruction methods where the teacher leads and the pupils repeat after them; 4) a majority of the teachers were dissatisfied with their monthly salaries/wages, or because they were not encouraged enough to be more committed to their work, and 5) a majority of the teachers interviewed were aware that most of their pupils could not read well.

TABLE 11
TEACHERS' OPINIONS REGARDING TEACHER-COMMITMENT AND MOTIVATION (N = 10)

Question	Response	Number of Response	%
What qualifications do you have to teach at the primary school (TC, HTC, Untrained & Unqualified, etc.?)	Untrained & Unqualified	6	60
How many days per week do you have Reading/Language Arts on the timetable?	2 days	5	50
Out of these assigned days, how many days are you able to teach Language Arts?	2 days	5	50
What is the duration for each Reading/Language Arts Lesson?	45Mins.	8	80
Do you teach reading as a separate lesson or you teach it as part of Language Arts?	No.	8	80
Do you like teaching Reading/Language Arts?	Yes.	10	100
Which method do you use to teach your pupils Language Arts?	Presenting lessons and letting pupils practice the lessons.	7	70
Do you have all the teaching materials you need to teach Language Arts?	Yes.	5	50
If yes, please name the materials you have been using.	Textbook, Reader Book, Writing Book	10	100
Are you satisfied with your job?	Yes	4	40
If no, why?	I don't have the encouragement/the money is too small.	6	60
Do you earn enough money to keep you in this job?	No.	10	100
Is the school environment conducive for teaching Reading/Language Arts?	No.	6	60
Please state the reason for your answer.	The noise caused by the neighbours	6	60
With all sincerity, can the majority of your pupils read well?	No, not all.	7	70
If no, why can't the majority read?	The books are not enough or available for the children.	7	70

B. Discussion

The results of this study regarding the rate of reading proficiency and poverty after the COVID-19 school shutdown imply that very few pupils in the lower primary schools can read simple texts efficiently. This is worse in schools in the provinces far removed from the urban areas. (See tables 2, 3, 4 & 5). This result agrees with several education researchers. The World Bank and UNESCO Institute of Statistics database estimated that 53% of children in the third world or low-income countries and 80% in poor countries could not read and understand a simple story (World Bank, 2019). The *Multiple Indicator Cluster Survey- Round 6* of Statistics Sierra Leone (2017) similarly revealed this deficiency. The findings also support Kuhfeld et al.'s findings that students who lacked consistent instructions during the coronavirus school shutdown might retain only 70% of their annual reading gains.

Regarding the reading rate after the READ 180 reading intervention strategy, pupils who mispronounced or skipped most of the words before the reading intervention improved, scoring as less as 30% to 00% of the words they skipped or mispronounced (see Table 8). This result confirms the views of other scholars, implying that instructional intervention with intensive fluency instruction can improve the reading deficiencies of learners at all levels. The study's application of Kim et al.'s (2010) READ 180 reading intervention to pupils with reading deficiencies in the study area proved effective. Similarly, the *Access Center's* (2005) comprehensive means of gathering assessment data for learners proved effective in determining the reading proficiencies of the pupils in the study area. It becomes clear that the suggested set of assessments will help improve students' reading skills and comprehension of the contents of their curriculum.

Furthermore, the result that teachers were not satisfied with their job due to the small amount of money they earned at the end of the month, by implication, seems to be one of the root causes of the breakdown of education in Sierra Leone. Still, the result regarding teacher qualification, satisfaction, and the number of periods for Language Arts showed glaring disparity. However, the results draw the attention that there is a need for a viable mechanism to be put in place regarding teacher qualification, satisfaction and commitment, as further discovered by Shumba and Gada (2018) concerning in-service teacher training; Han et al. (2016) regarding teacher commitment; and Aliakbari and Amoli (2016) relating to teacher empowerment, as the leading causes of reading deficiency at the lower grades.

IV. CONCLUSION

This study has demonstrated that over 70% of class 5 mispronounce and skip words when they read stories after the COVID-19 pandemic school shutdown. The READ 180 teaching intervention can help improve pupils reading efficiency if used in schools in Sierra Leone.

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An Examination on EFL Preservice Teachers' Development of Core Competencies Through Technology-Enhanced Language Learning

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Abstract—The use of technology in language teaching and learning has become more and more significant in recent years. Technology-enhanced language learning (TELL) has been highlighted due to the rapid changes in the field of education. This study investigated how TELL affected preservice teachers' perceived competencies in teacher education. Thirty-one preservice teachers at a medium-sized university in South Korea participated in this study. Survey questionnaires were the major data sources to check correlations between core competencies and see any differences in the participants' competencies through the TELL environment. The results showed that all the five core competencies (i.e., self-directed learning, challenge, convergence, communication, and problem solving) are correlated. Among them, the correlation between competencies in convergence and problem solving showed the strongest relationship. From the t-test analyses, All the core competencies except for self-directed learning were statistically significant, which indicates TELL was an effective instruction for preservice teachers. This study discusses the importance of developing TELL strategies to increase competencies in convergence and problem solving and promoting reflective practice in TELL.

Index Terms—technology-enhanced language learning (TELL), core competency, preservice teachers, teacher education

I. INTRODUCTION

Thanks to the rapid advancement of technology, various teaching and learning methods have possibly been attempted for effective language education. Technology has been used to assist with language learning. Language teachers have incorporated various types of technology to engage students in the learning process by presenting authentic examples of the target culture and connecting them to the classrooms. Furthermore, some technology tools enable teachers to adapt classroom activities, assignments, and projects, thus increasing students' language learning experiences. It also assists foreign language teachers in facilitating and mediating language learning for their students. The effectiveness of using technological tools relies on the expertise and knowledge of language teachers who can manage and facilitate the language learning environment along with the use of technology.

In particular, technology-enhanced language learning (TELL) has been spotlighted due to its many advantages (Carr, et al., 2011; Chirimbu & Tafazoli, 2013; Patel, 2014; Yang & Chen, 2007; Yeşilel, 2016). TELL provides an opportunity to connect diverse information and learning materials to education. These days, young people can freely use cutting-edge technology that is constantly and quickly changing and developing for effective communication and education. Therefore, it is effective to use technology connected to their real lives.

Today, societies place confronting demands on individuals in many parts of their lives. These demands imply core competencies that individuals need to acquire. A competency is more than just knowledge and skills. It involves the ability to meet complex demands by drawing on and mobilizing psychosocial resources, including skills and attitudes in a particular context (Docking, 1994; Mrowicki, 1986). For example, the ability of effective communication is a competency that may employ an individual's knowledge of language, practical communication skills, and attitudes towards others whom he or she is communicating. To keep up with the global trend, the Ministry of Education (2019) proposed a project for the 2021 Basic Competency Diagnosis and Assessment Plan in Higher Education. This project envisioned that core competencies should be set by each university according to its characteristics, which college students should be equipped with in higher education. Accordingly, the educational goal of the university is to nurture talents to reinterpret and use the learned professional knowledge to solve on-site problems and select the core competencies that the university pursues. In order to flexibly respond to the demands of prospective social changes, it is necessary to support college students' development of core competencies.

Therefore, this study examined correlations between core competencies presented by the on-site university and determined if there were significant differences in preservice teachers' perceived core competencies in TELL instruction. Two research questions guided this study:

1. Are there any correlations between core competencies?

2. Are there differences in preservice teachers' perceived core competencies in technology-enhanced language learning?

II. LITERATURE REVIEW

A. *Technology-Enhanced Language Learning (TELL)*

Technology-enhanced language learning (TELL) is the study of the application of technology in language learning and teaching (Yeşilel, 2016), suggesting an inclusive sense of technology and its impact on language teaching and learning (Bush, 1997). TELL refers to “the use of computers as a technological innovation to display multimedia as a means of complementing teaching [methods]” (Patel, 2014, p.1). Its main goal is to discover ways to use all kinds of technology, including computers, hardware, software, and the Internet, for the development and improvement of language learning (Golshan & Tafazoli, 2014; Hubbard, 2013; Yang & Chen, 2007; Yeşilel, 2016). Technology itself has several vital roles in language education. It can be used as instructional resources, a delivery system, or to increase productivity (Ghanizadeh et al., 2015). Technology provides scaffolds for students with special needs and interests, creating new learning experiences for students and significant learning gains (Pedersen & Liu, 2003). TELL is supportive of computer-mediated communication (CMC), which helps students speak and write in a foreign language (Kranthi, 2017).

TELL has both advantages and disadvantages. TELL offers many advantages regarding language teaching and learning (Carr et al., 2011; Chirimbu & Tafazoli, 2013; Patel, 2014; Yang & Chen, 2007). It provides a lot more flexibility than textbooks and in-depth learning experience for learners, addressing different learning styles and learner needs. TELL promotes learner autonomy and independence as students can control the pace of progress and the materials presented to them. Furthermore, it increases student engagement and motivation while facilitating communication and meaningful interactions in which technology-related tasks approximate more real-world contexts. Because the target language and culture are easily accessible, students can broaden their international perspectives, learn diverse language forms, and appreciate different cultures. Previous research (Lamy & Goodfellow, 1999; Ortega, 1997; Warschauer, 2000) has reported that technology provides an equal opportunity to all learners. For example, online discussion threads may encourage learners to voice their opinions and offer feedback through interactive conversations developed in the language learning context (Beauvois, 1998; Kivela, 1996). Despite a list of advantages, negative aspects of implementing TELL should also be considered (Jung, 2005; Lai & Kritsonis, 2006; Patel, 2014). First, both teachers and learners must understand basic technical knowledge before applying TELL to the classroom context. Teachers have to be familiar with the use of technology so that they can guide their students on how to apply technology to language instruction. Second, although there are various resources on the Internet, it is challenging to integrate them into an appropriate language curriculum and instruction. Third, students are often too focused on technological equipment and resources rather than the content of instruction. As a result, the consequences of using technology are the opposite of what the teacher expects. Lastly, technical issues can disrupt the flow of language lessons. Blackouts or other circumstances may hinder using digital technology, which cannot be backed up.

In brief, TELL motivates teachers and learners to actively engage in language learning and teaching. In particular, young learners are enthusiastic about the use of technological resources. In this regard, teachers should utilize them purposefully in their language classrooms and provide more authentic resources. Authentic language learning environments can be created through technology use.

B. *Competency-Based Education*

The concept of key competencies was first introduced by McClelland (1973), a social psychologist, in the early 1970s. McClelland (1973) defines competency as a characteristic that can predict high performance in a specific job. Mrowicki (1986) defines competencies as essential skills, knowledge, attitudes, and behaviors needed for effective performance of real-world tasks. According to Docking (1994), competency is an attribute of an individual who can successfully perform tasks or activities in either academic settings or the workplace. Competency involves specific knowledge, attitudes, thinking processes, and psychological and physical skills (Docking, 1994). Competency consists of the ability to mobilize social and psychological resources, including skills and attitudes, in a specific context to address complex needs and contribute to desirable outcomes for not only society but individuals as well. It can help individuals meet critical needs in a variety of contexts. Originally, the concept of competency started with the dictionary meaning of ‘the ability to do something’ and was used as a narrow concept of the ‘ability to successfully perform a specific job’ in the American vocational training field in the 1970s. Then, in 1997, the Organization for Economic Cooperation and Development (OECD) initiated a project called ‘Definition and Selection of Key Competencies (DeSeCo)’ in order to define and select competencies needed for the development of society and the successful lives of individuals (OECD, 2005). In the DeSeCo project, competencies are regarded as contributing elements to boosting productivity and market competitiveness, maximizing employment through a qualified labor force, and establishing an environment for innovation in the world. Competencies seem important because of increasing individual participation and social justice and maximizing autonomy and human rights. In modern society, the term “competency” has been extended to include a broader concept of the general ability to solve problems.

Universities and university graduates have perceived that major knowledge in books may not be used as a practical knack for problem solving in practice. As a result, there has been a trend to reconsider and utilize the knowledge they have learned to solve problems in the field, select core competencies that the university pursues, and implement a competency-based curriculum with the educational goal of nurturing talented individuals. Competency-based education is based on a curriculum that develops individual and social appropriateness with the aim of achieving individual learners' competency as the core goal (Park, 2008). It is crucial to nurture college students' talents and implement courses aligned with core competencies.

Language educators and researchers have also strived to follow the trend of competency-based education and apply it to language classrooms. Auerbach (1986) suggested eight key features as a framework for competency-based education in language learning and teaching, which are as follows:

- A focus on successful functioning in society
- A focus on life skills
- Task- or performance-centered orientation
- Modularized instruction
- Outcomes which are made explicit a priori
- Continuous and ongoing assessment
- Demonstrated mastery of performance objectives
- Individualized, student-centered instruction (Auerbach, 1986, pp. 414-415)

Basically, the goal of indicating these features is to enable language learners to become autonomous individuals capable of coping with the demands of the world. Rather than teaching a language in isolation, language teaching is considered as a function of communication regarding completing concrete tasks aligned with competency-based instruction (Richards & Rodgers, 2001). What counts is what learners can do as a result of competency-based instruction. The emphasis is on manifest behaviors rather than on abstract knowledge or the ability to talk about language skills. Learning objectives should be defined based on individual learner needs. Because we pursue individualized and student-centered learning, teachers should help students make progress at their own pace, paying attention to the areas in which they lack competence (Auerbach, 1986). Richards and Rodgers (2001) advocated competency-based language instruction due to several advantages. First, specific and practical competencies can be connected to learners' needs and interests. Second, learners can become responsible by judging whether the target competencies are relevant and useful. Third, competencies can be mastered one at a time; learners can see what has been learned and what still remains to be learned (Richards & Rodgers, 2001). McKay (2007) believes that competencies can provide information about individual learners' progress because they can be used as diagnostic feedback on learners' progress (Nunan, 2007). Despite several benefits of competency-based instruction, there are several drawbacks. Auerbach (1986) points out that competency-based education carries a hidden social order in reality. In other words, it prioritizes value in that it imposes its own norms, promoting social roles and underpinning the power structure in society. Secondly, teaching manifest behaviors may inhibit critical thinking, creativity, and innovation because the nature of language is unpredictable (Richards & Rodgers, 2001). (Auerbach, 1986, p. 425).

III. METHODOLOGY

A. *Participants and the Context*

The site of this study was a mid-sized university located at the southern tip of South Korea. Thirty-one (20 female and 11 male) preservice teachers majoring in English language education participated in this study. The age range was between 21 and 26. They were selected via convenience sampling and purposive sampling methods. The preservice teachers took a "Logic and Essay Writing in English Education" course. All participants pursued becoming English language teachers in Korean secondary schools.

The "Logic and Essay Writing in English Education" course was a required course for preservice teachers. The main objectives of the course were to comprehend the types of academic writing in English and to develop communicative competence in both spoken and written English. Students learned how to write academic essays that respond to different sources in texts. The course included three major writing assignments (narrative, comparison/contrast, and argumentative writing), presentations, and discussions on the assigned content regarding teaching writing.

B. *Technology-Enhanced Resources*

Multiple technology-enhanced resources were used in the instruction, including Learning Management Systems, Google Classroom, Google Docs, and Padlet.

1. *Learning Management Systems*

Technology materials can be distributed in many ways, including email and other communication platforms. Learning Management Systems (LMS) are the most popular in higher education. The LMS is "a server-based software program that interfaces with a database containing information about users, courses and content" (Piña, 2010, p. 1). These systems can distribute class materials, assess students' work, and facilitate communication with learners online. The LMS was the basis of the online course. All the announcements and assignment information were posted on the

LMS; therefore, the preservice teachers needed to check the LMS frequently for the updates on the course. A screenshot of the LMS used in the course is shown in Figure 1:

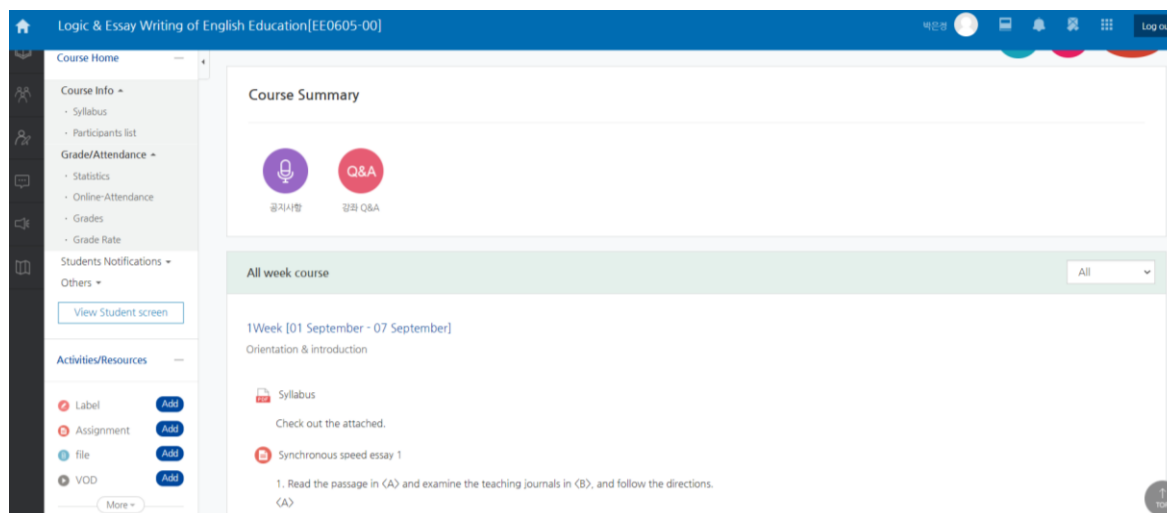


Figure 1 A Screenshot of the LMS Module

2. Google Classroom

Google Classroom is a free LMS service provided with Google G-Suite for education. According to Google Online Learning Resources for Educators (n. d.), Google Classroom “makes teaching more productive and meaningful by streamlining assignments, boosting collaboration, and fostering communication” (para. 1). The program is designed to integrate well with other Google online products, such as Google Docs, Google Slides, Google Forms, and Google Drive. Educators and teachers can easily create online classes, distribute assignments, and send feedback to students. Assignments and quizzes can be composed, distributed, and assessed on one platform. Google Classroom was used as the function of a weekly assignment dropbox. As the instructor created a folder of the assigned work, the preservice teachers posted their work by the deadline. A screenshot is shown in Figure 2:

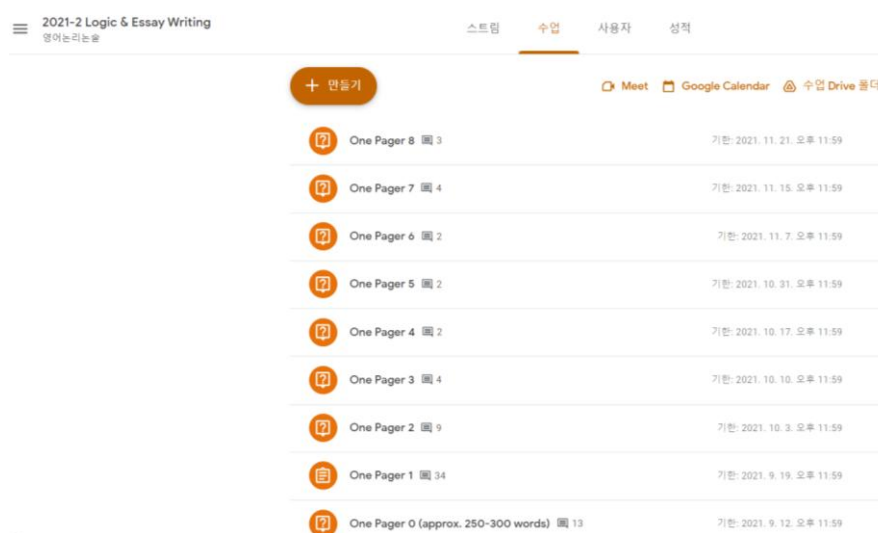


Figure 2 A Screenshot of Google Classroom

3. Google Docs

Google Docs is one of the major written communication tools in the Web 2.0 digital platform, which is a space where virtual users upload content and share it with others, enabling people to both understand and produce multimodal digital texts (Richardson, 2006). Semingson et al. (2016) suggest that Google Docs is an innovative way to create new texts, share with others, and edit them with group members. Google Docs has several advantages for classroom use, such as easy access and group collaboration. Google Docs can be used to promote student inquiry through group collaboration and facilitate writing skills with editing and revision capacities (Demski, 2012). During the lecture, Google Docs were utilized as one of the technological tools in this study. Google Docs were used for group discussions and group writing. A sample of a Google Docs activity is shown in Figure 3:

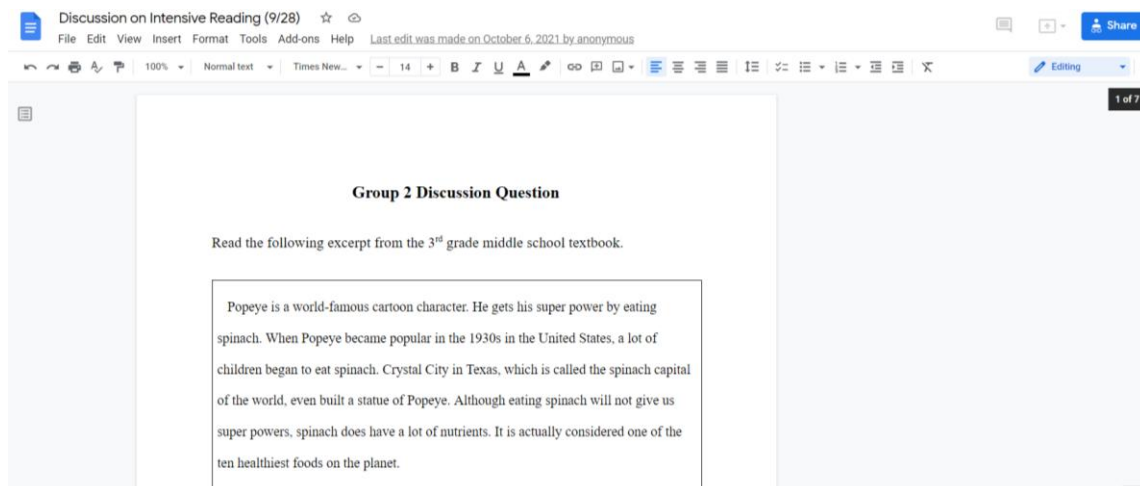


Figure 3 A Sample of a Google Docs Activity

4. Padlet

Padlet is a free virtual internet wall tool and online bulletin board. It can provide users a chance to express, share, and discuss their opinions on any kind of topic on this virtual wall. Users can also express their opinions with images, illustrations, videos, drawings, pictures, and all other possible visuals. Therefore, it supports collaboration among learners. Teachers can use it to activate learners' background knowledge, to brainstorm and to share ideas while working on their projects (Warwick, 2017). In this technology resource, the preservice teachers wrote their reflections regarding what they learned from the class. It was used as a learning journal to reflect on their learning and teaching. The preservice teachers' writing samples are shown in Figure 4:



Figure 4 Samples of Padlet Writing

C. Instrument

Survey questionnaires were used to understand the participants' perceived competencies. Five different domains of competencies (i.e., self-directed learning, challenge, convergence, communication, and problem solving) were checked through the survey questionnaires. The survey questionnaires for each domain of competency contained 20 items, using a five-point Likert-scale (ranging from strongly disagree [1] to strongly agree [5]). The overall Cronbach's alpha coefficient was 0.84 for the survey items. The reliability statistics indicated a high level of internal consistency. Sample items for each competency in the survey are shown in Table 1. According to the visions of the university (University, n. d.), competency in the domain of self-directed learning indicates the ability to make decisions without asking or waiting for an answer. Competency in the domain of challenges means encountering a difficult situation without any hesitation or reluctance. Competency in the domain of convergence is the ability to integrate two different things into one as a synergistic effect. Competency in the domain of communication refers to the ability to use a language effectively in various contexts. Competency in the domain of problem solving is the act of identifying, prioritizing, and selecting alternatives for a solution.

TABLE 1
SURVEY QUESTIONNAIRES OF CORE COMPETENCIES

Competency of self-directed learning
<ul style="list-style-type: none"> • While studying the content, I can also think about how to remember it well. • I can understand what I am studying in relation to real-life cases. • I can think about how the new material I am studying relates to what I already know. • I can organize the content in my own way so that it is easy to understand. • I can study the content I did not understand during class again after class.
...
Competency of challenge
<ul style="list-style-type: none"> • I can challenge a new culture or environment. • I can take the initiative and take on new challenges with expertise. • I can study about new content without hesitance. • I can overcome any crisis situation. • I am not afraid of failure.
...
Competency of convergence
<ul style="list-style-type: none"> • I like to learn about fields other than my major. • I can accept their point of view effectively when working with other students. • I can seek help and advice from others. • I can find relationships between different ideas. • I am not afraid to ask for help from others.
...
Competency of communication
<ul style="list-style-type: none"> • I can clearly communicate with the information or data I have. • I can express my position or opinion clearly. • I can explain my thoughts logically and persuasively. • I can express it in an easy-to-understand manner. • I can check whether the other party fully understands my message.
...
Competency of problem solving
<ul style="list-style-type: none"> • I can identify the given information needed to solve the problem. • I can investigate hidden information through the search process of the problem. • I can recognize and explain the problem to be solved. • I can select the information you need to solve the problem. • I can organize selected information logically and select conflicting information.
...

D. Data Collection and Analysis

To answer research questions in this study, pretests and posttests of five dimensions of competencies were distributed in the first week and last week of the course, respectively. The Statistical Package for Social Sciences (SPSS, version 26) was used to analyze the collected data. First, correlation analysis was performed to reveal meaningful relationships between different competencies. Then, paired t-tests were conducted to compare and analyze the average values of the tests for pre-post comparison of the core competencies.

IV. RESULTS

A. The Results of Correlation Analysis

To address the first research question, a Pearson correlation coefficient was computed to assess the linear relationship between competencies. The correlation analysis results are presented in Table 2. As can be seen, there are a number of high correlations between several item responses of the competencies. All the five competencies were statistically positively related at the level of $p < 0.01$. However, the values of the correlation coefficients indicate moderately positive relationships between the competency of self-directed learning and the other competencies. The weak correlations showed that there are minimal relationships between the competency of self-directed learning and the other competencies in this study. All the four competencies (i.e., challenge, convergence, communication, and problem solving) were fairly positively related. The values of the correlation coefficients between the four competencies range between 0.72 and 0.83, which shows strong positive relationships. The results also showed the strongest positive relationship between competencies in convergence and problem-solving ($r(30) = 0.83$, $p < 0.001$). Figure 5 displays strong correlations between the competencies.

TABLE 2
CORRELATIONS BETWEEN CORE COMPETENCIES

		1	2	3	4	5
1. Self-directed learning	Pearson's <i>r</i>	1				
	<i>p</i> -value					
2. Challenge	Pearson's <i>r</i>	0.51**	1			
	<i>p</i> -value	0.003				
3. Convergence	Pearson's <i>r</i>	0.48**	0.75**	1		
	<i>p</i> -value	0.006	0.000			
4. Communication	Pearson's <i>r</i>	0.69**	0.77**	0.73**	1	
	<i>p</i> -value	0.000	0.000	0.000		
5. Problem solving	Pearson's <i>r</i>	0.57**	0.72**	0.83**	0.73**	1
	<i>p</i> -value	0.001	0.000	0.000	0.00	

** $p < 0.01$

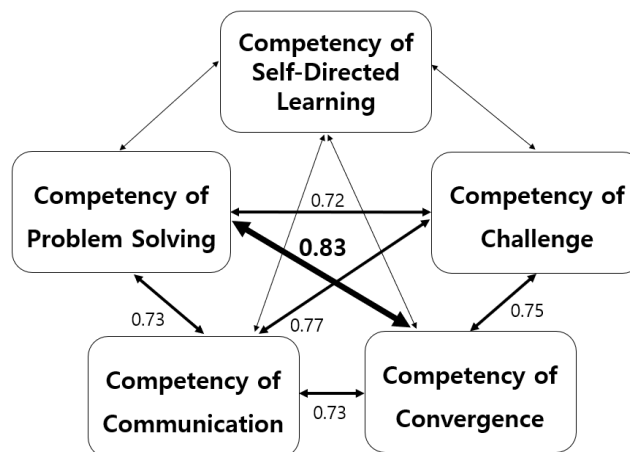


Figure 5 Strong Correlations Found Between the Competencies

B. The Results of T-tests

The results from the t-tests indicate that there were statistically significant increases in four competencies in the domains of challenge, convergence, communication, and problem solving. There was a significant effect for challenge competency ($t(30) = 2.53, p < 0.05$). The competency of convergence was statistically significant ($t(30) = 2.41, p < 0.05$). Furthermore, there were significant effects on the competency of communication ($t(30) = 2.35, p < 0.05$) and problem solving ($t(30) = 1.77, p < 0.05$). As shown in Table 3, however, the competency in self-directed learning was not statistically significant. The results indicate that technology-enhanced instruction is effective in increasing competencies for preservice teachers.

TABLE 3
INFERENTIAL STATISTICS OF T-TESTS

Competency	Test	N	Mean	SD	Mean difference	<i>t</i>	<i>df</i>	Sig.
Self-directed learning	pretest	31	3.73	0.46	0.16	1.45	30	0.158
	posttest	31	3.89	0.43				
Challenge	pretest	31	3.73	0.53	0.34	2.53	30	0.017*
	posttest	31	4.07	0.49				
Convergence	pretest	31	3.76	0.49	0.30	2.41	30	0.023*
	posttest	31	4.06	0.48				
Communication	pretest	31	3.90	0.56	0.32	2.35	30	0.026*
	posttest	31	4.22	0.41				
Problem solving	pretest	31	3.75	0.57	0.28	1.77	30	0.037*
	posttest	31	4.03	0.55				

* $p < 0.05$

V. DISCUSSIONS

The purpose of this study was to see the effect of TELL instruction for EFL preservice teachers. Based on the results, therefore, this section discusses two major points to promote TELL in teacher education: 1) Developing TELL strategies and 2) promoting reflective practice in TELL.

A. Developing TELL Strategies for Competencies in Convergence and Problem Solving

The results showed the strongest correlation between competencies in convergence and problem solving, which indicates that TELL may stimulate preservice teachers' abilities in problem solving and synergizing in teacher

education. Oxford (2017) categorized second language learning strategies into two sets of systems: (1) strategies for language skills areas (i.e., reading, writing, listening, and speaking) and (2) strategies for language subsystems including vocabulary and grammar. As for the first category, language skill integration can be matched to the competency of convergence for preservice teachers. Oxford (2001) argued that language learners should be exposed to a language environment where natural interactions arise. Through strategies of language skill integration, English becomes a means of interaction and communication as learners understand the dynamic characteristics of English. Integrated language learning improves the authenticity of language use and stimulates learners with varied backgrounds and ages to learn in a classroom environment (Oxford, 2001). Paul (2003) also maintained the integration of language skills in language classrooms. Several scholars (Davison & Dawson, 2003; McCarrier et al., 2000; Reimer, 2001; Williams & Lundstrom, 2007) argue that writing activities can be incorporated into other language skills as strategies of integrated skill education. Therefore, strategies for skill-integration instruction can help preservice teachers engage in language learning and teaching in TELL environments.

The competency of problem solving can be connected to Oxford's (2017) categorization of strategies for language subsystems such as vocabulary and grammar. To make it effective, gamification of learning can be applied to vocabulary and grammar TELL instruction (Smith et al., 2013). The interactive game-like interface enables students to learn target vocabulary and grammar more efficiently and recall them better. Game-like sentence writing can help students make inferences, focus on content, and check their comprehension of the instruction. Learning strategies with various web-based tools can also influence second language learners' success in language learning and mastering such vocabulary and grammar (Gallo-Crail & Zerwekh, 2002). In this sense, gamification of learning can promote preservice teachers' competency in problem solving and teaching skills.

B. Promoting Reflective Practice in TELL

The *t*-test analyses in this study found that the preservice teachers increased the four competencies in the domains of challenge, convergence, communication, and problem solving. However, the competency of self-directed learning was not statistically significant. This may reveal that TELL instruction in this study seemed to be teacher-directed, and the preservice teachers might have perceived that they had to follow all the procedures and guidelines for the activities and tasks offered in the class. In order to make TELL instruction learner-centered, student-initiated activities such as discussions and presentations should be necessary. All the technology-enhanced tools (i.e., the Learning Management Systems, Google Classroom, Google Docs, and Padlet) in fact involve student-directed learning. To make TELL instruction meaningful, engaging in more discussions and reflective activities is essential.

Reflective practice is an activity considered a key to teacher development (Mann & Walsh, 2013). Through reflection, preservice teachers can observe and evaluate their experiences and thoughts by conceptualizing them to increase their skills and awareness of their beliefs and assumptions of the experiences in their teaching practice. Self-directed learning means that learners establish learning plans and learning goals on their own and evaluate learning outcomes (Soisangwan & Wongwanich, 2014). The competency of self-directed learning can be promoted through reflection and self-evaluation.

VI. CONCLUSION

The rapid changes and pervasive presence of technology in the 21st century have extended language teaching and learning to any time and any place. New thoughts, strategies, and practices are essential in coping with the rapidly expanding new technologies and new learning environments (e.g., virtual reality, augmented reality, mixed reality, and artificial intelligence). TELL is promising in teacher education in that it benefits preservice teachers by developing the competencies required as 21st century skills. It is necessary to equip preservice teachers with TELL strategies for effective language learning and teaching. Furthermore, reflective practice would be considerably significant for preservice teachers to develop competency in self-directed learning.

Several limitations of this study need to be addressed. First, the scale of the study was rather small in the short term, which may be limited in terms of collecting and analyzing data. In addition, the results are not generalizable due to the non-probability sampling method used in this study. TELL instruction over longer periods of time seems to be suitable in future research.

The implications of this research are twofold. First, the availability of new technologies and language learning tools has developed much faster than the preparation of language teachers. Flexible and quick adaptation of technology is needed for preservice and inservice teachers to enhance their language teaching in TELL. This calls for a change in the curricula for preservice teacher education. In addition to knowing about teaching, which would eventually enhance their core competencies. Second, the correlation between competencies in convergence and problem solving was the strongest in TELL instruction. Emerging technologies (e.g., Web 2.0, artificial intelligence, and augmented reality) and learning environments (e.g., virtual reality, 3D, and mixed reality) have been designed and developed in collaboration with experts in diverse areas (e.g., art, computer engineering/programming, and languages). It is time to open up and accept initiatives for new forms of research. For example, investigations into language learning strategies and their effectiveness can be expanded and diversified along with different types of human-computer interactions and novel modes of learning.

In conclusion, rapidly growing new technologies and emerging learning environments call for a quick reaction from theory, research, and practice of language learning strategies. Researchers, educators, and practitioners (including preservice teachers) should reconsider the role and function of TELL and immersive interactive learning environments with heavy reliance on core competencies. It is crucial to prepare preservice teachers with core competencies in the 21st century.

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An Investigation Into the Practices and Challenges of Students' Use of ICTs in English: Selected Ethiopian Public Universities in Focus

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Abstract—This study was intended to examine whether or not students use ICTs in English, know that one's use of it improves his/her English language skills, and if there is significant difference among students' English language, information technology and other departments/programs students' use of it in English and their knowledge that one's use of it improves his/her English language skills, and to investigate challenges students face not to use ICTs in English with reference to Hawassa, Wolaita Sodo and Wachemo universities. To this end, a descriptive design with a mixed approach was employed. A questionnaire with two-point and five-point scales was used to collect data from 1500 students (500 students from each university). A semi-structured interview was also conducted with 39 students (13 students from each university) randomly selected from among those students who had filled in the questionnaire. Data gathered by the questionnaire were analyzed quantitatively; data collected by the interview were analyzed qualitatively. The study disclosed that the vast majority of university students do not use ICTs in English; they do not know that one's use of it in English improves his/her English language skills. It is also found that there is no statistically significant difference among students of English language, information technology and other departments/programs use of ICTs in English and their knowledge that one's use of that improves his/her English language ability. There are challenges that students face not to use ICTs in English. Accordingly, recommendations have been forwarded.

Index Terms—students' use, ICTs, English, knowledge, challenges

I. INTRODUCTION

The introduction of the English language into Ethiopia dates back to the introduction of modern education into the country (Dejenie, 1990). When the western education got into Ethiopia in the early nineteenth century, English was taught as a subject whereas French served as a medium of instruction. According to Tesfaye and Taylor (1976), cited in Geremew (1999), after the Italian invading force was driven out of Ethiopia with the help of the British army in 1941, the British influence in Ethiopia began to grow and as the result of that a shift was made from French domination to English domination. English has played different roles at different regimes in Ethiopian education. It has got an important place especially in tertiary education of the country. It can be concluded that ninety-nine percent of the instructional materials and other reference resources of our higher education institutions appear in English. English is serving as a medium of instruction in our universities although some regional or local languages are currently becoming medium of instruction for students who study these languages. It has also continued to be a must to students of all departments, normally in their undergraduate first year studies, to take a good number of English language courses. The main objective of offering the English language courses to the students is to help them improve their proficiency since English is a medium of instruction and nearly all the teaching/learning and reference materials are written in it (Gebremedhin, 1986; Hailemichael, 1993). Hence, students' success in their course of studies depends on their English language ability. Moreover, almost in all the universities, there is a Department of English that trains students for the undergraduate/postgraduate degrees.

Moreover, the issue of information communication technologies (ICTs) has got an important place especially in tertiary education of our country. That is, students of all departments/programs, normally in their undergraduate first year studies, are required to take introductory courses on ICTs in English. The courses are intended to help students be familiar with different types of ICTs and thus be able to effectively exploit these in order to access various academic and related resources. As a result, they can be successful in their course of studies and build creativity and problem solving skills to become capable citizens who can make indispensable professional and related contributions to the development of their country.

Information communication technologies, which emerged in the 1980's, are used to describe a range of technologies utilized in order to create, gather, store, retrieve, process, analyze and transmit information. This idea is supported by scholars such as Melese (2007), cited in Nguyen et al. (2012), Internet Advisory Board (2008), cited in McDougald (2009), United Nations Development Programme (2003), cited in Ibrahim (2010), Altiner (2011), Cheng (2012), Dalton (2011), Muehleisen (1997), Nomass (2013) and United Nations Development Programme (2003), cited in Ibrahim (2010). ICTs include "old" ICTs of radio, television and telephone, and the "new" ICTs of computers, satellite and

wireless technology and the Internet. These different tools are now able to work together, and combine to form our 'networked world' a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of the globe" (United Nations Development Programme, 2003, cited in Ibrahim, 2010, p. 211).

Students of English as a foreign/second language need further language support; they need to use different types of ICTs in English which can help them learn the language easily and effectively (Kramsch & Thorne, 2002; Ybarra & Green, 2003). Each type of ICTs has its own specific benefits and application with one of the four macro-language skills. In relation to this, Kramsch and Thorne (2002) state that the use of technologies provides learners with unprecedented opportunities to practice English and involve themselves in authentic environments of the language. For example, according to Kelsen (2009, p. 3), "YouTube has the potential to connect learners with authentic English input through what is quite possibly already a part of their life experience ...and provides a context through which they can interact, exchange ideas, share feelings, and participate in a web-based environment." Thus, ICTs and English language are related to each other; English has become a dominant language of news, internet and information as well as technology across the globe (Ibrahim, 2010).

Hence, university students need to use different types of ICTs in English effectively and regularly. As a result, their English language can be improved and thus they would succeed in their course of studies, which are offered in English, in particular and be knowledgeable and skillful on various aspects of life in general where English is the popular lingua franca across the globe. That is, they would build creativity and problem solving skills and become capable citizens who can make indispensable professional and related contributions to the development of their nation. In order to use ICTs in English effectively as well as regularly and thus benefit from these, students need to have adequate knowledge about these in improving their English language; however, their effort as well as knowledge regarding their use of these can be affected by various factors.

Scholars abroad, such as Talukdar, 2016; Chauhan et al., 2013; Rathnasena et al., 2013; Shyamlee, 2012; Castellano et al., 2011; Ibrahim, 2010; McDougald, 2009; Yunus et al. 2009; Young, 2003 have conducted researches on ICTs in relation to students' English language learning. The research literature, thus, has come up with recommendations to respective policy makers and concerned stakeholders regarding the practices and challenges of students' use of ICTs in English; they would strive for the betterment of students' knowledge about ICTs in improving their English language and work on challenges students face not to use ICTs in English. As a result, students can use different types of ICTs in English effectively and regularly, and thus their English language can be improved; they can succeed in their course of studies, which are offered in English, and be knowledgeable and skillful on various aspects of life where English is the popular lingua franca across the globe.

Although the role of ICTs in tertiary education of our country has been acknowledged and ICTs and English language are related to each other, as far as the researcher's thoughtful survey on the topic is concerned, nobody has so far researched the practices and challenges of Ethiopian university students' use of ICTs in English. Thus, this research was meant to:

- Find out whether or not university students use ICTs in English
- Investigate whether or not university students know that one's use of ICTs in English improves his/her English language skills
- Examine if there is significant difference among English language, information technology and other departments/programs students' use of ICT's in English and their knowledge that one's use of it in English improves his/her English language skills
- Identify challenges that university students face not to use ICTs in English.

In order to achieve the objectives of the study, the following research questions and hypotheses were set.

Research Questions:

I. Do university students use ICTs in English?

II. Do university students know that one's use of ICTs in English improves his/her English language skills?

III. What are the challenges that university students face not to use ICTs in English?

Research Hypotheses:

Null Hypothesis (Ho) - There is no significant difference among English language, information technology and other departments/programs students' use of ICTs in English and their knowledge that one's use of it improves his/her English language skills.

Alternative Hypothesis (Ha) - There is significant difference among English language, information technology and other departments/programs students' use of ICTs in English and their knowledge that one's use of it improves his/her English language skills.

II. RESEARCH DESIGN AND METHODOLOGY

A. Study Design

In order to achieve the objectives of this study, a descriptive design was employed.

The major purpose of descriptive research is description of the state of affairs as it exists at present. In social science and business research, we quite often use the term *Ex post facto* research for descriptive research studies. The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening. (Kothari, 2004, p. 2)

That is, this study employed the aforesaid design since it was meant to describe the state of affairs as it exists at present: university students' practices and challenges in using ICTs in English.

B. Description of the Study Areas

There are 10 public universities in the South Nation, Nationalities and Peoples' Regional State of Ethiopia. For this study, Hawassa, Wolaita Sodo and Wachemo universities were selected. Hawassa University was purposefully selected for being the researcher's work place, whereas the two universities were randomly selected by drawing lots. Hawassa University, which is the first generation university is found in Sidama Zone and situated in Hawassa City, which is located at 274.7 Kms to the south of Addis Ababa. Wolaita Sodo University is the second generation university. It is situated in Wolaita Zone and found at Wolaita Sodo Town, which is located at 328 kms to the south of Addis Ababa. Wachemo University is found in Hadiya Zone; it is situated in Hosanna Town, which is located at 232 kms to the southwest of Addis Ababa.

C. Study Participants and Sampling Techniques

A total of 1500 students of the selected universities took part in this study. To this end, firstly, two batches (second and third year) were randomly selected by drawing lots. First year was excluded because the researcher felt that the students' English would not be good to effectively understand the items of the questionnaire. It was also thought that they might have less awareness about the university ICT infrastructure and related teaching-learning activities compared to senior class students. Then, four departments/programs were randomly selected from each batch but English language and literature and information technology were included purposefully to examine if there is significant difference among these departments/programs and other departments/programs students' use of ICTs in English and their knowledge that one's use of that improves his/her English language ability. Availability sampling technique was employed to include the students; that is, all the students who attended classes when the questionnaire was administered were the study participants.

D. Instruments of Data Collection

1. Questionnaire

The researcher prepared a questionnaire in English and it had four parts. The first part was intended to elicit the students' relevant background. The second, third and fourth parts of the questionnaire included items meant to investigate the students' use of information communication technologies (ICTs) in English, find out whether or not they know that the use of ICTs in English improves one's English language and identify challenges they face not to use ICTs in English respectively. In preparing the second and third parts of the questionnaire, the researcher mainly focused on Tri's (2015) study questionnaire and these parts were prepared in two-point scale where each item has two possible responses: yes, no. The fourth part was prepared by taking ideas from the related literature and based on the objective of the study and it has five-point scale where each item has five possible responses: strongly agree, agree, undecided, disagree and strongly disagree. The questionnaire had a cover page which discusses the purpose of the questionnaire and asks the participants to read the items carefully and respond honestly. The reliability of the items of the questionnaire was confirmed by Cronbach's alpha computed on SPSS version 20. Moreover, in order to achieve its validity, the researcher's most senior colleagues were requested to comment on the questionnaire.

2. Interview

The researcher prepared a semi-structured interview. The interview was prepared in English. The interview was intended to collect data which cannot be obtained through the questionnaire items since the items were close-ended which cannot reveal further details on the participants' responses. A semi-structured form was chosen because, firstly, it has the characteristics of both structured and unstructured interview, each with its strengths. Second, data obtained through this form of interview are not difficult to categorize and interpret. Care was taken concerning language issues and sequencing of questions while preparing the interview. Moreover, in order to achieve its validity, the researcher's most senior colleagues were requested to comment on the interview items.

E. Data Collection Procedures

The researcher obtained ethical clearance and letter of cooperation from his university and presented these to the concerned officials of each university to get permission and cooperation. Then, 4 instructors were selected at each university on the officials' recommendations to coordinate the data collection. The researcher held discussions with the selected instructors on how to coordinate the data collection. Then, the instructors were requested to distribute the questionnaire. Careful attempts were made to get the environment conducive to fill in the questionnaire and to make the non-returnable rate of the questionnaire zero. After collecting the questionnaire, at each university, interview was held with 39 students randomly selected (by drawing lots) from among those who had filled in the questionnaire. Careful

attempts were made to get conducive environment for the interview. Moreover, the researcher took care of this pronunciation and pace while conducting the interview. Furthermore, the interview sessions were interactive and tape-recorded.

F. Methods of Data Analysis

Firstly, each student's scores (for this purpose all the students of English language and literature, 144, were included and thus the same number of students of information technology and students of other departments/programs were randomly selected by drawing lots from among those who had already filled in the questionnaire) on his/her use of ICTs in English and on his/her knowledge that one's use of ICTs in English improves his/her English language skills were found separately by applying the procedures used by researchers such as Barteaux, 2009; Evans, 2007; Hong et al., 2003; Knowles and Kerkman, 2007; Prokop et al., 2007. Shapiro-Wilk test of normality was conducted, and then One-Way ANOVA was run on the SPSS version 20 to examine whether or not there is statistically significant difference among the three groups' mean scores. The significance level was taken at 0.05. The researcher did not conduct Post Hoc Tests since the One-Way ANOVA showed that there is no significant difference among English language, information technology and other departments/programs students' use of ICTs in English and their knowledge that one's use of it improves his/her English language ability.

Data collected by the interview were analyzed qualitatively. To be specific, similar responses of each item were categorized together in themes and the results were discussed by quoting some utmost concepts directly. Lastly, implications were drawn based on the views of the majority of the respondents. The results of the questionnaire and that of the interview were triangulated. "Many researchers take a pragmatic approach to research and use quantitative methods when they are looking for breadth, want to test a hypothesis or want to study something quantitative. If they are looking for depth and meaning, they will prefer to use qualitative methods" (Muijs, 2004, p. 11).

III. RESULTS AND DISCUSSION

TABLE 1
STUDENTS' RESPONSES REGARDING THEIR USE OF ICTs IN ENGLISH

No.	Item	Response	
		Yes	No
1	Do you check a bank account on your mobile phone in English?	50 (3.33%)	1450 (96.67%)
2	Do you check weather forecast on the internet in English?	20 (1.33%)	1480 (98.67%)
3	Do you use social media such as Facebook in English?	200 (13.33%)	1300 (86.67%)
4	Do you use VOIP (Voice Over Internet Protocol) such as Skype, MSN and Yahoo Messenger in English?	14 (0.93%)	1486 (99.07%)
5	Do you use wireless and mobile computing devices such as smart phones in English?	6 (0.4%)	1494 (99.6%)
6	Do you play computer simulations and games in English?	-	1500 (100%)
7	Do you shop on the internet in English?	-	1500 (100%)
8	Do you surf the internet in English for pleasure?	57 (3.8%)	1443 (96.2%)
9	Do you create and edit videos/audios in English?	4 (0.27%)	1496 (99.73%)
10	Do you create and maintain blogs in English?	-	1500 (100%)
11	Do you create graphics in English?	-	1500 (100%)
12	Do you create spreadsheets or charts in English?	4 (0.27%)	1496 (99.73%)
13	Do you create web pages in English?	-	1500 (100%)
14	Do you prepare power point presentation slides in English?	36 (2.4%)	1464 (97.6%)
15	Do you read and send e-mails in English?	18 (1.2%)	1482 (98.8%)
16	Do you read and send instant messages in English?	13 (0.87%)	1487 (99.13%)
17	Do you read news on the internet in English?	10 (0.67%)	1490 (99.33%)
18	Do you download or listen to online music in English?	10 (0.67%)	1490 (99.33%)
19	Do you watch YouTube in English?	28 (1.87%)	1472 (98.13%)
20	Do you discuss assignments with friends via emails in English?	6 (0.4%)	1494 (99.6%)
21	Do you discuss assignments with instructors via emails in English?	-	1500 (100%)
22	Do you use chat applications with friends in English?	11 (0.73%)	1489 (99.27%)
23	Do you join online forums to discuss English learning with friends?	-	1500 (100%)
24	Do you explore course web sites in English?	2 (0.13%)	1498 (99.87%)
25	Do you search for online English materials?	12 (0.8%)	1488 (99.2%)
26	Do you surf the internet in English for information to support/complete your course works?	38 (2.53%)	1462 (97.47%)
27	Do you use Google maps in English?	9 (0.6%)	1491 (99.4%)
28	Do you use online English dictionaries?	-	1500 (100%)
29	Do you use web-based flashcards to learn English vocabulary?	-	1500 (100%)

The above table shows students' responses regarding their use of ICTs in English. To begin with, to the first and second items which asked the students whether or not they check a bank account on their mobile phone in English & check weather forecast on the internet in this language, 1450 (96.67%) and 1480 (98.67%) respectively, the vast majority of the respondents, reported that they do not do that whereas very few of the participants, 50 (3.33%) and 20 (1.33%) respectively, said that they do that. Items 3-5 were intended to investigate whether or not the students use social media such as Facebook, VOIP (Voice Over Internet Protocol) such as Skype, MSN and Yahoo Messenger and wireless and mobile computing devices such as smart phones in English. To these items, the vast majority of the respondents, 1300 (86.67%), 1486 (99.07%) and 1494 (99.6%) respectively responded that they do not use the aforementioned things in English whereas very few of the students, 200 (13.33%), 14 (0.93%) and 6 (0.4%) respectively, reported that they do that.

As indicated in the above table, to the sixth and seventh items, all the respondents (1500, 100%) do not play computer simulations and games in English and do not shop on the internet in this language. The table also depicts that to the eighth item the vast majority of the participants (1443, 96.2%) do not surf the internet in English for pleasure, whereas very few of the respondents (57, 3.8%) do that. The participants were also asked whether or not they create and edit videos/audios, create and maintain blogs, create graphics, spreadsheets or charts and web pages in English, and

prepare power point presentation slides in English. Accordingly, nearly all the respondents (1496, 99.73%) replied that they do not create and edit videos/audios in English while the remaining insignificant number of respondents, 4 (0.27%), do that. Moreover, all the respondents reported that they do not create and maintain blogs in English and do not create graphics in this language.

It is also indicated in the above table that almost all the participants (1496, 99.73%) do not create spreadsheets or charts in English, whereas the remaining only 4 (0.27%) of the respondents do that; all the respondents (1500, 100%) do not create web pages in this language. Item 14 was meant to investigate whether or not the students prepare power point presentation slides in English, and the vast majority of them (1464, 97.6%) replied that they do not practice that whereas the remaining only 36 (2.4%) of the participants said that they do that.

It is also depicted in the above table that nearly all the respondents, 1482 (98.8%) and 1487 (99.13%) respectively, do not read and send e-mails in English and do not read and send instant messages in this language whereas the remaining insignificant number of respondents, 18 (1.2%) and 13 (0.87%) respectively, do that. Equal number of respondents, 1490 (99.33%), which is a huge number of participants, reported that they do not read news on the internet in English and do not download or listen to online music in this language and the remaining very few of the participants (10, 0.67%) said that they do these in this language. Item 19 asked the students whether or not they watch YouTube in English; a huge number of the participants (1472, 98.13%), reported that they do not watch YouTube in this language, whereas the remaining only 28 (1.87%) of the respondents replied that they watch YouTube in this language.

As indicated in Table 1 above, almost all the participants (1494, 99.6%) do not discuss assignments with friends via emails in English while the remaining insignificant number of respondents (6, 0.4%) do that; all the respondents, 1500 (100%), responded that they do not discuss assignments with instructors via emails in this language. In like manner, nearly all the respondents (1489, 99.27%) reported that they do not use chat applications with friends in English; only insignificant number of participants (11, 0.73%) do that. It is also depicted in the above table that all the participants (1500, 100%) do not join online forums to discuss English learning with friends.

As indicated in the above table, the students were also asked (Items 24-27) whether or not they explore course web sites in English, search for online English materials, surf the internet in English for information to support/complete their course works and use Google maps in English. Accordingly, almost all the respondents, 1498 (99.87%) and 1488 (99.2%) respectively, replied that they do not explore course web sites in English and do not search for online English materials, whereas insignificant number of participants (2, 0.13% and 12, 0.8% respectively) reported that they practice that. The vast majority of the participants, 1462 (97.47%), also disclosed that they do not surf the internet in English for information to support/complete their course works and the remaining only 38 (2.53%) of the participants do that. The above table also shows that nearly all the respondents (1491, 99.4%) do not use Google maps in English, whereas insignificant number of participants (9, 0.6%) do that. Lastly, it is depicted that all the respondents (1500, 100%) do not use online English dictionaries and web-based flashcards to learn English vocabulary.

The above results witness that the vast majority of the students do not use ICTs in English. The present finding is consistent with the findings of studies by Nomass (2013), Rathnasena et al. (2013) and Yunus et al. (2009). In relation to this, Kramsch and Thorne (2002) and Ybarra and Green (2003) state that students of English as a second/foreign language need to use different types of ICTs in English so as to help them learn the language easily and effectively.

TABLE 2
STUDENTS' RESPONSES ON THEIR KNOWLEDGE THAT ONE'S USE OF ICTS IMPROVES HIS/HER ENGLISH LANGUAGE SKILLS

No.	Item	Response	
		Yes	No
1	Do you think one's use of ICTs in English improves his/her English listening skills?	400 (26.67%)	1100 (73.33%)
2	Do you think one's use of ICTs in English improves his/her English speaking skills?	550 (36.67%)	950 (63.33%)
3	Do you think one's use of ICTs in English improves his/her English reading skills?	280 (18.67%)	1220 (81.33%)
4	Do you think one's use of ICTs in English improves his/her English writing skills?	121 (8.07%)	1379 (91.93%)
5	Do you think one's use of ICTs in English improves his/her English grammar?	201 (13.4%)	1299 (86.6%)
6	Do you think one's use of ICTs in English enables him/her to acquire English vocabulary better?	498 (33.2%)	1002 (66.8%)
7	Do you think one's use of ICTs in English improves his/her English pronunciation?	621 (41.4%)	879 (58.6%)
8	Do you think one's use of ICTs in English allows closer contact with his/her instructors?	44 (2.93%)	1456 (97.07%)
9	Do you think one's use of ICTs in English assists the learning process of a student with different learning style?	907 (60.47%)	593 (39.53%)
10	Do you think one's use of ICTs in English favors the use of the English language in real situations?	1001 (66.73%)	499 (33.27%)
11	Do you think one's use of ICTs in English makes him/her get the English language learning more enjoyable?	801 (53.4%)	639 (42.6%)
12	Do you think one's use of ICTs in English helps him/her visualize and understand the English language better?	118 (7.87%)	1382 (92.13%)
13	Do you think one's use of ICTs in English makes him/her build confidence on his/her English language ability?	202 (13.47%)	1298 (86.53%)
14	Do you think one's use of ICTs in English lets him/her gain access to more updated English materials?	44 (2.93%)	1456 (97.07%)

Table 2 above shows the students' responses to the items intended to investigate their knowledge regarding one's use of ICTs in English in improving his/her English language skills. The first four items were meant to see whether or not the students know that using ICTs in English improves the four macro-language skills. Accordingly, 1100 (73.33%), 950 (63.33%), 1220 (81.33%) and 1379 (91.93%) of the respondents, the majority of the participant-students, respectively disclosed that they do not know that one's use of ICTs in English improves his/her English listening, speaking, reading and writing skills; the remaining 400 (26.67%), 550 (36.67%), 280 (18.67%) and 121 (8.07%) respondents respectively, responded the opposite.

The above table also shows that the vast majority of the participants (1299, 86.6%) do not know that one's use of ICTs in English improves his/her English grammar, while the remaining (201, 13.4%) of them know that; 1002 (66.8%) of the participants do not know that one's use of ICTs in English enables him/her acquire English vocabulary better, whereas the remaining (498, 33.2%) of them know that; 879 (58.6%) of the respondents, the majority, disclosed that they do not know that one's use of ICTs in English improves his/her English pronunciation, whereas the remaining 621 (41.4%) of the participant-students know that.

It is also depicted in Table 2 above that the vast majority of the respondents (1456, 97.07%) reported that they do not know that one's use of ICTs in English allows closer contact with his/her instructors; however, the remaining only 44 (2.93%) of the participant-students know that. It is indicated that 593 (39.53%) of the respondents do not know that one's use of ICTs in English assists the learning process of a student with different learning style, whereas the remaining majority of the participant-students (907, 60.47%) know that one's use of ICTs in English supports the learning process of a student with different learning style.

As the above table reveals, the students were also asked whether or not they know that one's use of ICTs in English favors the use of the English language in real situations, makes him/her get the English language learning more enjoyable, helps him/her visualize and understand the English language better, and makes him/her build confidence on his/her English language ability. Accordingly, 499 (33.27%) of the respondents responded that they do not know that one's use of ICTs in English favors the use of the English language in real situations; however, the remaining majority of the participant-students (1001, 66.73%) responded the opposite. It is depicted that 639 (42.6%) of the participants do not know that one's use of ICTs in English makes him/her get the English language learning more enjoyable whereas the remaining majority of the respondents (801, 53.4%) know that. The vast majority of the participants, 1382 (92.13%), replied that they do not know that one's use of ICTs in English helps him/her visualize and understand the English language better and the remaining 118 (7.87%) of them responded the opposite. In like manner, a huge number of students (1298, 86.53%) said that they do not know that one's use of ICTs in English makes him/her build confidence on his/her English language ability; the remaining 202 (13.47%) of them reported the opposite. Lastly, the vast majority of the students, 1456 (97.07%), disclosed that they do not know that one's use of ICTs in English lets him/her gain access to more updated English materials, but the remaining 44 (2.93%) of the participants replied the opposite.

Based on the above results, it is possible to generalize that the vast majority of the students do not know that one's use of ICTs in English improves his/her English language skills; however, they said that it assists the learning process of a student with different learning style, favors the use of the English language in real situations and makes him/her get the English language learning more enjoyable, but when they were interviewed how it does so, they could not justify that. "Therefore, students should be provided with information technology knowledge through training workshops so that they utilize ICTs in learning English effectively" (Tri, 2015).

TABLE 3
STUDENTS' RESPONSES ON THE CHALLENGES THEY FACE NOT TO USE ICTs IN ENGLISH

No.	Item	Response				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Lack of information communication technology (ICT) tools (smart phones, laptops, desktops, PDA, etc.)	851 (56.73%)	649 (43.27%)	-	-	-
2	Lack of internet access in the university	997 (66.47%)	301 (20.06%)	-	202 (13.47%)	-
3	Lack of adequate ICT centers in the university	857 (57.13%)	588 (39.2%)	55 (3.67%)	-	-
4	Lack of fast internet connection in the university	1145 (76.33%)	355 (23.67%)	-	-	-
5	Lack of quality ICT tools in the university	745 (49.67%)	407 (27.13%)	348 (23.2%)	-	-
6	Inaccessibility of ICT tools found in the university	640 (42.67%)	398 (26.53%)	400 (26.67%)	19 (1.26%)	43 (2.87%)
7	My being not good at English language	1320 (88%)	157 (10.47%)	-	18 (1.2%)	5 (0.33%)
8	Lack of experience in using ICTs in English	316 (21.07%)	1163 (77.53%)	21 (1.4%)	-	-
9	Being not encouraged by instructors to use ICTs in English	943 (62.87%)	496 (33.06%)	61 (4.07%)	-	-
10	Being not given assignments/projects which require using ICTs in English	1406 (93.74%)	92 (6.13%)	2 (0.13%)	-	-
11	The university ICT centers workers' being not cooperative to help students in using ICTs	39 (2.6%)	139 (9.27%)	-	1322 (88.13%)	-
12	The university ICT centers workers' being ineffective to effectively serve students in using ICTs	89 (5.93%)	93 (6.2%)	131 (8.73%)	1187 (79.14%)	-
13	The university ICT centers' being not conducive (in terms of noise, temperature, seats, cleanness, etc.) for using ICTs	47 (3.13%)	166 (11.06%)	99 (6.7%)	1188 (79.2%)	-

Table 3 above shows students' responses on the challenges they face not to use ICTs in English. To begin with, the majority of the participants (851, 56.73%) expressed their strong agreement that lack of ICT tools (smart phones, laptops, desktops, PDA, etc.) is a challenge they face not to use ICTs in English, whereas the remaining 649 (43.27%) of the respondents agree with this idea. The vast majority of the students (997, 66.47%) also conveyed their strong agreement that lack of internet access in their universities is a challenge they face not to use ICTs in English; 301 (20.06%) of them agree with this idea, while the remaining 202 (13.47%) of them showed their disagreement. As indicated in the table, 857 (57.13%), 588 (39.2%) and 55 (3.67%) of the respondents respectively responded 'strongly agree', 'agree' & 'undecided' to the item meant to investigate whether or not lack of adequate ICT centers in their universities is a challenge they face not to use ICTs in English. It is also indicated in the table that the vast majority of the respondents (1145, 76.33%) replied that they strongly agree that the internet connection in their universities is not fast to use ICTs in English, whereas the remaining 355 (23.67%) respondents said that they agree with this idea. In like manner, the majority of the respondents (745, 49.67%) said that they strongly agree that there is lack of quality ICT tools in their universities to use ICTs in English, whereas 407 (27.13%) and 348 (23.2%) of them respectively reported that they agree and couldn't decide. The sixth item was intended to see whether or not ICT tools found in the universities are inaccessible to students to use ICTs in English; accordingly, 640 (42.67%), 398 (26.53%), 400 (26.67%), 19 (1.26%) and 43 (2.87%) of the participants replied 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree' respectively.

The above table also shows that the vast majority of the respondents, 1320 (88%), expressed their strong agreement to the seventh item which states that their being not good at English language is a challenge they face not to ICTs in English; 157 (10.47%) of the participants conveyed their agreement, whereas an insignificant number of respondents (18, 1.2% and 5, 0.33%) said 'disagree' and 'strongly disagree' respectively. It is also depicted in Table 3 above that 316 (21.07%), 1163 (77.53%) and 21 (1.4%) of the students responded 'strongly agree', 'agree' and 'undecided'

respectively to the eighth item which states that their being inexperienced in using ICTs in English is a challenge they face not to do that. Moreover, the majority of the respondents (943, 62.87%) strongly agree that they are not encouraged by their instructors to use ICTs in English, whereas 496 (33.06%) of the respondents agree with this idea and the remaining only 61 (4.07%) of them could not decide. To the tenth item meant to see if the students are not given assignments/projects which require using ICTs in English, a huge number of respondents (1406, 93.74%) conveyed their strong agreement, whereas only 92 (6.13%) of them expressed their agreement and the remaining only 2 (0.13%) of the participants could not decide.

As indicated in Table 3 above, only 39 (2.6%) of the participants responded that they strongly agree that their universities ICT centers workers' are not cooperative to help them in using ICTs in English; 139 (9.27%) of them said that they agree with this idea, whereas the remaining huge number of respondents (1322, 88.13%) said that they disagree with this idea. Moreover, only 89 (5.93%), 93 (6.2%) and 131 (8.73%) of the participants responded 'strongly agree', 'agree' and 'undecided' respectively to the twelfth item which states that their university ICT centers workers are ineffective to effectively serve them in using ICTs in English; the remaining vast majority of the participants, 1187 (79.14%), disagree with this idea. Lastly, the students were also asked whether or not their university ICT centers are not conducive (in terms of noise, temperature, seats, cleanness, etc.) for using ICTs in English; accordingly, only 47 (3.13%) of them strongly agree; 166 (11.06%) and 99 (6.7%) of them responded 'agree' and 'undecided' respectively; the remaining majority of the respondents, 1188 (79.2%), disagree with this idea.

As witnessed by the vast majority of the students, it can be concluded that the factors that are affecting university students' use of ICTs in English include lack of ICT tools, internet access, adequate ICT centers, fast internet connection and quality ICT tools, inaccessibility of ICT tools, and students' being not good at English language, lack of experience in using ICTs in English and being not encouraged by their instructors to use ICTs in English. Nomass (2013), Adesoji (2012), Khan et al. (2012) and Yunus et al. (2009) came up with findings that are consistent with the finding of the present study.

The results of the interview conducted on the above three themes – students' use of ICTs in English, their knowledge that one's use of ICTs in English improves his/her English language skills and challenges they face not to use ICTs in English – comply with the results of the questionnaire discussed above. They, however, said that the use of ICTs in English assists the learning process of a student with different learning style, favors his/her use of English language in real situations and makes him/her get English language learning more enjoyable but when they were asked how it does so, they could not explain that. It can be said that the vast majority of the students do not use ICTs in English because they do not know that one's use of ICTs in English improves his/her English language skills and due to the challenges they face. Lastly, the interviewees unanimously stressed that in order to improve their knowledge that their use of ICTs in English improves their English language ability and thus help them use that regularly, concerned bodies should work on the challenges faced. They added that their instructors need to inspire them to regularly use ICTs in English and have to give them assignments/projects which need ICTs use.

TABLE 4
RESULTS OF ONE-WAY ANOVA FOR STUDENTS' USE OF ICTS IN ENGLISH

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	81.764	2	40.882	.199	.820
Within Groups	88223.236	429	205.649		
Total	88305.000	431			

The above table depicts the results of One-Way ANOVA conducted to examine if there is a significant difference among English language, information technology and other departments/programs students' use of ICTs in English. Accordingly, it is depicted that the sum of squares of the Between Groups is 81.764, whereas the sum of squares of the Within Groups is 88223.236. The df of the former group is 2 and the df of the latter group is 429. The mean square of the Between Groups is 40.882; the mean square of the Within Groups is 205.649. The f value is 0.199 and the p value is 0.820. The results indicate that there is no significant difference among the English language, information technology and other departments/programs students' use of ICTs in English (df = 2, 429; f value < table value; p value > 0.05); thus, the alternative hypothesis should be rejected and the null hypothesis should be accepted.

TABLE 5
RESULTS OF ONE-WAY ANOVA FOR STUDENTS' KNOWLEDGE THAT ONE'S USE OF ICTS IN ENGLISH IMPROVES HIS/HER ENGLISH LANGUAGE SKILLS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	109.019	2	54.509	.258	.773
Within Groups	90623.590	429	211.244		
Total	90732.609	431			

Table 5 above shows the results of One-Way ANOVA computed to see if there is significant difference among English language, information technology and other departments/programs students' knowledge that one's use of ICTs in English improves his/her English language skills. To begin with, the sum of squares of the Between Groups and the Within Groups is 109.019 and 90623.590 respectively, and the df of the former group is 2 and that of the latter group is

429. The table also shows that the mean squares are 54.509 and 211.244 for the Between Groups and for the Within Groups respectively. The f value is .258 which is less than table value, and the p value is 0.773 which is greater than 0.05; the results witness that there is no significant difference among the English language, information technology and other departments/programs students' knowledge that one's use of ICTs in English improves his/his English language ability; hence, the alternative hypothesis should be rejected and the null hypothesis should be accepted.

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the findings of this study, it is concluded that the vast majority of university students do not use information communication technologies (ICTs) in English. Moreover, they do not know that one's use of it improves his/her English language skills. Furthermore, there is no significant difference among English language, information technology and other departments/programs students' use of ICTs in English and their knowledge that one's use of it in English improves his/her English language ability. The challenges that the students face not to use ICTs in English include lack of ICT tools, internet access, adequate ICT centers, fast internet connection and quality ICT tools, inaccessibility of ICT tools, students' being not good at English language, lack of experience in using ICTs in English and being not encouraged by their instructors to use ICTs in English. Thus, the students hardly use ICTs in English because they do not know that using ICTs in English improves their English language ability and due to the aforementioned challenges they face.

B. Recommendations

The following recommendations have been made based on the findings of this study.

- Universities should give due attention for the betterment of information communication technology (ICT) infrastructure.
- ICT tools available in universities should be accessible to all students.
- University instructors should inspire students to regularly use ICTs in English and should give them assignments/projects which need ICTs use.
- University students should strive to improve their English language ability since it determines their use of ICTs in English and they should give attention to use it in English.
- Interested researchers may need to conduct studies on related topics by taking any felt limitations of this study especially in relation to its scope and design and methodology.

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Enhancement of Writing Skills in English of Engineering Students Through Autobiographies — A Literature-Based Approach

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Abstract—This study emphasizes the importance of writing skills in English and analyses from various perspectives the reasons for the present-day students lacking good writing skills in English. The authors insist on reading of autobiographies for better enhancement of writing skills and the insistence is justified appropriately. The paper begins with the importance of writing skills in the present scenario, throws light on literature-based approach and a detailed description of the methodology adopted by the researcher including conduct of a pre-test for the selected students of engineering students from various branches of engineering (at the entry-level), a three-month session on reading of select autobiographies along with language activities for the selected students, and a post-test after reading the autobiographies (at the exit level). The statistical approach paired-t-test and one-way ANOVA have been used to examine the efficiency of the autobiographies that help to improve the writing skills of students in English based on the marks secured in the post-test. A comprehensive input was given on the autobiography reading session by the students selected for the experiment. The performance of the students in the tests bears testimony to the fact that reading of autobiographies remarkably enables learners to enhance their writing skills.

Index Terms—written communication, autobiographies, employability skills, chastity in language

I. INTRODUCTION

Even though English is being taught right from the primary level of education in our system, employers and academics believe that the present-day students generally lack good writing skills in English. It is a logical and psychological fact that the blame cannot be just put on the students, when the number of students pursuing higher education is incredibly increasing year after year. The fact is that students, who lack good writing skills, in most cases, are the victims of the system when the system is not well-structured and well-planned. It is unfortunate that a candidate, despite his/her sound subject knowledge and field experience, goes down in the estimation of a recruiter when his/her application contains grammatical errors, ultimately leading to his rejection. Despite their rich contents, many research papers are not considered for publication when there are grammatical errors or when they are not presented pleasingly and appropriately. Any more silence over such a major lapse shall negatively affect not only the learners but also the system. With its heavy competition, the global world requires the services of not graduates with degrees in hands, but the services of potential and aspiring graduates with a good command over English, besides sound subject knowledge. “*Fluency in English is a must*” has become the frequently used sentence in most advertisements made by leading companies, industries, and academic institutes. What makes a whale of a difference in any graduate's academic and professional life is the communicative competence in English he/she is in possession of. Before an interviewer interacts with a candidate, what creates in him/her the first impression lies in the job application and the curriculum vitae properly drafted and designed by the candidate (McRell et al., 2021).

Of all the four language skills in English, writing is supposed to be technically the most challenging skill. Skills of any sort cannot be developed without enthusiasm and passion on the part of learners and teachers. Students mostly prefer the academic institutes where the Placement and Training Centers are functioning with utmost care and concern about them. Study of English was given importance only in arts and science colleges in those days, but now the scenario has completely changed. In technical colleges and universities, priority is equally given to technical subjects and the study of languages. Language labs are established even in technical institutes to develop learners' language abilities through software. Aspiring students who are aware of the competitions and challenges that they might have to encounter are also aware that proficiency in English is always a treasure in their possession (Shrestha et al., 2016).

Of all approaches and methods in English Language Teaching and Learning, the Literature-Based Approach is unique because literature continues to be a powerful and potential tool for enhancing language skills (Khatib et al., 2011). Language is quite unthinkable in the absence of literature. In the olden days, literature, besides grammar, was the primary tool for developing language abilities. There were powerful orators and prolific writers in English in the days

gone, despite the total absence of technological tools. It was undeniably because they read books on literature. For aspiring candidates to have a rosy future in their academic and professional careers, language is a powerful, potential, and meaningful tool for communication for the accomplishment of which reading of books on literature serves as a great contributor (Reddy, 2022).

Writing – An Employability Skill

The process of writing is productive and can be developed by constant reading, thinking, practising and producing, considering the positive feedback of the readers as a motivational factor and the negative feedback of the readers as an opportunity to improve the skills. To acquire good writing skills, one should have in mind the Process of writing, Mechanics of writing, Grammar, Syntax, Content, Vocabulary, and Organization. Three main stages of writing are Pre-writing, Writing and Re-writing. Writing as one of the main employability skills and the primary ways to assess one's knowledge in academic institutions is through lot of practice in writing. It equips one with thinking skills, fosters one's ability, refines one's ideas and makes it easier to communicate them to others, and one's creative skills could be developed through this. Written language supports the development of higher cognitive functions of synthesis and analysis. The success of engineering students in the Indian context is based mainly on how they demonstrate their communication skills to the employers during the campus interview (Perumal & Ajit, 2020). Thus teaching of English to engineering students is in need of new dimensions.

English has to be taught not only as a language skill, but also as an employability skill, which is indeed the ability of individual to live in a competitive, productive world. The job opportunities for engineering students become tough when the employers are not complacent about their performance in interviews (Domagała-Zyśk, 2015). The responsibilities of teachers of English have increased and innovative strategies have become essential to make teaching of English as effective as possible in order to enable the learners to face challenges linguistically well. Thus a course on writing is required for academic and professional growth in order to avail of the employment opportunities for the engineering students in India and abroad. English is being taught only in the first year in the Engineering colleges in India. But in the syllabus prescribed, the components on writing are not sufficient enough for learners to improve their writing skills as it is mostly technical. There are letter writing, report writing, checklist, instructional writing and the like but the need to learn about grammatical structures and the comprehension passages is important for engineering students as well. In these days, engineers should have a wide intellectual and professional exposure to work in a heterogeneous environment. Incorporation of literature in engineering syllabus along with some technical components enhances their intellectual and cultural understanding and that enables them to professionally equip themselves to establish their identity globally (Wale & Bogale, 2021). Study of literature provides the engineering students a value-based learning. Inclusion of literature in engineering curriculum aids students' thinking skills. Literature is undoubtedly an ideal means to develop communication skills. The purpose of incorporating literature in the curriculum is not only to enhance learners' language skills, but also to develop critical thinking that helps them excel in their career.

II. LITERATURE –BASED APPROACH

Literature – Based Approach is one of the approaches, in which literature is used as a tool for enriching the language skills. Literature – Based Approach is a means of using literature as the basis for class room instruction; it takes into account that literature is not just 'reading', but is a wealth of experiences to be shared and appreciated by those involved, especially the young readers. Literature – Based Instruction is the type of instruction in which the author's original narrative and the expository words are used as the core for experiences to support students in developing communication skills. It is much more than giving students quality literature; it is doing the authentic things with literature that all writers and readers would naturally do, and giving students support with the goal-oriented activities (Astrid et al., 2018).

A. Advantages of Literature-based Approach for Engineering Students

Literature-Based Approach makes the students of engineering courses understand the fact that literature is not meant only for students of arts and science courses, but for all, irrespective of the branches of study. This approach is an alternative to all other approaches, and gives them a great relief through creative thinking and writing. Literature-Based Approach has the following advantages.

- Literature is an effective tool for developing language abilities.
- Literature enables learners to develop taste for writing.
- Literature instills in learners an interest in further reading more books.
- Literature provides learners ample opportunities to practise writing skills.
- Literature makes learners think creatively in terms of employment of vocabulary, and expressions.
- Literature enables learners to gain experiences with and exposure to writing
- Unlike technical English, this approach enables learners to read pieces of literature, acquire sound vocabulary, think creatively and write effectively.
- Literature-based activities provide engineering students plenty of opportunities to learn writing without grammatical errors.
- This approach sharpens learners' thinking and enhances their creativity.

- Study of literature makes learners think and write beyond what they learn from the prescribed textbooks or classroom teaching and beyond what they feel, see and read as the focus is more on the use of language and expressions based on imagination, and emotions.
- Learners are not controlled by limited use of vocabulary, rule-based, monotonous or mechanical exercises.
- Unlike in technical English, in this approach learners are motivated to widely use of vocabulary, idioms and phrases and phrasal verbs.
- Literature familiarizes learners with plenty of expressions.

B. Autobiographies-acquisition of Writing Skills

Of all genres of literature such as biographies, short stories, poems, novels, and plays, the authors insist specifically on the reading of autobiographies owing to the fact that any autobiographer naturally might like to present his/her life in the use of best language possible (Jayaannapurna, 2017). The emotions and feelings of an autobiographer are more natural and spontaneous than those of writers of other genres. The focus of a short story writer, novelist, or playwright might be more on imagination, creativity, or construction of a plot or sub-plots. In contrast, an autobiographer makes a strenuous attempt to present his/her life in such a manner or style that is appealing to the readers. Thus, readers learn valuable lessons from an autobiographer and enhance their writing skills because autobiographies offer great scope for authors to reveal their philosophy of life and their views of the world associated with their life experiences. Unlike other genres of literature, autobiographies provide authors with chances to be themselves. Therefore, the authors insist on learners reading autobiographies as they enable them to develop their writing skills and a taste for literature, a powerful tool for developing language abilities. In the words of Williams and Burden, learning another language is different from learning any other subject. The learning of a foreign language implies more than just developing a set of skills, vocabulary and grammar; it entails “an alteration in self-image, the adoption of new social and cultural behaviors and ways of being, and therefore has a significant impact on the social nature of the learner” (Williams & Burden, 1997, p. 115). Gardner states that “Languages are unlike any other subjects in that they involve the acquisition of skills and behavior patterns which are characteristic of another community” (Garden, 1985, p. 146). Autobiographies, a narrative non-fiction, helps students in the field of engineering who does not have interest to read poems and novel to enhance their communication skills could read autobiographies as it is depicted with facts, personal experiences, and perceptions that allow the students to deeply understand life out of great people’s experiences and learn the writing skills (Aurell, 2006).

III. METHODOLOGY

This research study has investigated that autobiographies need to be included in the learning of English language for learners to acquire good writing skills. Research findings show how relevant and essential the writing skills are for the engineering students to perform well in their respective careers, as well as to access or explore more employment opportunities. In this study, students made their individual choices and were given a period of three months to complete the reading of the autobiography they chose, respectively. The author was in constant touch with the students who experimented online and offline sources to review the reading work. In the comparison between the reading of autobiographies and reading of some other genre of literature, the students were motivated to subsequently read a novel or a short story and come out with their opinions to help them enhance their written communication in English.

The branches chosen for the experiment are

- Bio-technology
- Electronics and Communication Engineering
- Computer Applications
- Chemical Engineering
- Mechanical Engineering

The autobiographies recommended or suggested for reading were

- Pandit Jawaharlal Nehru’s “An Autobiography”.
- Nirad C. Chaudhuri’s “An Unknown Indian”.
- Justice V.R. Krishna Iyer’s “Leaves From My Personal Life”.
- Mahatma Gandhi’s “My Experiment with Truth”.
- Winston Churchill’s “My Early Life”.
- Dr Abdul Kalam’s “Wings of Fire”.
- Nelson Mandela’s “Long Walk to Freedom”.

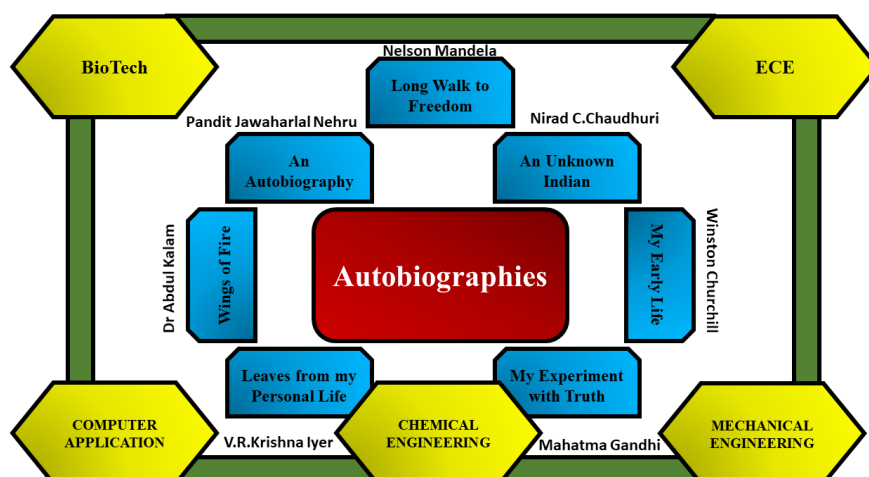


Figure 1. A Schematic of the Autobiographies and Number of Branches

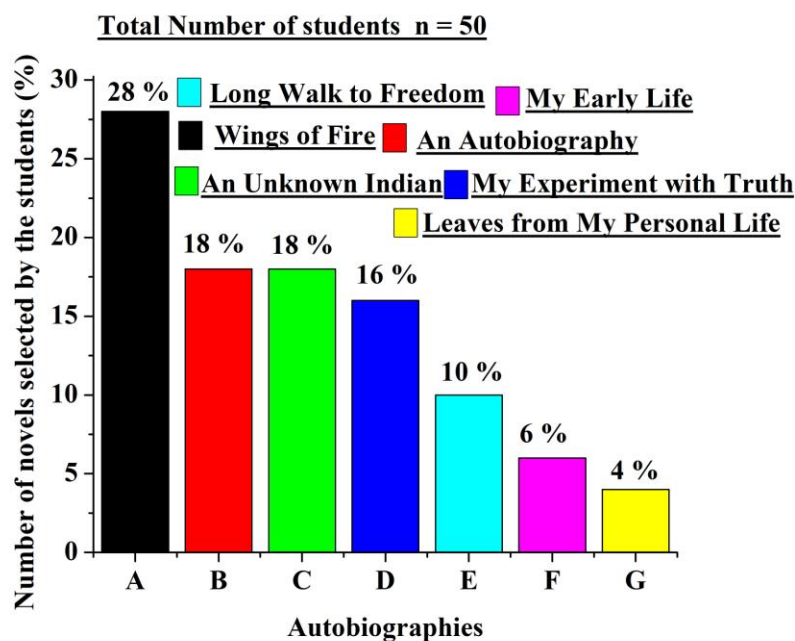


Figure 2. Mean of the Number of Autobiographies Selected by the Students

In Figure 2, the number of students who selected the individual autobiography is calculated as, mean and results reveals that 28 % of students selected Kalam's "Wings of Fire". Further, 18 % of students selected the autobiography "An Unknown Indian" written by Nirad C. Chaudhuri. The works titled "My Experiment with truth", "Long walk to Freedom", "My early life" and "Leaves from my personal life" were selected by 16 %, 10 %, 6 %, 4 % of the students respectively.

Also, in each branch the number of students who selected autobiography is listed in Table 1. The mean value reveals shows that maximum students of Computer Applications selected Unknown Indian, whereas Nehru's autobiography was selected a large number of students by students of all branches except those from Chemical Engineering course. In addition, "Wings of Fire" was mostly selected by the mechanical engineering students.

TABLE 1
NUMBER OF DIFFERENT BRANCHES OF STUDENTS SELECTED THE AUTOBIOGRAPHY

Autobiography	Bio-Technology	Chemical	Electronics	Mechanical	Computer application	Total
Nirad C. Chaudhuri's "An Unknown Indian".	1(11.11 %)	2 (22.22 %)	1(11.11 %)	2(22.22 %)	3(33.33 %)	9 (100%)
Pandit Jawaharlal Nehru's "An Autobiography"	2(22.22 %)	1(11.11 %)	2(22.22 %)	2(22.22 %)	2(22.22 %)	9 (100 %)
Dr Abdul Kalam's "Wings of Fire".	4(28.57 %)	2(14.28 %)	1 (7.14 %)	4 (28.57 %)	3(21.42 %)	14(100 %)
Nelson Mandela's "Long Walk to Freedom".	0(0%)	1(20 %)	1(20 %)	1(20 %)	2(40 %)	5 (100 %)
Mahatma Gandhi's "My Experiment with Truth".	2(25 %)	3(37.5 %)	2(25 %)	1(12.5 %)	0 (0 %)	8 (100 %)
Winston Churchill's "My Early Life".	1(33.33 %)	1(33.33 %)	1 (33.33 %)	0 (0 %)	0 (0 %)	3 (100 %)
V.R. Krishna Iyer's "Leaves From My Personal Life"	0 (0 %)	0 (0 %)	2 (100 %)	0 (0 %)	0 (0 %)	2 (100 %)

IV. RESEARCH EXPERIMENT

The main objective of the research experiment was to enhance written communication in English of engineering students admitted to B. Tech at Vellore Institute of Technology (VIT), Vellore. Vellore Institute of Technology, popularly known as VIT worldwide, was identified as the institute for conducting the research experiment. A pilot study with 50 students was conducted at the beginning to determine the feasibility of further research. A questionnaire with 150 students was administered to collect the personal and academic information required and to study the variables. The marks secured by students were recorded, and an instruction module was adopted to enrich the written communication of the sample group. It brings to light the views of engineering students about the study of literature, exhibits their performance in the set of 10 language activities given to the students during the autobiography reading session and it draws out the differences in the performance of the students from pre-test and post-test. A pre-test was conducted at the entry-level to determine engineering students' general English proficiency level. The objective is to constantly monitor the progress of students for one full semester. A post-test was conducted at the exit level. This study aims to analyze the data using statistical tools and determine whether literature is effective in enriching the written communication skills of engineering students in English (Panyawong-Ngam et al., 2015). The research tools are

- Pilot study
- Questionnaire
- Pre-test (at the entry level)
- Activities
- Post-test (at the exit level)

A. Identification of Students for the Pre-test

A Pre-test was conducted for the students shortlisted. The duration of the Pre-test was 60 minutes and the question paper contained 10 test items, each carrying 5 marks. The total number of test items was 10 and the total mark was 50. The test items of the Pre-test are shown in the following table.

TABLE 2
QUESTIONS FOR IDENTIFICATION OF STUDENTS FOR PRE-TEST

S.No	TEST ITEMS	MARKS
i	Completion of poem in about 100 words, using one's imagination	5
ii	Description of a place in the about 100 words	5
iii	Interpretation of autobiography read in about 100 words	5
iv	Critical comments in about 150 words on any book one has read	5
v	Identification of metaphor in the following sentences	5
vi	Write views in about 100 words on any one of the situations given	5
vii	Construction of sentences on blanks, using the idioms and phrases given	5
viii	Narration of an inspiring incident happened in one's life in about 150 words	5
ix	Writing comments on any two of the following expressions	5
x	Construction of sentences, using phrasal verbs given	5

B. Activities and Objectives

The author carefully chose the activities with the purpose of enabling engineering students to enjoy and experience reading and writing. Literature creates an environment conducive to language learning. When the materials are relevant and interesting, the target outcome is easily achieved. The below activities are well-designed and executed.

TABLE 3
LIST OF ACTIVITIES GIVEN FOR THE STUDENTS

1	Paraphrasing
2	Construction of sentences, using idioms and phrases
3	Tenses
4	Preposition
5	Writing of a short story
6	Error Analysis
7	Development of Hints
8	Dialogue Writing
9	Description
10	Letter Writing

C. Conduct of Post-test

The activities planned and prepared for the students were completed at the end of the semester. A post-test was conducted for the students. The test components of the post-test are shown in the following table

TABLE 4
LIST OF COMPONENTS OPTED FOR POST TEST

SLNO	Test Items	Marks
I	Description of a favorite political leader	5
ii	Construction of sentences, using idioms/phrases given	5
iii	Find the literary devices in the following sentences	5
iv	Dialogue Writing	5
v	Development of Hints	5
vi	Expressing views on Proverbs	5
vii	Letter Writing	5
viii	Critical analysis on the book read	5
ix	Error Analysis	5
x	Writing an Auto-biography	5

The conduct of a post-test at the end of the experiment is as per the research format in English Language Teaching. The objectives of the Post-test are as follows

- To find out the effectiveness of using different genres of literature for enriching learners' writing skills
- To perceive the interest level of technical students in literature
- To study and analyze the outputs of using autobiography and use of English for technical purposes in the objectives of enhancing written communication skills in English of engineering students
- To observe and analyze the perspectives of engineering students about study of autobiographies.
- To find out how far use of reading autobiographies is effective in enhancing the writing skills of engineering students.
- To make engineering students realize the fact that reading of autobiographies is effective for developing not only language skills, but also most desirable leadership qualities.

The author carefully evaluated the post-test answer scripts and the differences in performances before and after reading autobiographies in the post-test were analyzed, using the following statistical tools (Mishra et al., 2019).

- Mean
- Standard Deviation (SD)

- Coefficient of variation
- Paired t-test
- One way ANOVA

The outcomes of the use of autobiography in enriching written communication of engineering students in English and the use of English for engineering students, the statistical analysis on the performance of the target group of the research experiment is discussed here.

V. STATISTICAL ANALYSIS

A. Mean and Coefficient of Variation

The mean and coefficient of variation of the pre and post-test marks of five different branches are calculated to see the effectiveness of reading the autobiographies. Let $X = \{x_i : i = 1, 2, \dots, n\}$ and $Y = \{y_j : j = 1, 2, \dots, m\}$ be two sets of data. X = pre-test marks; Y = post-test marks;

Now, the mean of the set X , $\bar{x} = \frac{1}{n} \sum_{i=1}^n x_i$

and the mean of the set Y , $\bar{y} = \frac{1}{m} \sum_{j=1}^m y_j$

If $\bar{x} < \bar{y}$, it is inferred that set Y is more efficient than set X .

Now, the standard deviation of X :

$$\sigma_x = \sqrt{\frac{1}{n} \sum_{i=1}^n (x_i - \bar{x})^2}$$

and the standard deviation of Y :

$$\sigma_y = \sqrt{\frac{1}{m} \sum_{j=1}^m (y_j - \bar{y})^2}$$

Now, the coefficient of variation of X , $CV_x = \frac{\sigma_x}{\bar{x}} \times 100$

and the coefficient of variation of Y , $CV_y = \frac{\sigma_y}{\bar{y}} \times 100$

If $CV_x < CV_y$, it is concluded that set Y is more consistent than set X .

Now, based on the data obtained from the above-mentioned formulas, the following information about the samples are furnished, using origin software

TABLE 5
STATISTICAL DATA FOR THE MARKS OBTAINED BY THE STUDENTS

Batch	No. of Samples	Mean		SD		CV	
		Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
B1	10	31.9	39.5	5.80	5.38	18.18	13.62
B2	10	27.1	38.1	6.74	4.55	24.87	11.94
B3	10	31.3	40.3	7.80	5.07	24.92	12.58
B4	10	32.3	42.9	7.73	3.28	23.93	7.64
B5	10	27.7	38.4	5.71	5.64	20.61	14.68

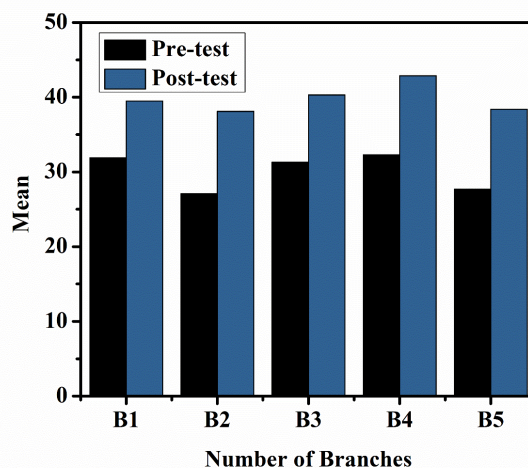


Figure 3. Mean Value of the pre and Post-test of Selected Students

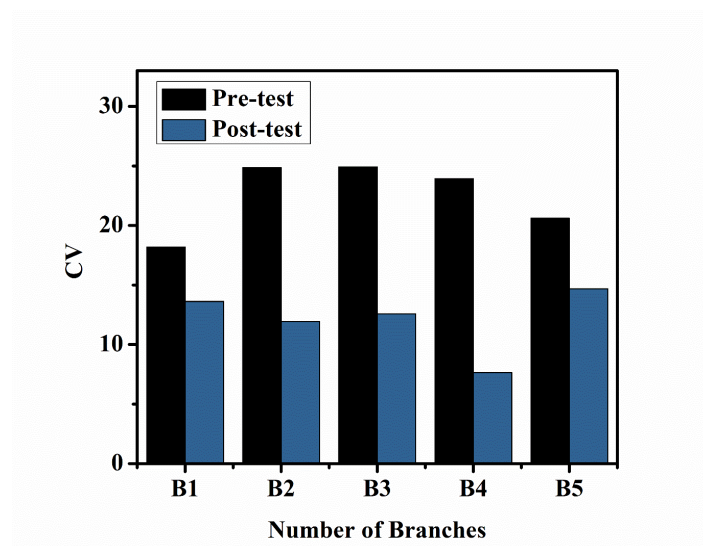


Figure 4. CV Value of the pre and Post-test of Selected Students

B. Paired T-test

Let $X = \{x_i : i = 1, 2, \dots, n\}$ be a set of marks obtained by 50 students. Then, different autobiographies were given to the students and let, $Y = \{y_i : i = 1, 2, \dots, n\}$ be a set of marks of the same students after reading the autobiographies (Kuan PF & Huang, 2013).

$$\text{Test statistic: } t = \frac{\bar{d}}{\sigma_d} (\sqrt{n-1})$$

Let $d = \{d_i; d_i = y_i - x_i, i = 1, 2, \dots, n\}$. Then, \bar{d} and σ_d are the mean and the standard deviation of d . Using the test statistic formula and the data set d , the value of t , t_0 is computed. Let t_r be the table value of t for $(n-1)$ degrees of freedom at 0.05 level of significance.

We infer that if $|t_0| < t_r$, the null hypothesis is accepted, that is, the marks obtained after reading the biographies are not effective; Otherwise, the null hypothesis is rejected that the increasing marks is effective. Now, based on the data obtained from Pre-Test and Post-Test, we get the following information about the samples.

TABLE 6
EFFECTIVENESS STUDY OF THE GIVEN BIOGRAPHY

Batch	Size of the sample	Mean	SD	t_0	t_r	Inference
B1	10	7.6	2.221	10.8204	2.262	Effective
B2	10	11	4.5704	7.6109	2.262	Effective
B3	10	8	2.7386	8.7636	2.262	Effective
B4	10	10.6	6.186	5.4187	2.262	Effective
B5	10	10.7	6.4816	5.2204	2.262	Effective

From the Table 6, it is evident that after reading the autobiographies, the performance of the students was remarkable and their writing skills were enhanced resulting in an effective condition of paired t-test because an obtained t_0 value is higher than the critical t value. Engineering students of all five branches could enhance their writing skills in English after reading the given autobiographies. The paired-test value of pre and post-test is shown in Figure 5.

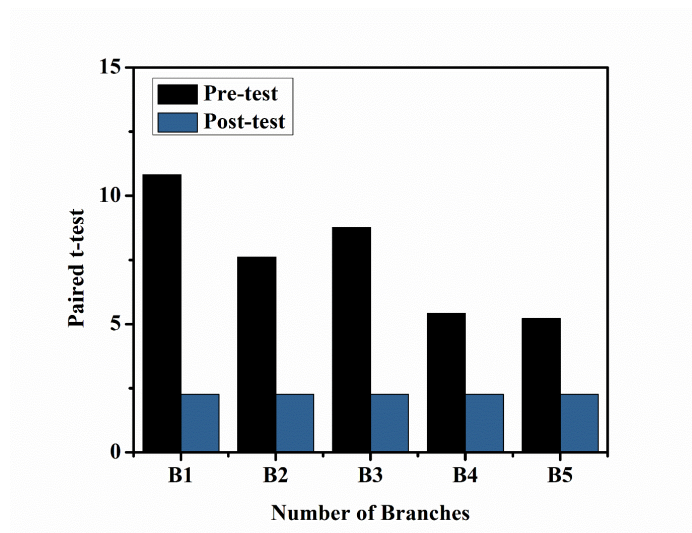


Figure 5. Paired T-test of the Branches

C. One Way ANOVA

ANOVA is a statistical technique that enables us to test the significance of the difference among more than two sample mean that is based on F test. Let K number of classes and let $N = n_1 + n_2 + n_3 + \dots + n_k$ be the total number of items in the given data where n_i is the number of items in the i th class. Now, sum of squares between samples (SSC), sum of squares of errors (SSE), mean squares between samples (MSC) and mean squares of errors (MSE) and F-value with degrees of freedoms are computed using the following formulae.

1. Sum of all items (T) =

Where X_i is the sum of the i th class items.

2. Total sum of squares (TSS) = $(\sum X_1^2 + \sum X_2^2 + \sum X_3^2 + \dots) - \frac{T^2}{N}$

Where $\sum X_i^2$ is the sum of square of the i th class items.

3. SSC = $\left(\frac{(\sum x_1^2)}{n_1} + \frac{(\sum x_2^2)}{n_2} + \dots \right) - \left(\frac{T^2}{N} \right)$

4. SSE = TSS – SSC

5. MSC = $\frac{SSC}{K-1}$ and MSE = $\frac{SSE}{N-K}$

6. The value of F with degrees of freedom (DF) for given data can be obtained as follows:

(i) If $MSC > MSE$, $F_c = \frac{MSC}{MSE}$ and $DF = \eta = (\eta_1, \eta_2)$

(ii) If $MSE > MSC$, $F_c = \frac{MSE}{MSC}$ and $DF = \eta = (\eta_2, \eta_1)$

Now, using the above determining values of the given data, we complete the following table.

TABLE 7
ONEWAY ANOVA DATA ANALYSIS FOR SELECTED STUDENTS

Groups	N	Mean	St. Dev.	Std.error
Group 1	50	30.06	6.9029	0.9762
Group 2	50	32.6	6.6639	0.9424
Group 3	50	39.84	4.9708	0.703

TABLE 8
STATISTICAL ANALYSIS FOR SELECTED STUDENTS

Sources	Degree of Freedom	Sum of Squares	Mean Square	F-Stat
Between the Groups	2	2575.2933	1287.6467	33.0826
Within Groups	147	5721.5558	38.9221	
Total	149	8296.8491		

In this statistical approach, three sets of 50 samples were analyzed i.e. 50 samples for marks obtained from the pre-test, 50 sample marks for activities given over a period of three months, 50 samples mark for post-test. The samples are marks obtained by the student for 50 marks. In one way ANOVA approach, the F value is calculated to see the homogeneity of the complete study (Wahid et al., 2018). The outcomes showed that F stat. value is greater than the critical value of F obtained from the degree of freedom table ($F_{c(2,147)} = \sim 3.0576$) results in the homogeneous condition. All the three test samples are significantly in the limit of p value lesser than <0.00001 .

VI. FEEDBACK OBTAINED FROM THE STUDENTS

After the expiry of the period of three months and post-test, students expressed the following opinions of theirs on reading of autobiographies for enhancing their writing skills in English. The feedback obtained from the students was most encouraging.

(a) Autobiographies are quite interesting to read.

(b) Autobiographies help one in acquisition of vocabulary and mastery of sentence construction.

(c) Autobiographies enable one to develop linguistic, personal, life and administrative skills.

(d) Autobiographies make one realize that life is not just a comfortable bed of roses, but of thorns too with its own trials and tribulations, failures and disappointments. Life in most cases is a “tryst with destiny”, a ‘tryst with corona’ to say aptly, considering the loss of human lives over the past three years.

(e) Autobiographies enable learners to develop narrative and descriptive skills.

(f) Autobiographies act as a lighthouse on the path of one’s life.

(g) Autobiographies, unlike other genres of literature, most effectively enable one to enhance one’s writing skills.

During interactions, some students told the authors that they had started reading of other autobiographies. To the pleasant surprise of the authors, six students (three from Biotechnology, two from Electronics Communication Engineering and one from Mechanical Engineering) expressed their desire to write their autobiographies in future.

TABLE 9
FEEDBACK SUBMITTED FOR GIVEN BIOGRAPHIES

S.No	Number of Students	Branches	Autobiographies Read	Improvement of Writing Skill	Hurdles for Students to Write an Autobiography	Feedback Obtained
1	S1	Bio-Technology	Pandit Jawaharlal Nehru’s “An Autobiography”.	Yes	Lack of vocabulary skill	Reading an autobiography enriches the writing skills to a greater level and influences one’s mind to do better in life.
2	S2	Bio-Technology	Mahatma Gandhi’s “My Experiment with Truth”.	Yes	Fear of making grammatical mistakes	It boosts one’s confidence level to write the interesting incidents happened in one’s life.
3	S3	Bio-Technology	Dr Abdul Kalam’s “Wings of Fire”.	Yes	Lack of confidence	It enhances writing skills.
4	S4	Bio-Technology	Mahatma Gandhi’s “My Experiment with Truth”.	Yes	Improper construction of sentences	It develops linguistic skills
5	S5	Bio-Technology	Dr Abdul Kalam’s “Wings of Fire”.	Yes	Lack of interest	It stimulates writing skills.
6	S6	Bio-Technology	Pandit Jawaharlal Nehru’s “An Autobiography”.	No	Inability of recall the incidents happened in life	It as a lighthouse on the path of one’s life.
7	S7	Bio-Technology	Nirad C.Chaudhuri’s “An Unknown Indian”.	Yes	Mechanics of writing is hard to study	It helps to develop LSRW skills.
8	S8	Bio-Technology	Winston Churchill’s “My Early Life”.	Yes	Lack of narrative writing skills	It enlightens the ones minds with optimistic notions about taking writing as a career
9	S9	Bio-Technology	Dr Abdul Kalam’s “Wings of Fire”.	Yes	Lack of motivation	It makes one feel meditative and productive about writing.
10	S10	Bio-Technology	Dr Abdul Kalam’s “Wings of Fire”.	Yes	Lack of vocabulary skills	It makes one a writer by acquiring good vocabulary skills.
11	S11	Chemical Engineering	Nirad C.Chaudhuri’s “An Unknown Indian”.	Yes	Limited knowledge in grammar	It enhances communication skills.
12	S12	Chemical Engineering	Dr Abdul Kalam’s “Wings of Fire”.	Yes	Trouble with spellings of words	Each and every student must have the exposure to such a book to develop writing skills.
13	S13	Chemical Engineering	Mahatma Gandhi’s “My Experiment with Truth”.	Yes	Lack of interest	Reading a book helps learning to write better.
14	S14	Chemical Engineering	Nelson Mandela’s “Long Walk to Freedom”.	Yes	Fear of making spelling mistakes	It enriches writing skills and stimulates one’s interest to produce works.
15	S15	Chemical Engineering	Mahatma Gandhi’s “My Experiment with Truth”.	Yes	Lack of confidence to write	It inspires to read more autobiographies and helps one acquire both reading and writing skills.
16	S16	Chemical Engineering	Nirad C.Chaudhuri’s “An Unknown Indian”.	No	Lack of exposure to books	It was not interesting
17	S17	Chemical Engineering	Winston Churchill’s “My Early Life”.	Yes	Fear of making improper sentence construction	It makes one understand the mechanics of writing which would further help to write books properly.

18	S18	Chemical Engineering	Mahatma Gandhi's "My Experiment with Truth".	Yes	Lack of reading	It stimulates one's interest to write more
19	S19	Chemical Engineering	Dr Abdul Kalam's "Wings of Fire".	Yes	Not spending enough time in writing	It enlightens the minds with optimistic life lessons and makes one acquire more knowledge about both life and writing skills.
20	S20	Chemical Engineering	Dr Abdul Kalam's "Wings of Fire".	No	Inability to recollect important incidents in life	It feels exhausted to read through one's life incidents.
21	S21	Electronics and Communication Engineering	Winston Churchill's "My Early Life".	Yes	Fear of making spelling errors	It motivates not only to write but also to face life with confidence.
22	S22	Electronics and Communication Engineering	Nelson Mandela's "Long Walk to Freedom".	No	Lack of concentration	It helps to acquire vocabulary skills.
23	S23	Electronics and Communication Engineering	Dr Abdul Kalam's "Wings of Fire".	Yes	Lack of awareness about writing an autobiography	It makes one understand the mechanics of writing.
24	S24	Electronics and Communication Engineering	Pandit Jawaharlal Nehru's "An Autobiography"	Yes	Fear of writing without grammatical errors	It was not quite interesting to read.
25	S25	Electronics and Communication Engineering	Nelson Mandela's "Long Walk to Freedom".	Yes	Lack of reading	Communication is the key to success and so it helps one to communicate well to the world through writing.
26	S26	Electronics and Communication Engineering	V.R.Krishna Iyer's "Leaves From My Personal Life"	Yes	Difficulty in learning mechanics of writing	Reading a handful of inspiring incidents about an inspiring personality's life inspires many.
27	S27	Electronics and Communication Engineering	Nirad C.Chaudhuri's "An Unknown Indian".	Yes	Improper construction of sentences	It is quite interesting to read and live through someone's life through their writing
28	S28	Electronics and Communication Engineering	V.R.Krishna Iyer's "Leaves From My Personal Life"	Yes	Lack of vocabulary skill	It makes one acquire good writing skills
29	S29	Electronics and Communication Engineering	V.R.Krishna Iyer's "Leaves From My Personal Life"	Yes	Lack of motivation	The achievements of the author in his personal life is enthralling and motivating.
30	S30	Electronics and Communication Engineering	Nelson Mandela's "Long Walk to Freedom".	No	Lack of reading	Science fiction and fantasies seem to be more interesting than the autobiographies.
31	S31	Mechanical Engineering	Dr Abdul Kalam's "Wings of Fire".	Yes	Improper sentence construction	It makes one understand the mechanics of writing.
32	S32	Mechanical Engineering	V.R.Krishna Iyer's "Leaves From My Personal Life"	Yes	Lack of reading	It is enthralling to know how a mastermind tackles the tougher times in his life and it is easier to learn the art of writing through such a though provoking piece of work.
33	S33	Mechanical Engineering	Nelson Mandela's "Long Walk to Freedom".	Yes	Fear of making wrong diction	Autobiographies help one to acquire both writing and personality skills
34	S34	Mechanical Engineering	Pandit Jawaharlal Nehru's "An Autobiography"	Yes	Lack of concentration on writing skills	It enhances reading and writing skills
35	S35	Mechanical Engineering	Winston Churchill's "My Early Life".	Yes	Difficulty with mechanics of writing	Reading a book helps learning vocabulary and the structure of writing
36	S36	Mechanical Engineering	Dr Abdul Kalam's "Wings of Fire".	Yes	Lack of motivation	It inspires to learn, practice and teach others.
37	S37	Mechanical Engineering	Mahatma Gandhi's "My Experiment with Truth".	Yes	Lack of interest	It takes a lot of time to finish a book and feels tiring.
38	S38	Mechanical Engineering	Dr Abdul Kalam's "Wings of Fire".	Yes	Fear of making grammatical mistakes	It boosts one's level of confidence to write
39	S39	Mechanical Engineering	Pandit Jawaharlal Nehru's "An Autobiography"	Yes	Lack of narrative writing skills	The most efficient way to improve writing skills is to read.
40	S40	Mechanical Engineering	Dr Abdul Kalam's "Wings of Fire".	No	Difficulty in learning mechanics of writing	It enriches vocabulary and strengthens self-confidence and writing is not improved vastly.

41	S41	Computer Application	Nelson Mandela's "Long Walk to Freedom".	Yes	Improper construction of sentences	It helps one learn both communication skills and life lessons through experiences.
42	S42	Computer Application	Pandit Jawaharlal Nehru's "An Autobiography	Yes	Fear of making grammatical mistakes	Reading improves writing.
43	S43	Computer Application	Nirad C.Chaudhuri's "An Unknown Indian".	Yes	Lack of interest	It is interesting to read and to write own stories about real life incidents.
44	S44	Computer Application	Pandit Jawaharlal Nehru's "An Autobiography	Yes	Lack of narrative writing skills	Reading an autobiography is not interesting. Science fiction novels seem to be more interesting.
45	S45	Computer Application	Dr Abdul Kalam's "Wings of Fire".	Yes	Difficulty in learning mechanics of writing	It motivates one to write leaving one's hurdles behind.
46	S46	Computer Application	Nirad C.Chaudhuri's "An Unknown Indian".	Yes	Improper construction of sentences	One's choice of diction would definitely be enhanced after reading a book.
47	S47	Computer Application	Dr Abdul Kalam's "Wings of Fire".	Yes	Fear of making grammatical mistakes	It helps to learn the structure of writing.
48	S48	Computer Application	Nirad C.Chaudhuri's "An Unknown Indian".	Yes	Lack of awareness about writing an autobiography	The only way to write better is to read more books and so the autobiographies helps to write better as it is interesting to read real life's incidents happened in someone else's life.
49	S49	Computer Application	Nelson Mandela's "Long Walk to Freedom".	Yes	Lack of awareness about writing an autobiography	It enriches linguistic skills.
50	S50	Computer Application	Dr Abdul Kalam's "Wings of Fire".	Yes	Improper construction of sentences	It makes one understand the mechanics and stylistic choices of writing

From the feedback shown above, it is observed that majority of the students have found reading of autobiographies useful for enhancing their writing skills and to shine better in their respective careers. The incorporation of autobiographies and the literature based activities in English syllabus could help the students of engineering to convey the non-technical terms to the non-technical executives and to collaborate with non-technical departments for funding and marketing. It is evident that select autobiographies of inspiring personalities across the globe should be incorporated in the engineering curriculum.

VII. CONCLUSION

Autobiographies are unique treasures among various genres of literature. They are the outcome of spontaneous feelings and emotions of the authors. An autobiographer is and must be well aware of what he/she writes and how it is written. The objective of an autobiography being written is to create an impact on the readers. Autobiographies that are well written pierce through innumerable minds and hearts. There are incidents, anecdotes, literary expressions, precious quotes, citations... all presented in hopefully good English, creating great impact upon readers. It was reading of earlier autobiographies that resulted in the birth of autobiographies. Use of activities for enhancing written communication in English of engineering students through autobiography followed by target-oriented activities had its own effective and desired output. The hypotheses that written communication in English of engineering students can be enriched through autobiographies were accepted based on the performance of the students in the test and the analysis made through statistical tools. Thus, the authors wish to conclude, saying emphatically that reading of autobiographies does enable our young learners to enhance their writing skills in English. The authors also suggest that at least one autobiography be prescribed as a textbook for students in academic institutes, irrespective of courses opted for. The effectiveness of the use of autobiography in enriching written communication in English of engineering students is thus proved through the statistical analysis of the research experiment carried out by the authors.

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Challenging the Status Quo in a Patriarchal World: A Critical Linguistic Appraisal of Masculine Framing in Chimamanda Ngozi Adichie's *Half of a Yellow Sun*

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Abstract—The concern of this paper is to examine how masculinity is represented and resisted in Ngozi Adichie's *Half of a Yellow Sun*. In a patriarchal society, male dominance is more or less a law, while resistance by females becomes a duty. The female gender has been variously constructed and derogatorily represented in male writings, and Adichie in her novel, *Half of a Yellow Sun*, makes bold to challenge this status quo. She creates female characters who are embodiment of beauty, intelligence, industry and courage. On the contrary, the male characters and their roles in the novel cast aspersion on patriarchal hegemony. Therefore, the characters in the novel suggest that the superiority of one gender over the other is a figment of society. This paper has adopted critical discourse analysis, systemic functional linguistics, and feminist theory in the analysis of the text under study.

Index Terms—critical discourse analysis, systemic functional linguistics, feminism, patriarchy, resistance, framing

I. INTRODUCTION

Language is considered the vehicle for the transmission of cultural beliefs and values. It is also through the instrumentality of language that a social system is either upheld or upturned. The manner in which language is put into use reflects and affects both male and female relations in society. Smit defines language as a subject of cultural rules “enabling a person to engage in behaviours which will be considered meaningful by other members of the same society or societal group” (1977, p.103). Culture is a vital part of any society. In the view of Smit, it is the learned system of rules, which oversees the behaviour of members of a society (1977). Thus is it expected of the people in any given culture to fulfill some roles based on their genders (Ijem, 2021). However, any gender roles considered inimical by any gender group is challenged through language-its mode of transmission. For instance, Ijem and Agbo (2019) have noted that “there is gender profiling which points at gender imbalance, gender inequality, gender bias and gender discrimination and they manifest in literature”. And this ugly trend elicits resistance from the dominated class of gender.

Feminist writers have always advanced their arguments against male dominance in all strata of human society. Feminism as movement or theory is aimed at liberating women from perceived patriarchal enslavement in society that is hostile to women and girls. The relationship between men and women has almost always been unequal and oppressive, and that is why Chimamada Adichie in *Half of Yellow Sun* (2006) comes out very boldly and strongly to challenge the status quo by manipulating her male characters to portray men in varied bad lights. In fact, Adichie's *Half of a Yellow Sun* is a direct rebellion against patriarchy contrary to Chinua Achebe's portrayal of men and female characters in *Things Fall Apart*.

In view of this, feminist writers such as Adichie has come to emphasize that power relations in society has to be renegotiated, and one way of doing this is to create female characters that are asymmetrically different from chauvinistically created characters of the male writers.

II. LITERATURE REVIEW

There have been various stereotypical depictions of the female gender in literary works. Some of these depictions are culturally created, interpreted and reinforced. This can be attested to by the statement in Achebe's *Things Fall Apart*, where it is stated, “No matter how prosperous a man was, if he was unable to rule his women and children (and especially his women) he was not really a man” (1991, p.53). This kind of portrayal that is common in Igbo culture can be regarded both as hate speech against female gender and negative face depiction of the female gender in a

predominantly masculine society. In Chimamanda Ngozi Adichie *Half of a Yellow Sun*, however, she rises against this negative attitude towards women.

Arguably, however, our approach to life and societal issues may be the outcome of our belief system as aptly observed by Nikolas Coupland and Adam Jaworski (1997). Arising from this stance is the assumption that “combined literary and linguistic approach challenges readers to think about culture, language identity, and the importance of language attitudes on the writing process” (Ijem & Agbo, 2019). As we write, our belief about gender manifests in how we construct genders in and literary works. Thus the idea of social construction of gender originated from the school of thought referred to as social constructionism. The idea propagated by Social constructionism is that “everything people ‘know’ or see as ‘reality’ is partly, if not completely, socially positioned” (Ijem, 2021).

Language is the vehicle that conveys gender bias and its subsequent challenge in society. Kira Hall (2003, p. 327, quoted in Ijem & Agbo, 2019, p. 56) argues that “linguistic performance both ‘fits’ the world as well as constitutes it”. Gendered role performance does not only fit the world, constitute it, but polarizes male and female genders in society and awakens gender sensitivity. Smyth et al. (2003) in Ijem and Agbo (2019) have noted “that there are a lot of linguistic resources and embodied performances that express gendered meaning such as pitch, intensity, and loudness (p. 56). These linguistic resources that give meaning to and interpretation of gender in society as a societal creation contribute to the overall attitude of male and female in their socio-cultural, political, religious, and economic relations (Zola, 2010, p. 16). Since gender linguistic performance constitutes “unequal power relations that assign definite entitlements and responsibilities to men only” (Ijem & Agbo, 2019, p. 56), language becomes as well a veritable tool for challenging gender imbalance in a ‘patriarchal world’.

Gender sensitivity arises as a result of gender construction and depiction in literary works. Male writers according to Zola (2020) “are unwilling to portray female characters in their totality and true complexity” and “it seems that females’ own attempts to cope with situations they find themselves in are regarded as a “problem” by men, and a betrayal of traditions which are often confused with women’s roles” in predominantly male society (p. 2). Adeleke (2006) asserts that “African literature is a male – created, male-oriented, chauvinistic art” where the concerns of the male writers are the male characters (pp. 21-26). The superficial treatment of female characters and lack of concern for female characters inspired women writers to challenge the situation. Women writers now create a world of women, where women’s interests and concerns are given due attention. Female writers create female characters in their literary work as women who are in no way subsidiary to male characters.

The aim of Nigerian women writers is primarily to “correct and re-direct attention to their own ideals, world view and to the significance of the female element” (Sylvester, 2005, p. 41). In Zaynab Alkali’s *The Virtuous Woman* (1987), the right and education of the girl-child are promoted contrary to the ideal traditional female created by Achebe in *Things Fall Apart* where the traditional roles of women as mothers and wives are clearly emphasized. In Adichie’s *Half of a Yellow Sun*, the female characters are given voices; they have the right to education and marriage, as expressed in the characters of Olanna and Kainene who are well-educated. They hold Bachelor’s and Master’s degrees from universities in the United Kingdom. Olanna’s constant rejection of the men like Igwe Okagbue’s son and Chief Okoro’s Son for marriage contrary to her father’s wishes brings out clearly the fight for the right of women to choose their marriage partners. Olanna’s choice to marry Odenigbo, a university lecturer despite her father’s dislike for Odenigbo is a pointer to Adichie’s linguistic construction that depicts women’s right to education and marriage.

III. THEORETICAL FRAMEWORK

In order to prosecute this research, we adopted the approach of Critical Discourse Analysis (CDA), Systemic Functional Linguistics (SFL), and feminism theory to uncover power interplay and resistance in literary text, *The Half of a Yellow Sun* Chimamanda Ngozi Adichie. As a field of discourse, CDA analyzes written and spoken texts to discover how power is encoded, exercised, and resisted in society. It critically evaluates how these discursive sources of power and dominance are maintained and reproduced within specific social, political, and historical contexts (see Van Dijk 1998). Fairclough (1993) has disclosed that critical discourse analysis scientifically reveal the opaque relationships of causality and determination between (a) discursive practices, events, and texts, and (b) wider social and cultural structures, relations and process; to show how such practices, events, and texts arise out of and are ideologically shaped by the relations of power and struggles (p.135).

We also adopted Halliday’s systemic functional linguistics (SFL) in the analysis of the language functions as evident in the expressions in the text. Interestingly, both CDA and SFL analytic tools explore the relationship between the structure of language and its function social context. While CDA holds up language show social and power dynamics, SFL makes manifest the meaning encoded in language structures. The chosen text for this study was subjected to systematic analysis which helped to account for the power dominance and power resistance in the various shades they manifested in the text.

Feminist theory wants to analyse the circumstances which form women’s lives and to reveal the condition of women in society as created by culture. Feminism is guided by the political aims of the Women’s Movement targeted at understanding women’s subordination, subjugation, and exclusion from society. Feminists reject inequalities between women and men in society and strongly resist them. This study is designed to show how gender is linguistically constructed and male dominance resisted in Adichie’s *Half of a Yellow Sun*.

The study adopts descriptive design to fully account for the socio-linguistic and cultural variables in the texts in order to give meaning to expressions and thought patterns and their ideological underpinnings.

IV. DATA PRESENTATION AND ANALYSIS OF MASCULINE FRAMING IN HALF OF A YELLOW SUN

At the beginning of the novel, the narrator presents a negative image of Master, Odenigbo. He is linguistically described as one who is crazy on the basis of talking to himself. Mad people are known for talking to themselves. Odenigbo spent too much time reading and this has a direct consequence on his behaviour. Like a raving lunatic, he only talks to himself and never returned people's greetings. He now lives in a world of isolation and loneliness caused by too much reading as shown in the excerpt below: poking.

A. Masculine as Lunatic

"Master was a little **crazy**; he had spent too many years reading books overseas, ***talked to himself*** in his office, did not always return greetings, and had too much hair" (p.1).

It can also be observed that excerpt 48 begins with the indicative mood. The indicative mood is used to make factual statements, ask questions, or express opinions as if they were facts. The indicative mood as used in the extract above serves the function of declaration or assertion and indicates power relations. The expressions, '*Master was a little crazy*', '*he had spent too many years reading books overseas*', '*talked to himself in his office*', '*did not always return greetings*', and '*had too much hair*' arrogate knowledge and authority to the narrator who successfully manipulates other characters to defame and derogate the masculine gender represented by Master. All the statements above are presented so real and not just as mere expression of opinions.

The other catchy passages are captured in the excerpts that follow and which are analyzed to show the implicit gender tussle that manifests in the text. The linguistic negative construction of the male gender is further captured in Excerpt 49 below:

"I used to make it for my master to take there, but I am not making anything again for Mr Odenigbo's house since that time he is shouting on my master. ***Shouting like madman... The man's head is not correct***" (p. 313)

Mr Odenigbo is described as being insulting and mad. He is shown as one who is unreasonable and who delights in shouting. Harrison is commended by Kainene for a wonderful native food he prepared. Harrison reveals that he had stopped preparing such delicacy for Odenigbo because he shouts at Richard for sleeping with Olanna like a mad man. He derogatorily and sarcastically concludes that Odenigbo's head is not correct. Only a mad man would shout at Richard the way Odenigbo does. By extension, many men are ill mannered and rude.

We also see role reversal in the excerpt. In the Igbo society, it is the women who cook food for their husband and children. This tradition agrees to the saying (societies MR) that the women belong to the kitchen or that women's education ends in the kitchen. However, Harrison has been assigned that role of cooking food. Adichie creates a distinct language pattern that can be described as Nigerian to project a vivid picture which is in line with the typical Nigerian speech pattern which cannot be described as ungrammatical even though it does not agree with the standard form of presenting the import of one who is mentally deranged.

B. Masculine Is Naive

"Ugwu stood for a while before he began to ***edge closer and closer to the bookshelf, as though to hide in it, and then, after a while, he sank down to the floor, cradling his raffia bag between his knees***. He looked up at the ceiling, so high up, so piercingly white. He closed his eyes and tried to reimagine this spacious room with the alien furniture, but he couldn't. He opened his eyes, ***overcome by a new wonder, and look around to make sure it was all real***". (p. 15)

The narrator also presents an image of a naive and timid boy, who for this first time steps outside his rural home and is overcome by the wonders of his new environment. Represented as a naive and timid boy, a bookshelf, white ceiling and alien furniture beat his imagination. He is so overcome by these wonders that he had to close his eyes to reimagine what he has seen and to reassure himself that they are real. To the village boy, the fascination is superb and his response betrayed him. The narrator carefully packages Ugwu as a village urchin who is naïve and intimidated by the facilities he sees. This linguistic construction of the male character is aimed at reversing the situation where the female gender is typically "depersonalized and socially constructed as secondary and subservient to the generic male gender" (Moreblessings, 2006, p. 116).

The indicative mood is also deployed in the excerpt. The narrator adopts the third person narrative technique to convey her attitude about the state of being which the sentence describes. This omniscient narration reveals every bit of Ugwu's character and disposition. This in turn portrays the feminine gender as all-knowing contrary to the portrayal of female characters in males literary works as naïve, ignorant and uninformed being who depend on the husbands for every piece of information and knowledge she needs. This kind of agenda is further captured in the excerpt below:

"***Ugwu opened the fridge and ate some more bread and chicken, quickly stuffing the food in his mouth while his heart beat as if he were running***; then he dug out extra chunks of meat and pulled out the wings. He slipped the pieces into his shorts' pockets before going to the bedroom. He would keep them until his aunty visited and he would ask her to give them to Anulika". (p. 18)

It appears that Adichie has some negative bias against the male gender and constructs her language to project this bias. The boy is represented as one who lacks table manners. The expression, “Ugwu.... ate some more bread and chicken, quickly stuffing the food in his mouth while his heart beat as if he were running” captures his eating habit. He eats too anxiously and hurriedly too, in a manner that is associated with the timidity of a village boy. Ugwu further slipped pieces of meat into his short’s pockets with a view to keeping them until his aunty visited so that he could send the pieces of meat to his sister in the village. This presents the image of a boy at a crude stage; his pockets have become refrigerator in which items like meat could be stored and preserved. The masculine gender is linguistically constructed in a negative way that shows he is completely unformed, naive and awkward in behaviour. This kind of male gender construction by Adichie is because women are disregarded in the patriarchal African society and the African women have to negotiate their identity through various platforms in order to challenge male dominance through writing.

In the excerpt below, some lexical items such as ‘snorted’ and ‘thin legs’ are utilized by the narrator in the construction and depiction of Professor Ezeka. Though a Professor, Ezeka is represented as an uncultured personality without much evidence to show for his level of education. The masculine gender is thus derogatorily represented.

“He picked up phone many times and put it back when he heard the operator’s voice. He practiced what he would say in front of the mirror, the gestures he would make, *although he was aware that she would not see him if they spoke over the phone.* She sounded two calm, *while his heart hammered in his chest.* ... He hung up, *shaken*” (p. 80-81)

The above excerpt presents a gloomy picture of Mr. Richard, who, even he is a man, lacks the manly ability to express himself and his love for Kainene. Although Mr. Richard is far removed from where Kainene is, he is not sure of the right thing to say to her. He was to practice what to say, the gestures to make in front of a mirror “while his heart hammered” to show how anxious, unease and weak Mr. Richard appear before women. The picture which the narrator paints is that of a man who is intimidated and frightened by the female gender, an evidence to show that the woman is superior to the man irrespective of the popular view that the woman is the weaker vessel. Mr. Richard finally ‘hung up shaken’ after practicing what to say and do while discussing with Kainene over the phone. The words ‘hammered’ and ‘shaken’ suggest Mr. Richard could be seen trembling and jittery while talking with a woman. This is a negative construction of the male gender with the view to subvert traditional views (Member Resources, MR) that mark “women as submissive, illogical, passive, talkative, and emotional, easily given to tears’ and men as “competent, logical and independent...” (Behringer, 2008, pp. 227-228)

The use of the modal *would* in the excerpt is intended to portray Richard negatively as it indicates not only probability but also an unrealized intention. “He practiced what he would say...the gestures he would make” shows an unrealized intention as strengthened by the use of the concession adverb ‘although’ in ‘although he was aware that she would not see him if they spoke over the phone’. The expressions show that Richard is timid, naïve and unstable. Emotional stability is ascribed to Kainene who is absent yet makes Richard uneasy.

C. Masculine Is Ugly

“Professor Ezeka *snorted* and shook his head, thin legs crossed..... The problem is that Odenigbo is a *hopeless tribalist*, we need to keep him quiet, ‘Miss Adebayo said’. Then she did what startled Ugwu: she got up laughing and went over to Master and pressed his lips close together”. (p. 34)

The thinness of his legs was earlier presented by the narrator when he was described as the “skinny Professor Ezeka, with a voice hoarse he sounded as if he spoke in whispers”. Professor Ezeka’s physique is poorly constructed in order to negatively present the bias of the narrator.

We also see Odenigbo, as a hopeless tribalist whose mouth needs to be stopped by Miss Adebayo. In this linguistic construction, the masculine gender is represented as being tribalistic, loquacious and ugly and other features with contrast with beauty. Achebe has been accused by critics of acute gender bias especially in his earlier novels but we can see that Adichie does the same. As it is therefore, it could be said that the author’s bias towards a given gender depends on the theme he or she is pursuing. Voice is another aspect of language which helps in the realization of the mood system in English in addition to tense and aspect. Voice is made up of active and passive. Active voice shows that the subject is the performer of an action while the passive voice shows who is affected by the action. We observe this technique in excerpt 51 and it is intended to show the interpersonal relations between the masculine and feminine genders. For instance, the expressions ‘*The problem is that Odenigbo is a hopeless tribalist, we need to keep him quiet*, and ‘*Miss Adebayo said*’ show females as active participant in social discourse. Miss Adebayo is the performer of the action while Odenigbo is the passive character affected by the action.

“She was almost asleep when Kainene knocked. ‘*So will you be spreading your legs for that elephant in exchange for daddy’s contract?*’” Kainene asked ... Daddy literally pulled me away from the veranda, so we could leave you alone with the good cabinet minister; Kainene said. “Will he give Daddy the contract then? ... Daddy will still give him ten per cent, after all”. (p. 51)

In the excerpt above, Olanna’s father is represented as a selfish man who uses her beautiful daughter as sex bait in order to secure a contract from Chief Okonji. Olanna’s father is depicted as a selfish man who exploits her daughter for his selfish purpose. This depiction is captured in He is also presented as one who is both morally and materially corrupt. He bribes chief Okonji with his daughter and ten percent of contract awarded to him. He represents male chauvinism and dominance. He is a crony to chief Okonji, who is described with the metaphor ‘elephant’. The metaphor, **elephant**

shows the ugliness of chief Okonji as well as his oversized physique resulting from gluttony. In the excerpts already examined, the male characters are portrayed as uneven characters with unstable emotions that are actually detestable. The statement '*So will you be spreading your legs for that elephant in exchange for daddy's contract?*' implies that men abuse women sexually.

There is also the use of indicative mood in excerpt 52 for the purpose of interrogation and to indicate probability. The two interrogative statements indicated are used to portray the male gender negatively. 'So will you be spreading your legs for that elephant in exchange for daddy's contract?' 'Will he give Daddy the contract then?'

"Well done, Abdulmalik said. He opened his bag and brought out a pair of slippers and held them out to her, his *narrow face creased* in smile, his *teeth stained with cola nut and tobacco* and whatever else Olanna did not know, stains of varying shades of *yellow and brown*. He looked as if it were he who was receiving a gift; he had that *expression of people who marvelled at education with the calm certainty that it would never be theirs*" (p. 57).

The man Abdulmalik, a male gender is negatively constructed as both dirty and illiterate. The narrator deploys some lexical items to capture the ugliness of the man's physical features and the crudity of his life. His teeth are stained with cola nut and tobacco... shades of yellow and brown. Therefore, unlike the female gender that is elaborately described as beautiful, smart and elegant, the narrator linguistically portrays the male gender in a negative manner to show how ugly and dirty he is. The reference made to cola nut and tobacco further shows the kind of rustic life the man lives.

Besides, Abdulmalik is portrayed as one who is not only an illiterate, but one who will never become educated. His wonderment came as a result of observing uncle Mbaezi make the statement "our Olanna has just finished her master's degree. Master's degree at London University! It is not easy, then Abdulmalik betrayed the expression of people who marvelled at education with the certainty that it would never be theirs" (p. 57). The lexical item 'certainty' makes it obvious and uncontroversial that Abdulmalik, the man will never acquire sound education. It is in fact, beyond his reach but Olanna, the lady not only has her master's degree, but at London university.

D. Masculine as Illiterate

"But *mah*, it is still good. ... But it die, *mah*"

"The other *one don't* die". (p. 65)

When Olanna decided to throw away the red and white plastic flowers on the centre table, Ugwu, horrified, began to express his feeling at Olanna's action. Ugwu is represented as an illiterate who speaks awkwardly. 'But mah', but it die, mah". His expression is ungrammatical and unpolished. His spelling of English words shows his level of illiteracy. The narrator comments that "He, (Ugwu) always responded in English to her (Olanna) Igbo, as if he saw her speaking Igbo to him as an insult that he had to defend himself against by insistently speaking English" (p. 56).

"I am coming from my hometown, *sah*. I am not telling anybody that our hometown is falling.... *But everybody is knowing that the vandals are close*. Even two days ago we *are* hearing shelling.... Then *I begin coming Port Harcourt because I am not knowing what* happened to Master. ...I am waiting until *the war is ending* so *I am cooking* for Master" (p. 368- 369)

The expressions by Harrison are punctuated by errors of tense and poor spelling. He possesses neither competence nor performance capacity in the English language. This is a common feature associated with most of the male characters in the text. It is a suggestion that men do not acquire formal education while the women and girls speak impeccable grammar because they have gone to the university to acquire knowledge.

"Madu and I were stuck with Ahmed there for a while. He wants to buy Daddy's warehouse in Ikeja. You daddy will not sell anything to him, Madu declared..... 'I would sell to him if he stopped *smelling so awfully of garlic*, Kainene said" (p. 170)

Here is another male cast in a dark prime. Kainene is fond of making jest of the male characters by insulting and deriding them. She tells us that the condition upon which Ahmed, a masculine gender would buy her father's warehouse is that he Ahmed stops smelling awfully, 'I *would* sell to him *if* he stopped smelling so awfully of garlic'. The masculine gender by extension cannot take good care of themselves-always dirty and stinking while the feminine is always elegant, beautiful, and smelling fine. His seems to be the impression which Kainene's speech creates. These contrasting features of men and women could be illustrated with the elaborate charming description of Olanna. "Olanna sat in front of the crooked mirror. Her hair was held up so that all of her radiant *flawlessly smooth* face was exposed" (p. 245)

E. Masculine Is Dirty

"Pa Anozie had a *dirty-looking cloth* wound round his body and tied behind his neck. ... Emeka laughed before he translated. '*Pa said he thought you were among the white people who know something*. it is because the white man gave us warrant chiefs that foolish men are calling themselves kings today". (p. 93-94)

It is obvious so far that the narrator is really biased against the male gender; "Pa Anozie had a dirty-looking cloth wound round his body ..." describes how dirty the male folk is. Through the character of Pa Anozie, males are portrayed as people who cannot take proper care of themselves. Pa Anozie stays in a dirty environment and wears dirty clothes and smells as well. The phrase 'dirty-looking' is very powerful in painting the above picture.

Furthermore, Pa Anozie is sarcastic when he says to Richard, that he (Pa Anozie) thought that Richard was among the white people who know something. The expression damages the white man's claim of superiority and knowledge. Richard does not understand the Igbo traditions. So, the male gender is painted as ignorant and uninformed irrespective of his claims. Pa Anozie further reveals that men are foolish but call themselves kings. This is quite ironical, too. This kind of portrayal attests to the fact that language is a veritable instrument for the transmission of cultural beliefs, values and societal norms and has the capacity to reflect and affect greatly male and female relations in society (Moreblessings, 2006, p.19).

The narrator in the excerpt below represents the male gender as fit only to be house boys. Young men can only serve as house boys, while the young women are never presented in such manner.

"Ugwu sat up. *'I have tired of stories of Onyeka.* I noticed something when he came yesterday. He should bathe more often, *he smells like rotten oil beans*" (p. 152)

Ugwu in the excerpt above is portrayed as an illiterate because of his wrong sentence construction, 'I have tired of stories.... Ugwu tells us that Onyeka does not bathe and even if he ever does, he does not bathe well. Hence, Onyeka smells like 'rotten oil beans'. The use of simile in comparing Onyeka to rotten oil beans is meant to exaggerate the degrees of rottenness associated with the male gender. The use of the modal "**should**" further expresses both an obligation to Onyeka and also the logical necessity for him to bathe more often so as to stop smelling. The portrayal is quite demeaning.

"When Ugwu saw the *hollow-eyed* men with *dirt smeared clothes*, he knew right away that he should take Baby away, shield her" (p. 179).

The lucid description of men in the above extract draws attention to one whose body has emaciated greatly as a result of hunger, thirst, and perhaps, anxiety. The words 'hollow-eyed and dirt-smeared clothes' diminish the worth of the men. The men here are people who escaped the mass killing of Igbos in the north. They are Master's kinsmen. One of them is simply identified as Obiozo.

F. Masculine as Drunk

"Udodi was a *smallish, ordinary-looking* man with *nothing* of the knowing charm or subtle arrogance of major Madu. He seemed *drunk*, almost *manic*, in the way he shook Richards's hand, pumping up and down... Major was laughing again. 'Okay, okay, but let me take the whisky. The bottle is almost empty. Let me take the whisky'" (p. 104-105).

In the above excerpt, Udodi is presented without any comeliness, 'a smallish, ordinary-looking man. ... Drunk and almost manic. All the attributes of Udodi are negative. He is portrayed as too short and just ordinary, even when he is a major in the army. His behaviours are irrational and he is in the habit of drinking whisky, a strong alcoholic drink which affects his reasoning. In fact, the words smallish, ordinary-looking, manic and drink' paint a negative picture of the man. Even when cautioned by Madu, Udodi reaches out for the bottle of whisky to ensure that its content is finished and this makes him 'hopelessly drunk'. The linguistic construction is apt to show a man who amounts to nothing in his career and in the society.

"Are you still angry?" he asked. 'Yes'. Get dressed and we'll go back together. I will talk to my mother.' He *smelt of brandy*. He came inside and placed the suya on the table, and in his *bloodshot* eyes she glimpsed the vulnerability that hid itself so well underneath his *voluble* confidence. He could be afraid, after all". (p. 134)

In the excerpt above, Odenigbo asks Olanna if she is still angry over the interference of Odenigbo's mother in the family life of Odenigbo and Olanna. Odenigbo's old mother abuses Olanna and plots to send her away from Odenigbo's flat. When Olanna affirms that she is still angry, Odenigbo promises to talk to his mother, though the promise comes under the influence and false courage he has got from drinking brandy. The expression, "she glimpsed the vulnerability that hid so well underneath his voluble confidence" captures Odenigbo's weakness vividly. He could only promise to talk to her mother because he is drunk, yet Olanna is certain that Odenigbo is vulnerable to his mother's domination and control. "He could be afraid after all", his voluble confidence notwithstanding. The man is described as completely under the control, influence and manipulation of the woman, his claim of manliness notwithstanding. Odenigbo is described as a pretentious individual who could not face reality.

"Ugwu didn't think again of the strange spice or the cat because, while master had dinner, *he sneaked a glass of palm wine from the pot and then another glass, since it was so sweet, and afterwards he felt as if the inside of his head was coated in soft wool. He could hardly walk*" (p. 260-261)

The masculinity of Ugwu is further held up in a negative light in the above extract. Ugwu, a microcosm of the masculine gender exhibits dubious quality out in a pictorial design. He sneaks out to steal his master's palm wine twice but he later becomes intoxicated to the point that his brain and senses are numbed to the point that he could hardly walk. Men are projected as both thieves and as people who revel in drunkenness. In the expression, 'He **could** hardly walk', **could** emphasizes a higher degree of uncertainty and impossibility of Ugwu walking after drinking palm wine.

The negative representation of the male folk is further pursued in the extract below:

G. Masculine Is Emotional / Fearful

"Mr Ovoko rubbed his hands together. He had the *lugubrious face* of one who simply *refuses* to be *consoled*" (p. 213).

Detrimental and damaging deception of Mr Ovoko is one of the persons in charge of refugee camps. He complained that people are no more donating food for the war refugee. The narrator describes him as one who wears a sad and serious expression and deliberately refused to be consoled. He appears to be emotionally contrary to the popular opinion that women are always emotional while the men are not. This expression opposes the idea of women being, emotional since Mr Ovoko is not only sad and serious but has also refused to be consoled.

“Richard turned and stared at her and felt the urge to cry. *He wished he were as calm as she was that his hands would not shake as he washed them*”. (p. 384)

Richard compares himself with Kainene in the above excerpt in the face of a threat to their lives. They heard the ‘boom, boom, boom’ of bombs fired by the Nigerian soldiers. Richard loses courage, strength and is completely overtaken by fear and anxiety. He becomes ashamed of himself and feels like crying because Kainene has demonstrated courage and fearlessness in the face of danger. Richard *confesses* that Kainene is calm while he is not and wishes he were like Kainene. The implication here is that men are cowards contrary to their claim of bravery but we can see that all these passages are crafted by Adichie to achieve her gender predisposition and commitment to that pursuit.

H. Masculine as Mischievous and Wicked

“Ugwu was puzzled at first, before he realized that *Harrison does not know what tear gas was* either but would not admit it.... Jomo knew what tear gas was and laughed long when Ugwu told him what he wanted to use it for.... ‘You are a *sheep, aturu,*’ Jomo said finally. Why do you want to use tear gas on a young girl?” (p. 257).

In the above excerpt, Ugwu is clearly represented as mischievous and wicked. ‘Why do you want to use tear gas on a young girl’ is the question Jomo asked Ugwu and the explanation is that: Ugwu wants to use tear gas on Nnesinachi who he has been lusting after. To Ugwu, since Nnesinachi does not yield to his love advances, using tear gas on her will make her ‘pass out’ so that he would rape her. As the liar he is depicted to be, “he would lead her to the grove by the stream and tell her the tear gas was a magic spray that would keep her healthy”. Jomo laughs at Ugwu’s silly idea and metaphorically tells him, “you are a sheep, *aturu*”. That Ugwu is a sheep implies that he is stupid, foolish and unreasonably wicked. He is one of the men who lords it over women and preys on them. In fact, he is portrayed as a rapist. Instead of wooing Nnesinachi and securing her consent, Ugwu employs tear gas to achieve his inordinate desire. The male gender, his activities and characters are clearly played out by Ugwu. “...Harrison does not know what tear gas was either *but* would not admit it”. The use of *but* in the excerpt yet paints Harrison’s ignorance and his unwillingness to admit it. It portrays Harrison to be deceptive, insincere and mischievous.

“Her mother held a glass of tonic water in one hand and a handkerchief in the other. She was crying. She was telling Olanna about her father’s mistress. *He has bought her a house in Ikeja,* her mother said. My friend lives on the same street” (p. 265)

Olanna’s mother is shown in the excerpt above as being in pains and having emotional and psychological turbulence caused by her husband. The man is projected as a womanizer who abandons his matrimonial bed to sleep with another woman and this affected the wife’s emotion terribly. He deals a deadly blow to the wife. The man is also described as a tyrant since the wife could not talk to him on infidelity. The wife could only complain to their daughter, Olanna, whom she believes understands her feelings. Olanna’s father has even bought a house for his mistress and cares less about his own family.

At the various social levels, men are constructed negatively. Olanna’s mother’s driver is captured as a thief who is out to steal from his employers in the extract below:

“Does he think we employed him to *steal* us blind, Maxwell? ‘No, *mah*’, Maxwell said. Her mother turned back to the man kneeling on the floor. ‘So this is what you have been doing since you came here, you *useless* man? You came here to *steal* from me?’ ... It’s this *wild animal* here. We employed him only last month, and he already wants to *steal* everything in my house.... *stupid* man!” (p. 268)

The driver employed by Olanna’s mother has turned out to be a thief. In the excerpt above, the expressions, ‘steal us blind’, ‘useless’, ‘steal from me’, ‘wild animal’, ‘steal everything’ and ‘stupid man’ paint a bad picture of the driver and throw more light on his dishonesty. He has just been employed and steals everything in the house. He is described as a useless man, a wild animal and a stupid man. He is a wild animal because he lacks good manners and this in turn makes him useless, a good for nothing man. This shows that men in Adichie’s world are dishonest thieves. A man with a sense of worth and honour would not steal his master’s property. The man does not own a car of his own but drives Olanna’s mother. This is the kind of humiliating job he does, to drive women in their cars. The use of interrogative expressions in the excerpt is more or less rhetorical and is intended to make both Maxwell and the driver agree with Olanna’s Mother. The interrogatives emphasize Olanna’s mother’s power and influence over the male characters, Maxwell and the driver. She influences their opinion and sense of judgment to align with hers.

I. Masculine as Oppressors

“She should not have expected a *round-faced, voluntary eunuch in white* robes to be in a position to understand how she felt” (p. 281)

Father Damian is sarcastically addressed by Edna, Olanna’s friend. Olanna expected Father Damian to condemn Odenigbo’s action of sleeping with Amala, but the priest, asks her to seek God. To Edna and Olanna, men are partners

in crime. If not, why did father Damian not condemn Odenigbo's act of infidelity. Father Damian is consequently described in a negative term as, 'round-faced, voluntary eunuch'. Those expressions are sarcastically derogatory. The excerpt further reveals that men all over are the same, their faith and calling notwithstanding.

Again, the use of **should** in 'She **should** not have expected a round-faced, voluntary eunuch in white robes to be in a position to understand how she felt' expresses a logical necessity. This implies that it is in the habit of Reverend Fathers to take sides with their fellow men and show bias in judgment. Father Damian is portrayed as being hypocritical, undiscerning and biased.

"When that **bastard** left me in Montgomery, I tried to kill myself and you know what he was doing? He had gone off and was playing in a band in Louisiana!" (p. 283)

Edna shares her own sad experience of disappointment by a man who claimed to love her. In order to express her disgust for the men, Edna refers to him as a bastard. The word 'bastard' is insulting and projects a bad image of the man in question. To highlight the man's carefree attitude, Edna informs Olanna that while she was trying to kill herself for being abandoned by a man who has stolen her heart, the man goes about partying without any sense of remorse and concern for Edna. This man is a sadist and like other men he derives pleasure from the pains he cause the women. Language allows for creativity and Adichie exploits the resources of language to create a special world. In this case, she creates a world where men are seen as naïve and clumsy in words and action. This is not the traditional image of men in Africa, but Adichie chooses to create a special world of men, a world where these men are humiliated just like they humiliate women.

"And they choose the **best houses and force people's wives and daughters to spread their legs for them and cook for them**" (p. 347)

The soldiers of the Nigerian Army are ingloriously cast in the above excerpt. They are portrayed as wicked beings, extortionists, grabbers and rapists. The activities of these male soldiers could be summarized as a show of force and brutality. They choose the best houses they never built, seize people's wives and daughters and rape them, and force them to cook for them. Here, men's callous activities towards women for their sexual pleasures and satisfaction without concern for the emotional and psychological state of the women are portrayed.

V. CONCLUSION

This research has demonstrated that the superiority of the masculine gender over the female gender as claimed in society is a cultural creation. There is a clear subversion of male chauvinism in *Half of a Yellow Sun*, showing the ingenuity of women. There is also a reversal of the roles assigned to females in male literary creations. The stock of masculine characters in *Half of a Yellow Sun* represented by their characteristic manners, appearance and behaviours cast doubt on their person and personality because they contrast sharply with societal view about men. Professor Ezeka has '**thin legs**' and **snorts**. These linguistic choices are meant to upturn the veneration with which men are held. The act of describing Chief Okonji as an elephant in the excerpt is a metaphorical expression which reveals the ugliness of the masculine gender— he is obese and this results from his life of squander mania. In the excerpt, Abdulmalik is cast in ugly image. The lexical items 'narrow faces and 'teeth stained with varying shades of yellow and brown colours' depict his ugliness.

The attribute of bravery assigned to male characters by the society is subverted by representing Richard as a fearful and timid fellow. This is an act of position reversal just as Okeoma is also represented as an indecent fellow. The heroic and central position men occupy in society are called to question and subsequently smashed with the linguistic sledge hammer of Adichie. Pa Anozie in the excerpt 'had a dirty –working cloth round his body and tied behind his neck'. The masculine gender is associated with nothing good or attractive. Everything about man in the text is repulsive and repugnant, thus glorifying women over men.

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A Scenario-Based Learning Approach for Enhancing Al-Azhar University-Gaza Student-Teachers' TEFL Practices in Inclusive Education Classes

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Abstract—The present study aimed to reveal the role of scenario-based learning (SBL) approach in enhancing elementary stage student- teachers' TEFL practices in inclusive education classes. The researchers followed a quasi-experimental research design and used the SBL approach with a group of 24 elementary stage student-teachers from Al-Azhar University-Gaza who were enrolled in inclusive education for Grades 1_4 course. The experiment was conducted during the second semester of the academic year 2018_2019 and consisted of 8-hr a week of training for 2 weeks. The participants tackled a set of scenarios and related questions delivered to them. Students had to work in groups of three or four to treat the scenarios that focused on the three main TEFL practices of inclusive education classes: organising class environment, organising special needs students and organising teaching evaluation activities. The researchers designed a test for TEFL practices in inclusive education classes and presented it to student-teachers before and after the experiment. The test was divided into two parts. The theoretical part included 30 TEFL practices in inclusive education classes, and each item included five options for students to choose one. The practical part included two classroom situations and invited students to write a scenario for each one. Results indicate that there are some fundamental bases to be considered when using the SBL, which showed a positive effect on enhancing AL-Azhar University-Gaza student-teachers' TEFL practices in inclusive education classes. Moreover, the participants made some suggestions for improving the use of SBL in teaching.

Index Terms—scenario-based learning approach, student-teachers' TEFL practices, inclusive education classes

I. INTRODUCTION

It is vital to work on meeting the needs of special needs groups and integrating them with peers and the rest of the community, activating them by finding appropriate methods and techniques, and creating a suitable educational learning environment for them. Enriching teachers' experiences with inclusive education classroom (IEC) practices has become an urgent need after the international agreements and efforts to ensure education rights to all. An example of these efforts is the international conference on education in Geneva titled "Inclusive Education the Way to the Future" held by United Nations Educational Scientific and Cultural Organization (UNESCO) in November 2008. In addition, the United Nations Organization for Relief and Work Agency (UNRWA) has adopted a policy of inclusive education for all schools in the Near East and has committed to respecting the rights and diversity of all children.

Recently inclusive education has become widely accepted. According to Gilmour (2020) more than 60% of students with disabilities spend more than two-thirds of their school day in regular classrooms. In line with the recent worldwide trends toward IEC, the ministry of education and higher education in Palestine issued a policy of inclusive education in October 2015 and adopted the Education for All policy in 1994, which states that persons with disabilities should not be excluded from primary or secondary education. This educational policy matches the Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD) (Abu Shaaban & Mosa, 2017). Westwood (1997) stated that emphasis must be placed on the development of reading, writing, dictation, mathematics, and direct teaching skills, and teachers should hold additional sessions and pay special attention to special needs students. Special needs students need special attention which does not mean that they are not smart, talented or capable. It means that they have specific challenges that typical student does not face, so they need remedial programmes and special care (Al-Zaytoon, 2003; Special Needs, n.d.). Moreover, there are different major types of special needs students: gifted, mentally handicapped, hearing impaired, visually impaired, physically disabled, emotionally disabled, autistic, and -those with learning difficulties, speech difficulties, reading difficulties, or Down syndrome.

As each of the aforementioned groups of special needs students has unique abilities and needs that distinguish its members from ordinary children, various educational obstacles are expected. Therefore, it is necessary to provide

teachers with special professional qualifications, which would facilitate their work and enable them to conduct teaching activities using an effective motivating teaching environment to suit the different levels of all the students in inclusive classes. In this context, UNESCO (2014) has emphasised that every child with special needs learns differently and at different speeds from peers. Bryant et al. (2017) agreed with this point of view and stated that special needs students have special educational needs, as they have greater difficulty in learning than the majority of their peers do. Savage and Erten (2015) added that effective teachers need an understanding of best teaching practices, and should have positive attitudes towards inclusive education, which would enable them to adapt instruction according to their students' needs (as quoted in McManis, 2017). Pappas et al. (2018) and The Understood Team (n.d.) stated that IEC effective practices require: (a) adaptations of the learning environment to suit the learners' needs, (b) individual assistive devices to support students' learning and ensure that students can access the curriculum, (c) using effective teaching techniques for engaging special needs students in learning and reducing stigma, and (d) effective use of resources.

In light of this background, it is clear that teaching IEC is a challenging job, which needs deep thinking to select appropriate teaching methods. This idea highlights the role of faculties of education in supporting future teachers with the needed practices of IEC, which helps teachers understand that inclusive education is about reimagining the ways schools, classrooms, programs and lessons are designed so that all children can participate and learn (Inclusive Education, 2021). Therefore, the current study aims to reveal the role of scenario-based learning (SBL) in enhancing elementary stage students-teachers' TEFL practices in inclusive classes.

II. LITERATURE REVIEW

A. *Scenario-based Learning*

An SBL method aims to motivate learners to participate in an interactive teaching classroom environment. This method is defined as a way of teaching or helping learners practice a skill using virtual, interactive, problem-based contexts. This strategy usually involves learners working their way through a problem, which they are expected to solve (Scenario-Based Learning, n.d.). Such a learning situation helps learners identify why some of their decisions are wrong and how they can handle the consequences of such decisions in a risk-free environment. In addition, this learning situation helps learners promote critical thinking and present real-world contexts that facilitate good learning.

Livia (2017) stated that in an SBL situation learners are immersed in real-life and situational scenarios that let them gather skills and information. In other words, scenario-based learning is just another face of learning by doing. In addition, "this method of teaching fills the gap between theory and practice in the learning and teaching environment," (Taneri, 2018, p. 57). Mariappan et al. (2004) agreed that scenario-based learning offers effective ways of engaging learners and building competency mastery. Furthermore, the University of New Zealand (2019) argued that SBL uses interactive scenarios to support active learning strategies such as problem-based or case-based learning. It typically involves students working their way through a storyline, usually based around an ill-structured or complex problem, which they are required to solve. Jawaharlal et al. (2004) indicated that SBL is based on the understanding that enables learners to acquire and retain skills and knowledge. In such a learning situation, learners must be placed in a scenario in which their decisions affect or alter subsequent events, which lead to new events of real life-situations.

A body of research has addressed the topic of SBL. For instance, Sjøberg et al. (2019) explored learning for students who act in secondary roles during scenario training in vocational educational settings. Participant observation and a questionnaire were used as tools for gathering data. The findings indicate students who act in secondary roles learn from their scenarios training experiences, and students' learning is controlled by the design of the training activities. In addition, Taneri (2018) conducted a case study to evaluate students' performance on a scenario-based method, and the functionality of the studied section called 'from production to consumption'. Results suggest that using the scenario-based case study method is a positive experience. Students in the sample group were more active in the learning process; they cared more and paid more attention to the lessons. Hursen and Fasli (2017) conducted another study investigating the efficiency of SBL and reflective learning approaches in teacher education. Their findings indicate that SBL is more effective than reflective learning in terms of prospective teachers' academic achievement. Moreover, Mietzner and Reger (2005) shed light on the differences in scenario approaches. They described the origin of scenarios and the development of awareness and purposes for managers. Categories were developed to compare the different ways scenarios are performed. Finally, the advantages and disadvantages of scenario approaches were analyzed. Jawaharlal et al. (2004) implemented a SBL approach to teach major concepts in statics. The findings indicated that SBL approach offers an effective way of engaging learners and building competency mastery.

Despite the differences in the selected sample, the designed tools and the aim of the aforementioned studies, all of them showed positive effects of SBL on enhancing TEFL teachers' practices and engaging students in teaching activities.

B. *Inclusive Education*

Inclusive education provides opportunities for all students; disabled and non-disabled, to learn in regular classes. It ensures access to quality education for all students by effectively meeting their diverse needs. Students from different background and with different abilities learn together. Such a teaching method enables them to help one another in a

positive and motivating teaching environment in which they are provided with sufficient levels of support (Canada Inclusive Education, 2021).

Pappas et al. (2018) examined teachers' attitudes toward inclusive education and analysed current inclusive policies and practices in the Greek educational system. Their results show that teachers generally have positive attitudes toward this type of education. In addition, Singh (2016) conducted a study to discuss some questions related to inclusive education measures to implement inclusive education and its concept in India: What are the needs and challenges for achieving the goal of inclusive education? How will an inclusive environment meet the needs of children with disabilities? How can quality education be effectively and efficiently delivered to all children? Results suggest that inclusive schools must address the needs of all children in every community, and the central and state governments must manage inclusive classrooms effectively. Moreover, Alquraini and Gut (2012) revealed the components of successful inclusive education for disabled students. The researchers reviewed the literature to identify effective practices for inclusive education. Their results suggest that disabled students should be provided with special accommodations that help them access the core general education curriculum, and teachers should use effective teaching strategies that motivate students to access the general education curriculum. Alquraini and Gut also emphasised that administrators and families should work together to achieve successful inclusive education. In addition, some researchers have concluded that although inclusive education has shown positive effect with mild disabilities, evidence of effectiveness is still required with severely disabled students (Downing & Peckham-Hardin, 2007; Cross et al., 2004).

It is clear that a body of research has investigated SBL topic in different environment. To the best of the researchers' knowledge, none of the studies conducted in the Gaza Strip has investigated the effect of SBL on enhancing student-teachers' TEFL practices in an IEC.

C. Research Questions

Based on the literature review, the following questions were probed:

- What are the bases of the scenario?
- What is the effect of SBL on enhancing elementary stage student- teachers' TEFL practices in inclusive education classes?
- What are the participants' suggestions for improving the use of SBL approach?

D. Hypothesis of the Study

- There are statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of elementary stage EFL student- teachers' pre and post responses on the TEFL practices test.

E. Aims of the Study

The study aims to:

- present the bases of teaching scenarios,
- explore the effect of an SBL approach on enhancing elementary stage TEFL student-teachers' practices in inclusive education classes in Grades 1-4, and
- suggest various ways for activating the use of scenario-based approach.

F. Research Significance

The current study is necessary for student-teachers and university professors. It seeks to determine the scientific steps for using SBL in teaching skills, especially TEFL, to young learners. In addition, the experience of this research may encourage professors of various specialisations to adopt a scenario-based approach to design motivating teaching activities for their students.

G. Delimitations of the Study

The present study was conducted during the second semester of the academic year 2020-2021 on (24) first year female elementary student-teachers from the faculty of education at AL-Azhar University-Gaza. It focuses on three TEFL practices in inclusive education classes: organising class environment, organising special needs students, and organising teaching evaluation activities.

III. METHODS

The following procedures were carried out to achieve the aims of the study.

A. Research Design

The researchers adopted the quasi-experimental approach to determine the effect of the scenario-based approach on enhancing elementary stage student-teachers' TEFL practices. A group of (24) elementary stage female first-year student-teachers from the faculty of education at Al-Azhar University-Gaza participated in TEFL practice sessions using an SBL approach. The total number of sessions was eight which lasted for 2 weeks, and the duration of each session was 2 hours. The scenarios focused on enhancing the following TEFL practices in inclusive education for 1-4

graders: (a) organising class environment, (b) organising special needs students, and (c) organising teaching evaluation activities.

A set of scenarios was presented to the study participants during each session to answer several critical questions. For example: What was the teacher's aim in the scenario? What was_(were) the special case-(s) among students? What were the strong practices in the scenario? why? What were the weak practices in the scenario and why? If you were the teacher, what changes would you do and why? The student-teachers had to read the scenarios and answer questions in groups of three or four. They had sufficient time to complete reading and answering the questions in each scenario. Groups' answers were discussed and followed by feedback that aimed at enhancing student-teachers' TEFL practices. The study participants were engaged in a study sample group and attempted a test before and after TEFL practices.

B. Instrumentation

For the purpose of the study, the researchers designed a test concerning TEFL practices for inclusive education classes and presented it to student-teachers before and after the experiment. The test included two sections. The first section included self-assessment, which aimed at assessing the student-teachers' TEFL practices in inclusive education classes in Grade 1-4. The student-teachers had to determine the degree of their knowledge in each practices by ticking one of the five options of a Likert-scale (strongly agree, agree, neutral, disagree, and strongly disagree). The three domains of this self-assessment were 10 ten statements for organising class environment, 13 statements for organising special needs students and 7 statements for organising teaching evaluation activities. The second section of the test was a practical implication of the theoretical practices of class scenarios. It included two teaching situations, which invited the examinees to design a complete scenario for each situation. In designing the scenarios of the two teaching situations, the student-teachers had to consider the criteria of special needs students' needs in each activity, which would help them write systematic and realistic scenarios and consider the effective and required theoretical TEFL practices.

C. Validity of the Test

The juries' validity and internal consistency techniques were used to ensure the validity of the questionnaire as follows.

1. Juries' Validity

A panel of experts in TEFL for Grades 1-4 and inclusive education modified the test. Some of the experts asked for rewording specific statements and some others recommended clarifying the first part, the self-assessment. The researchers benefited from the experts' remarks in finalising the test. Appendix (A) includes the final version of the TEFL practices test.

2. Internal Consistency

The Pearson correlation coefficient was measured between the score of each item of the domain and the total score of the domain. The results of this statistical technique are stated in Table 1 and 2 below.

TABLE 1
PEARSON CORRELATION COEFFICIENT OF EACH ITEM

No.	Pearson's Correlation Coefficient	Significant Level	No.	Pearson's Correlation Coefficient	Significant Level
1	0.570	0.004	16	0.562	0.004
2	0.429	0.037	17	0.636	0.001
3	0.570	0.004	18	0.421	0.040
4	0.850	0.000	19	0.478	0.018
5	0.439	0.032	20	0.545	0.006
6	0.448	0.028	21	0.648	0.001
7	0.784	0.000	22	0.563	0.004
8	0.654	0.000	23	0.489	0.015
9	0.555	0.005	24	0.658	0.001
10	0.798	0.000	25	0.493	0.014
11	0.695	0.000	26	0.455	0.025
12	0.691	0.000	27	0.653	0.000
13	0.733	0.000	28	0.710	0.000
14	0.730	0.000	29	0.489	0.015
15	0.732	0.000	30	0.572	0.000

As it is clear from Table 1 all correlation coefficient values are significant at 0.01 and 0.05 proving that the tool is of high internal validity.

TABLE 2
PEARSON CORRELATION COEFFICIENT OF EACH ITEM

Domains	Pearson's Correlation Coefficient	Significant Level
Organising class environment	0.811	0.000
Organising special needs students	0.561	0.004
Organising teaching evaluation activities	0.439	0.000
Total	0.521	0.000
Practical part	0.542	0.002

According to Table 2, the coefficient correlation of each domain is significant at levels 0.01 and 0.05, meaning that the test is valid to be used for the purpose of this study.

D. Reliability of the Test

Cronbach's alpha and the split-half technique were used to measure the reliability of the test. Cronbach's alpha for the first part of the test was 0.72, and the reliability for the second part was 0.71. It is evident that all Cronbach's alpha coefficients were accepted to be applied in this study. The split-half technique for the first part of the test (self-assessment) was measured using the Spearman-Brown formula, and the value was 0.70.

IV. FINDINGS

To Reveal the Bases of Scenarios, the Researchers Reviewed the Literature. They Found The Following Bases for Effective Scenarios as Mentioned by TANERT (2018), Mietzner and Reger (2005), and Jawaharlal et al. (2004).

- The scenario content should be suitable for the students' knowledge levels.
- The scenario content should be in line with the teaching objectives and provide concepts that are integrated with students' knowledge to make them act.
- The scenario context should imitate a realistic situation in which a sequence of teaching events is presented.
- The scenarios should develop decision-making skills by providing students with the opportunity to produce new decisions by forcing fresh considerations to surface.

While conducting SBL, teachers should:

- provide questions that develop students' critical competencies,
- present alternative images instead of extrapolating trends from the present,
- embrace qualitative perspectives as well as quantitative data,
- allow for sharp discontinuities to be evaluated,
- create options for decision making,
- construct a primary purpose of scenarios which helps create a holistic comprehension of the whole teaching situation,
- integrate images of how the future might evolve and stimulate new idea,
- augment understanding by helping to see what possible futures might look like, how they might come about, and why this might happen,
- foster strategic thinking and learning and
- create frameworks for a shared vision of the future.

To Determine the Effectiveness of the SBL Approach in Enhancing the TEFL Practices in IEC of the Student-teachers at Al-Azhar University-Gaza, the Researchers Tested the Alternative Hypothesis, Which Compares the Participants' Performance Before and After the SBL Sessions Using Paired Sample t-Test. The Results of This Test Are Stated in Table 3 below.

TABLE 3
T-TEST VALUES AND SIGNIFICANCE T LEVELS BETWEEN PRETEST AND POST TEST RESPONSES

TEFL Practices	Pre-Post	No.	Means	Standard Deviation	df	T-test	Sig (2-tailed)
Organising class environment	Pre	24	39.542	6.852	23	-3.955	.001
	Post	24	44.625	1.974			
Organising special needs students	Pre	24	52.333	4.797	23	-6.615	.000
	Post	24	56.458	5.485			
Organising teaching evaluation activities	Pre	24	26.042	2.612	23	-9.328	.000
	Post	24	31.208	1.719			
Total	Pre	24	117.917	9.136	23	-8.519	.000
	Post	24	132.292	6.307			
Total for the practical part	Pre	24	12.625	1.173	23	-8.809	.000
	Post	24	15.792	1.668			

Table 3 shows that the mean scores of the study participants in the post-test were higher than their mean scores in the pre-test for all practices and for the total score of the first and second parts of the test. The *T* value is significant at 0.01. Hence, it can be concluded that there are statistically significant differences in student-teachers' TEFL practices in the

pre_ and post_ TEFL_ practices tests in favour of the post test. This finding indicates that the scenario-based approach is effective in enhancing student- teachers' TEFL practices.

To Observe the Participants' Suggestions for Improving the SBL Approach, the Researchers Analysed Their Answers to the Open-Ended Question, Computed the Percentage of Their Suggestions, and Considered the Students' Suggestions, which Had A Percentage of More Than 60%. The Results of This Statistical Analysis Are Presented in Table 4 Below.

TABLE 4
THE PERCENTAGE OF THE PARTICIPANTS' SUGGESTIONS FOR IMPROVING SCENARIO-BASED LEARNING

N.	Main suggestions	N.	%
1-	Send scenarios via social media techniques at least a day before the session.	22	91.6
2-	Expand the use of this approach for other practical courses.	20	83.3
3	Provide more scenarios, which tackle classroom situations to student- teachers.	20	83.3
4	Ask the student- teachers to write scenarios for different situations in groups.	17	70.8
5	Increase the integration of different media, such as: pictures, videos, diagrams_ and simulations -with scenarios.	16	66.6

Going through the above table, a reader can conclude that students' suggestions for improving the SBL vary in types and amounts. The highest level suggestion, which gained 91.6% support (22 students), states that a scenario should be sent to them via social media at least a day before the section. In their view, this helps them be ready and better organised for such scenarios.

The students' second suggestion, which gained 83.3% support (20 students), emphasises that the use of SBL activates their role in the learning process and they are eager to see such scenarios applications in other courses. Moreover, in their third suggestion, which also gained 83.3% support, 20 students asked to provide more scenarios, which would tackle classroom situations to the student-teachers. This finding indicates that the study participants highly admired SBL. Furthermore, 70.8% of the participants (17 students) mentioned that university instructors should motivate student-teachers to write scenarios for different situations in groups, which would enhance their autonomy and self-efficacy, which would positively affect their TEFL, practices. Moreover, 66.6% (16 students) hope to see an increase in the integration of different media, such as; pictures, videos, diagrams and simulations, with SBL.

The analysis of the aforementioned answers indicates that students admired this method of teaching, which enhances their autonomy to the degree that makes them provide such workable tips that help enhance the use of SBL in the teaching-learning process. This finding was also indicated by Pappas et al. (2018) who also showed that teachers have positive attitudes toward inclusive education.

A. Discussion

The results of the student-teachers' responses on the TEFL practices test showed that there is a positive effect of using SBL on enhancing their TEFL practices in an IEC for Grades 1-4. The results of this study are in agreement with those of Taneri (2018), Hursen and Fasli (2017), and Mietzner and Reger (2005), who all indicated the positive effects of SBL in the teaching process and stated its various advantages.

The success of SBL in developing the TEFL practices of the study participants in an IEC may be attributed to various factors. SBL provides students with a full image of the class situations, and it caters to the different needs of special needs students and presents different teaching techniques that help match students' learning styles. The clear, practical procedures for using the learning material and conducting the teaching activities that involve comprehensive instruction and positive feedback fulfill students' needs. Mariappan et al. (2004) also agreed that SBL offers an effective way of engaging learners and building competency mastery. This type of learning helps create real-life situations that help motivate student-teachers to participate in the learning activities (Livia, 2017).

SBL transfers the focus of the teaching process to students, who are at the centre of each of its activities. Students were motivated to work in groups by engaging them in problem-solving situations, which made them think deeply to create a mental class picture that helped them suggest workable solutions, which, in turn, helped enhance their autonomy in the teaching process. Scenario-based Learning (n.d.) also indicated that this strategy usually involves learners working their way through a problem that they are expected to solve.

The analytical questions, which were presented to the study participants through the effective use of SBL, helped develop students' critical thinking skills. These skills play a vital role in enhancing the teaching competencies of the study participants. This justification is in agreement with Paul and Elder (2005), who showed that critical thinking competency serves as a resource for teachers, curriculum designers, administrators and accrediting bodies.

Using scenarios for IEC built positive attitudes toward IEC among student-teachers and convened to them that teaching and integrating special needs students is not impossible. Teachers only need to find a suitable way to deal with special needs students, integrating them with other students in the classroom and creating suitable learning environments for them (Inclusive Education, n.d.).

B. Recommendations

In the light of the study results, the researchers recommend that:

- 1- Faculty members should use SBL to tackle the practical part of teaching different educational courses.

- 2- Faculty members and teachers at schools should pay more attention to creating and motivating teaching and learning environments for special needs students.
- 3- Faculties of education should enrich student-teachers' knowledge of the characteristics of special needs students and the methods and techniques that help fulfill those needs.
- 4- Faculties of education should provide student-teachers with successful experiences of teaching in an IEC which help create positive attitudes toward special needs students and enhance student-teachers' practices in such classes.

APPENDIX. TEFL PRACTICES FOR INCLUSIVE EDUCATION CLASSES QUESTIONNAIRE

This is a TEFL practices for inclusive education classes test. It includes two parts:

Part 1

This part includes self-assessment items, which assess students' TEFL practices in Grades 1-4 inclusive education classes. Please put (+) in the box that matches your TEFL practices level. You can choose one from the five provided choices; strongly agree, agree, no opinion, disagree and strongly disagree.

5= Strongly Agree 4= Agree 3= No Opinion 2= Disagree 1= Strongly Disagree

	Scenario-based learning enhances my skills in TEFL in inclusive classes in:	The Level				
		5	4	3	2	1
A	Organising Class Environment					
1	Adopting various teaching techniques that cater for the needs of special needs students.					
2	Using audiovisual tangible teaching aids that help special need students to learn English.					
3	Organising contents of English language corner to suit students' needs.					
4	Benefiting from teaching videos to present the language learning experiences.					
5	Employing traditional teaching games to facilitate using the language in real life situations.					
6	Employing electronic teaching games to facilitate using the language in real life situations.					
7	Benefiting from raw material in local society in conducting English curriculum activities.					
8	Cooperating with students to conduct discussion sessions, which facilitate English language learning for special need students.					
9	Utilising field trips to acquire and practice the language skills.					
10	Employing models and solid figures to achieve the aims of English curriculum of special need students.					
B	Organising Special Needs Students					
11	Organising various mechanisms of teaching the English language to special need students.					
12	Designing individual educational plans, which are commensurate with the situation of special need students, for teaching English skills.					
13	Using the different kinds of organising teaching group to support special need students' English learning.					
14	Considering the students' prerequisites before tackling the teaching activities.					
15	Performing the teacher's duties in organising learning during the implementation of the teaching and learning activities.					
16	Performing the learning tasks, which follow the teaching activities to enrich language use.					
17	Discovering the learning requirements of special need students via adopting active learning activities.					
18	Supporting the students' self-efficacy and self-autonomy techniques in learning the language.					
19	Possessing the ability to predict and solve English language learning problems of special need students					
20	Creating positive competitiveness and participation roles among all students levels and kinds.					
21	Employing techniques of attracting and motivating all students.					
22	Organising students' sitting; according to their needs, during the different stages of the lesson.					
23	Activating behavior modification mechanisms during the procedures of the lesson.					
C	Organising Teaching Evaluation Activities					
24	Organising students' learning roles in performing the English language activities.					
25	Using individual teaching methods, which cater special need students' needs.					
26	Using active learning techniques that suit special need students.					
27	Providing opportunities for special needs students to express themselves.					
28	Engaging students in English language activities according to the characteristics and needs of each category of students.					
29	Employing remedial language activities for all categories of special needs students.					
30	Activating various evaluation techniques for employing language use in real life situations that suit special needs students.					

What are your suggestions for improving the scenario-based learning approach?

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.....

.....

.....

Part 2

This part includes practical implications of the theoretical practices of class scenarios and two teaching situations, which invite the examinees to design a complete scenario for each situation. In designing the scenarios of the two teaching situations, you should consider the criteria of the special needs students' needs in each activity.

In this section, you should write one teaching scenarios about each real class teaching situations. Consider the following tips while writing the two scenarios.

- A realistic description, which includes an exact detailed description of the steps that help readers construct a mental picture of the teaching situation, should be included.
- Considering the special need students' needs is necessary.
- Using accurate terms while writing the teaching scenarios is a must.
- Write complete instructions for any activity.
- Write the steps for using any activity.
- Show the administrative method for organizing students' work.

The First Activity

Nada; the teacher, wants to teach the word "cat" for the first graders who include an auditory impaired student and an autism student.

The Second Activity

Ahmed, the teacher, prepares an activity of making a conversation about introducing your country to a British tourist for fourth graders, who include a Down syndrome student, three slow learners, and a high achieving student.

End of the Questions

Thank You

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Critical Discourse Analysis of President Xi's Speech on Teaching and Education

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Abstract—By using Critical Discourse Analysis (CDA), this study analyses how President Xi is influenced by society and culture when delivering his speeches to advise citizens to respect teachers to ensure better quality education in China. After discussing the theoretical perspectives, the different issues presented in Xi's speeches regarding teachers' education, such as literacy for all, teachers' skills, patience among teachers, and technical skills, are identified and explored. Finally, the findings are compared with previous literature and the study concludes with reflections regarding conducting CDA in the field of teaching and education.

Index Terms—critical discourse analysis, President Xi, speech, teacher, education

I. INTRODUCTION

The principles and concepts of Critical Discourse Analysis (CDA) have proven useful in examining ways in which power is constructed rhetorically in educational spheres. By using a CDA approach, this study analyses how President Xi has been influenced by society and cultures when he delivered his speech to advise others to respect teachers and, in doing so, ensure better quality education. Although there is an English news report of Xi's speech, it should be recognized that my decision to examine the Chinese version stems from the fact that the president's audience heard the speech in this language. Therefore, it is worthwhile to investigate how the Chinese speech establishes an interpersonal negotiation between Xi Jinping and his audience. Furthermore, while contemporary analyses of public speeches have overtly acknowledged features of politico-linguistic discourse, they neglect to examine the ambiguous ideological underpinnings of certain types of language use as well as the power relations that are associated with them. In this context, Fairclough's frame for CDA proves valuable in bringing to light the various strata of investigation relevant for the present analysis of President Xi's speech.

II. CRITICAL DISCOURSE ANALYSIS

This study primarily uses Fairclough's approach to CDA. However, CDA can be conducted in a variety of ways, as demonstrated by the plethora of scholars who have mobilized differing schools of thought within their research. Selecting between various strategies depends on an expert's speculative approach and research design. These techniques are joined by a common interest in the discussion of vitality, character, and political economy or social changes in the general population (Rogers et al., 2005).

According to Titscher et al. (1998, p. 42), discourse can be defined in numerous ways, and it is approached differently depending on the discipline (e.g., linguistics or philosophy). This study's operational definition borrows from that of van Dijk (1997, p. 3). It also uses the notion of discourse as a text in a context that can be regarded as information that can be analysed empirically (Titscher et al., 1998, p. 44). The defining aspect of this definition is its conceptualization of discourse as a form of action and process, which indicates the breadth of the text when compared to plain text. Thus, in line with Fairclough (1989, p. 24), discourse is used here as a text encompassing all social interactions, in contrast to text that pertains to only a subset of the text.

As a multidisciplinary and problem-focused group of frameworks and approaches, CDA is a staple of educational research. One of CDA's fundamental tenets is that an investigation of meaning-making relates to an investigation of power in which most problems under discussion (particularly in the present context of globalization) are intimately linked to power, inequalities, and social justice. Hence, as emphasized by Lewis et al. (2007) and Gutierrez (2008), CDA holds a prominent status because it functions as a flexible instrument with which to investigate the complexities of discourse, many of which arise within a context characterized by worldwide inequalities regarding systems, practices, or educational settings. Ultimately, given the ever-changing nature of CDA's tendency for self-awareness, which itself arises from the integral link between discourse and its social surroundings, it is regarded as a practice that may promote novel perspectives, new forms of comprehension, and, promisingly, different behaviours.

Historically, CDA emerged in the 1990s. Influenced by etymological concerns over issues of vernacular power, CDA applies the linguistic examinations offered by Western Marxists. It draws on the insights of Foucault, Bourdieu, and Habermas, with a social semiotic point of view on language and all its premises. The Frankfurt School focused on the changing nature of free ventures and free will, its members concerning themselves with theories and frameworks that

attempted to identify the different conduct through which power and control are exerted.

According to Rogers (2004), Fairclough (2006), and Fairclough and Wodak (2008), Fairclough's framework is chiefly concerned with the "description, interpretation, and explanation" of the connections between texts and social activities at multiple levels (e.g., global, national, and local; McCullagh 2000, p. 39). The dialectical foundation of CDA is demonstrated by its alternation between linguistic and social analyses. Based on his identification of weakness in conventional conversational analysis (namely, the failure to acknowledge the social role of power), Fairclough (1992; 2003) sought to integrate the investigation of language's power distribution into CDA. As a socially conditional practice, Fairclough (1992; 2003) perceived that language shaped society, thereby prompting his investigation into the relationship between society and texts, discourse practices, (the procedures of producing, distributing, and consuming texts), and social practices, (the representations of discourse as ideology and power). It is noteworthy that Fairclough's conceptualization of text as both spoken and written language relied on the earlier work of Halliday (1978).

The discourse-historical approach is another major method in CDA. Similar to Fairclough, the discourse-historical approach holds that discourse is a reflection of social practice (Liu, 2008). The discourse-historical analysis is theoretically based on Bernstein's social linguistics and the social and critical theory of the Frankfurt School. This discourse analysis model includes two parts: triangulation based on context, and linguistic analysis (Reisigl & Wodak, 2001). Triangulation primarily focuses on the intertextuality of different texts, text types, topics, and discourses, interpreting social problems within the political and historical contexts of society. To put it simply, linguistic analysis is the analysis of characteristics at the word or sentence levels.

Bakhtin's work on voice and social layering in correspondence, Hallidayan semantics, and the field of British social examinations are generally important and influential in CDA. The above has made valuable contributions to the fields of "rhetoric, text linguistics, anthropology, philosophy, and socio-cerebrum inquiries regarding cognitive science, sociolinguistics, and pragmatics" (Payrato, 2009, p. 163). Given CDA is essentially concerned with and impelled by profound social issues that it intends to grasp through speech examination more effectively, it is the ideal instrument with which to analyse President Xi's speech. The instrument is effective and straightforward to use in this examination because language coordinates associations among people and gatherings in the present day and outlines a basic perspective in world legislative issues. It is my conviction that there is a necessity for a fundamental awareness of language in administrative issues being basic to understanding the world (Fairclough, 1989). "Essential" is a term that has been analysed by various critics according to different genres of demand (Locke, 2004). Fairclough and Wodak (2008) indicated the different assortment of systems with different theoretical models. While they inquired about procedures and plans, they stated that they are united by an interest in the semiotic estimations of vitality, the identification of authoritative issues, and the political, financial, or social changes in people and society.

Essentially, discourse analysis unites phonetic examination with a social approach that explores how speech is used. As demonstrated by CDA, vernacular is not unbiased. Language imparts regard, addresses reality, and is involved in financial, social, religious, and political advancements (Rogers et al., 2005). Different business-related issues are fundamental in speech examinations and are frequently related to emancipatory arrangements that can unmask speeches and illuminate hidden administrative aspects.

Because CDA has its foundation on the instances of social correspondence that oppose etymological casings, it is particularly associated with power and the ideological issues of maintaining inequality in workplaces between the various social classes. As such, this is a significant methodological framework that investigates political trends that are routinely viewed as benefiting the wealthy. This discourse analysis hopes to expose the routinely obscure ideologies that accompany particular language uses and the relationships of vitality that underline them.

III. ANALYSIS OF XI'S SPEECH

The speech transcripts delivered by President Xi spanning from 2014 to 2020 were all obtained from the internet, <http://www.chinadaily.com.cn> and www.edu.cn. All of these speeches were delivered in China on every year's Teacher's Day (10 September).

Personal pronouns have garnered considerable attention from many linguists. While personal pronouns are a factor relative to grammar, they are also recognized as one of the main cohesive devices that are related to the actual context. With the further study of personal pronouns, the references of personal pronouns have become a major research topic. The research of pronouns had not focused on the speaker and audience until the 1970s and 1980s (Wales, 1996, p. 52). The study of personal pronouns is more than a study of the social function of pronouns. The social function of a personal pronoun is closely related to the reasons for their use or somewhat a social function that such personal pronouns may imply in a text or discourse. The examples of data analysis of this study are shown in Table 1.

TABLE 1
EXAMPLES OF DATA ANALYSIS

Grammar Item	Examples	Discursive Function
Use of pronouns	1. We need to focus on the professionalism of teachers.	1. In this context, “we” is used to refer to the country.
	2. We need to care for them.	2. In this case too, the “we” is used to refer to the entire country and the citizens.
	3. We need to pay them better.	3. In the third example, the term “we” refers to the government.
Active/passive voice shifts	1. Teachers have been the driving force of the development in the country. We should increase their incomes, especially those in the rural areas.	1. In this case, the President is acknowledging the role teachers are playing in providing quality-education in the country. As such, the President believes it is important to motivate them by raising their salaries.
	2. Students have continued being part of the pillar of development in the country. Because of this, we are undertaking the teachers’ mission to forge a dream team.	2. Here the President is urging the nation to continue supporting teachers for the good work they have always been doing.
Present continuous	1. I am urging all teachers to make a greater contribution to the educational cause.	1. The use of present continuous in his speech denotes what is currently happening in the education sector in the country. He is urging everyone to support teachers deliver good quality education.
Interpersonal function	1. We need to have greater respect for teachers.	1. The modality in this statement expresses the concern of respect given to teachers.
	2. We need teachers with sound ethics, great teaching skills and high energy level.	2. The modality in this statement emphasizes the importance of the role (moral) of teachers in education.

The current study focuses on the use of the personal pronoun “we” in the chosen corpus. Besides, the use of “we” is somewhat a discursive strategy to some degree that is useful for the speaker in controlling the discourse, and the understanding and application of “we” should be based on the social-historical context and the intention of the speaker (Adetunji, 2006).

The application of the personal pronoun “we” is highly flexible and variable in discourses. Wodak (2002; 2006) divided the use of “we” into the following seven categories according to the scale of referents and the use of the words of its kind, such as *our*, *us*, *ours*, *ourselves*, and so forth: (1) refers to the speaker and a single listener, such as *I* and *you*; (2) refers to the speaker and a single absentee, such as *I*, *he/she*; (3) refers to the speaker and multiple listeners, such as *I* and *you*; (4) refers to the speaker and multi-absentees, such as *I*, and *they*; (5) refers to the speaker, a single listener and a single absentee, such as *I*, *you* and *he/she*; (6) refers to the speaker, multi-listener and a single absentee, such as, *you* and *he/she*; (7) refers to the speaker, multi-listeners and multi-absentees, such as *I*, *you* and *they* (Wales, 1996, p. 52). Wodak’s classification of the personal pronoun “we” covers the use of the first, second, and third personal pronoun, which gives “we” a broader and more correct meaning. In Xi’s speeches, it was found that “we” appeared most frequently in all the text. The examples in which “we” was used can be seen when President Xi stated on 10 September 2014: “We need to focus on the professionalism of teachers”, “We need to care for them”, “We need to pay them better”; on 10 September 2018, “Our [we] education must cultivate socialist builders and successors as fundamental tasks”.

It was found that all the “we” use in the discourse not only refer to every teacher and educator but also refer to every student, parent, - every citizen in China. Those “we” use entail the first, second, and third personal pronouns. Based on an analysis and understanding of the text, the first person signifies President Xi, the second person refers to the teachers and educators on the scene (the direct listeners of the speech), and the third person indicates all the Chinese citizens (the absentees of the speech).

The function of the personal pronoun “we” in President Xi’s speeches is far beyond its traditional meaning. While the first personal pronoun, to some extent, stands for a sharing of responsibility between the speakers, the audience, and even the absentees, they can help the speaker to release their responsibility for the discourse. However, the first personal pronoun is characterized by its subjectivity, and the speech is open to the public and is certain to be objective. Therefore, all the uses of “we” are used in the quotations of this discourse, which makes the contents of this discourse more acceptable to all the audience.

Taking another example from Xi’s speeches from 2014 to 2021, the word “all” is used as an indefinite pronoun, which modifies the word “teachers”. Thus, we have “all teachers”. In effect, the simple word “teacher” can express the entire idea, yet the speaker uses the word “all” frequently in front of “teacher” to emphasize the teacher. The addition of “all”, on the one hand, can help the speaker to stress the teaching group; on the other hand, using this word can enforce a sense of absoluteness on the listeners.

In President Xi’s speeches, “all” modifies “teacher” and the phrase “all teachers” is often followed or collocated with such words as “should” and “need”. The speaker wants to highlight the responsibilities teachers must take for the public and the government. For example, in the speech on 10 September 2020, President Xi stresses that “the whole teaching group has to treat every student fairly and equally”, and “all teachers need to be qualified for teaching students a specific subject”. Therefore, it can be seen that “all” is used to make requirements for the teachers. This can show that the statements in Xi’s speech should and must be strictly complied with by the teachers.

Interestingly, it was found that there are several quotations used in Xi’s speeches, most of which are from ancient Chinese poems. For example, on 10 September 2014, “If we want to energize this country, we must have great respect for teachers”. The first saying, quoted at the beginning of his speech, is from the ancient Chinese philosopher, Xunzi.

By saying this, Xi emphasized the importance of teachers and called on the public to respect them, borrowing Xunzi's words to highlight the importance of teachers from a historical perspective. This reveals that teachers have a civic mission of contributing to education and forging a "Chinese dream—the rejuvenation of the Chinese nation" (China Daily, 2014).

Xi also often used several quotations from China's previous leaders in his speech. For example, on 10 September 2017's speech, he used Deng Xiaoping's words to point out the significance of teachers again: "Teachers are the key to a school's success in training personnel suited to the needs of our socialist construction; that is, its success in training workers who have both socialist consciousness and a good general education and who are highly developed morally, intellectually, and physically" (Deng, 1958). In this quotation, Deng pointed out the significance of teachers to education, and sentences such as this are common in Xi's speech. Indeed, Xi often uses previous leaders' words regarding the responsibilities or rights of teachers. When a speech requires a certain group to undertake some responsibilities, the speaker (i.e., President Xi) usually expects the audience to accept their opinions without scepticism. Given that most of the speeches were for teachers and educators in the university context, most of the contents were therefore concerned with what teachers and educators should or must do. Thus, to make it more acceptable to such an audience, President Xi quotes many famous sayings when setting objectives for the teachers. The application of such quotations can set the speaker outside of the speech and may give the listeners a pseudo image that these objectives have been recognized by the previous figure, and they are ordained to be respected and accomplished. Therefore, the requirements in his speech are considered reasonable and rational.

In summary, President Xi's speeches appealed to teaching groups, educational institutions, and the public to give teachers the most important role in national improvement. In his views on education, Xi emphasized the importance of teachers' responsibilities in learning and teaching. Throughout all the speeches about teaching and education from 2014 to 2020, Xi tends to use words with positive traits to exhibit his positive attitudes to the development of China's education. It is important to note that the president's speeches primarily deliver requirements to the national public and positively guide people's thoughts. Moreover, in his speech, it is not the subjunctive mood, but declarative sentences with several quotations that are commonly used to express the government's determination to develop national education. Lastly, Xi also uses several similar sentences consecutively and parallelism to intensify his view on teachers. Since China is a socialist country, and every national objective and goal is set by the National People's Congress, the underlying ideology and power relationships of the president's speech are closely related to national policies. That is, Xi's speech is a reflection of the ideologies of the Chinese government and tends to guide the Chinese citizens to form an opinion or establish an objective.

IV. THEMES AND FINDINGS

In addition to extensive data analysis, comprehensive fieldnotes are maintained for several reasons: first, to document reflections; second, to log analytical choices; and third, to gain insight into the development of social practices. According to Fairclough (1995), given discourse analysis' highly explanatory nature, field notes create the necessary system of accountability.

Accordingly, there are various themes that President Xi presented during his speeches about teaching and education on every year's Teacher's Day, which principally relate to his expectations of Chinese teachers. Even though President Xi's speeches also encompassed issues concerning the respect teachers deserve from the community, he also highlighted several aspects that teachers need to consider during their career, including literacy for all, teachers' skills, patience, and technical skills. Therefore, this segment examines these aspects individually, analysing their significance in the learning field.

Literacy for all. One student, one book, one teacher, and one pen can bring change to the world. The energy of one teacher is sufficient to ensure that a student changes their society and the entire world. Teachers' strength gives meaning to the future, and it ensures that society, through the students, works towards achieving a better life in the future.

Teachers' skills. Teachers and educators should have the capacity to tackle an assortment of issues regularly under a tight schedule. They must answer troublesome inquiries from students on the spot, tackle clashes between students, change lesson designs and manage issues among associates. He urged teachers to set high their bars and embrace technology. A decent educator realizes what assets to use to comprehend these sorts of inquiries rapidly and successfully. Instructors need to juggle various errands from educating and going to gatherings to lesson arranging and reviewing. Fulfilling these responsibilities in an opportune manner requires optimal physical condition and time administration. An additional test is that instructors are typically considered to be in charge of accomplishing more work than can fit into the hours of a customary workday. While the completion of some work at home is a virtual necessity, adept prioritization, and the proficient knowledge of limits—can enable an educator to determine which assignments can securely be set aside for a time to free up vital individual time.

Patience. All teachers need to be patient with their students and teach at a pace at which no student is left behind in their coursework. Teachers and educators need to exhibit tolerance, particularly when managing problematic classroom circumstances. They regularly need to clarify ideas in various circumstances and need to oversee students who may misbehave or have a difficult time in class. Managing guardians, associates, and superiors can likewise be challenging. An instructor must face every aspect of such issues with a quiet, proficient mien and watchful thoughtfulness, existing

apart from everything else. While a few people are normally more patient than others, the enthusiastic control and development that go into persistence can be learned and should be polished.

Technical skills. Teachers and educators must comprehend the material that they instruct. Advanced positions usually require high levels of aptitude, yet even instructors of extremely youthful children require considerable skills. It is not sufficient for a first-grade math educator to know how to perform basic number juggling, for instance. Accordingly, teachers should have a profound comprehension of numbers and numeric connections with a specific end goal to have the capacity to clarify the material intensively and responsively.

V. REFLECTIONS AND CONCLUSION

Before the initial reading of the Chinese script of President Xi Jinping's speeches about teachers and education, the main concern was that the availability of material suitable for analysis would be insufficient. However, after reading through the Chinese transcript of the speech, it was surprising to note the richness of the subject matter amenable to analysis and, in particular, the depth and detail generated by the framework, all of which was promising. It was particularly interesting to note that the initial reading of the Chinese transcript revealed a multitude of areas of concern, as well as several possibilities regarding the identification of areas of potential political bias. However, it is impossible to uncover any material pertinent to the checks and balances of the analyst's viewpoints.

Concerning the descriptive data derived from the verbal analysis, this was significant only in the sense that it enabled the researcher to gain an impression of the educational situation in China, particularly regarding how Chinese teachers are treated within their communities. To ensure that, a firm comprehension of these details was achieved, and Fairclough's CDA dimension was employed at this point. To be more specific, the CDA dimension was used to provide an account of the production and reception contexts. Regarding the examination of the descriptive data using the various available lenses of context, the following types of lenses were employed: firstly, the situational lens; and secondly, the intertextual lens.

Concerning the situational lens, the available data gathered from the Chinese transcript of President Xi Jinping's speech was examined from the perspective of time and space. To phrase this slightly differently, from the perspective of time, the knowledge of Chinese educational context was mobilized relevant to the point at which President Xi's speeches were delivered on every year's Teachers' Day. Here, a noteworthy issue was that of the assistance that certain Chinese teachers receive from the parents of students when operating educational institutions. Therefore, in terms of the situational context, it is supportive of these discourses concerning China, and it suggests that the community does lend support to teachers currently working in China.

To reinforce this approach to interpreting President Xi Jinping's speeches, the intertextual lens within its CDA dimensions was drawn on in this study. Since intertextuality is concerned with how the meaning of a text may be informed by other pertinent texts, the researcher spent time gathering relevant sources online. After a period of searching, several texts were identified as appropriate for the present analysis, and these were derived from an internet-based source. When viewed from the perspective of CDA, the intertextual analytical lens is utilized to reinforce the findings derived from the existing texts. Given this, it is crucial to investigate the text as comprehensively as possible, which entails that the text is read and analysed numerous times. Therefore, as part of the intertextual analysis, the elements of President Xi Jinping's speech was examined and compared with an investigation of how these elements were interrelated on several levels (in particular, at the level of the whole and the level of pairs and smaller groups of elements). As a result of this process of intertextual analysis paired with the above-mentioned situational analysis, the researcher could gain a deep sense of the part played by the community in assisting the practices of teachers. This is the case not only concerning the maintenance of discipline at school and in the domestic environment but also concerning how teachers fulfil other duties. In other words, the analytical procedure up to this point was a valuable means by which to identify the meanings of the teaching service, as well as the part played by the wider society, the general public, and local communities in facilitating the provision of effective educational services.

The final part of the analytical process was concerned with providing an explanation specifically relating to how the researcher generated a perspective from the findings based on the discourses arising from the various contexts under examination. Again, this could be facilitated by relying on the dimension offered by Fairclough, and the findings indicated that the issues of inclusion and exclusion are both integral aspects of the teaching profession in the Chinese context.

A defining feature of Fairclough's CDA strategy is to posit that how discourses emerge and are produced is not independent of power structures and power dynamics within a society; rather, the production and emergence of discourse is intimately linked to power, not only because it impacts power but also because it is impacted by power. In the present analysis, the researcher depended on the conceptual framework of Chinese education at both the descriptive and interpretive scales because this provided a way in which to draw inferences and findings from the obtained data. It is noteworthy that the point at which the utilized theory moved into irrelevance was at the theoretical framework explanation level of discursive postcolonialism. Significantly, discourse postcolonialism theory attempts to provide an account, an explanation, and an analysis of the connections that exist between teachers and their student's parents in a certain national context. Because of this consideration, the methodological utilization of CDA meant that it was not only possible to understand the findings, but that it was also possible to theorize about what had been found.

Finally, the study has some implications for theory and practice. The theoretical position is that language can be used to deliver an ideology and power, which is influenced by cultural context. To this end, it can be asserted that the present study has implications for the theory of Critical Discourse Analysis. Also, it was evident in the study, for instance, that President Xi carefully and intentionally selected specific forms, words, and expressions, as well as quoted several ancient Chinese poems to make a specific impact on his listeners. The study, therefore, has implications for the field of discourse analysis by increasing interest in research on the concept of cultural context. It provides an impetus for further studies in considering culture and society, especially from the sociological point of view.

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Problems of Machine Translation Systems in Arabic

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Abstract—the human need for language translation has been increasing because of knowledge fields' expansion and open communications across all countries throughout the world. Accordingly, the traditional translation has become insufficient and machine translation is the best alternative. However, despite its astounding development during the past decades, as an inevitable alternative, machine translation still faces many challenges that make it incomparable with human professional translation. This indicates that machine translation in all its types has to be supported by highly-developed tools that can enhance its effectiveness. This study showed the advantages of machine translation, discussed some of its most common challenges, and accordingly introduced some recommendations that should be taken into account to improve its effectiveness regarding Arabic Language.

Index Terms—Machine Translation (MT), Human Translation (HT), source language, target language, translation approaches

I. INTRODUCTION

Language translation is deeply rooted in linguistics as the languages are different and need translation to be understood by foreign people. It is known that languages' translation assisted linguistic communication among people of different civilizations (Prentice & Kinden, 2018). In the past centuries, translation was being needed in some urgent necessary situations, such as the presence of a translator to translate between rulers of different countries, doctors and patients, traders from different nations to facilitate communications between the individuals.

The communications' complexity between different nations in the past entailed the need for translation just in some persistent situations (Zhao, 2021). However, during the 20th century, communications throughout the world have extended and countries' barriers have diminished by globalization (Zong, 2018). In addition, information and communication technology revolutions, especially with the internet prevalence, have appeared astonishingly so that the world has become a small village.

Subsequently, with this accelerating development in telecommunications, knowledge has expanded leading to multiplicity in science fields; e-learning, e-commerce, e-business, and other knowledge branches that affirmed the translation necessity not just between common languages, but also between different languages where human's translation is rarely found and insufficient. In this context, translation has extended so that, it has inevitably been practiced in all science dimensions. Students need translation to get a good understanding of their different academic options in a foreign language, companies need translation for global competition, consumers need translation to know and to buy foreign products that match their requirements and expectations, scientists need translation to increase their scientific knowledge, employees need translation to get new professional skills, etc.

All that has been mentioned above and others assert that multi-language translation has been inevitable today and human translation has been no longer sufficient (Imre, 2015, pp. 99-100). Hereby, Machine translation (MT) was the alternative solution that could be used to solve the problem of multi-language translation (Prentice & Kinden, 2018). Since its appearance, MT's shortcomings motivated language translation developers and researchers to search for improvements to solve its pitfalls. Accordingly, the successive scientists' efforts have paid off, especially for online translation, which depended on highly developed translation techniques, such as statistical translation, Interlingua translation, example-based translation, etc.

Although MT has helped humans in the translation process via having highly developed techniques, they are still incompletely satisfied compared with professional human translation, especially from the rhetoric dimension. MT has been complaining about some linguistic problems that persistently need effective solutions (Adil, 2020). This study focuses on discussing some MT problems, suggestions to solve these problems, in addition to some common advantages of MT with some simple explanatory examples.

II. HISTORY OF MACHINE TRANSLATION

Warren Weaver was the first to use a computer in translation in 1947. Since 1949, MT research in the United States has moved forward at the universities of California, Los Angeles, Texas, and others (Elsayed & Fathy, 2020). The first translation from Russian into English was successfully performed in 1954. In 1955, the first experiment in machine

translation from English to Russian in mathematics was conducted in the Soviet Union (based on a 2,300-word dictionary) (Gaspari & Hutchins, 2007).

During this period, research continued using the so-called first generation of machine translation programs (Wang et al., 2018). Until 1966, the enormous difficulties facing machine translation became clear, which led to a slowdown in machine translation research and perhaps neglecting the topic until 1975 (Gaspari & Hutchins, 2007). However, the interest in machine translation in Europe and Canada between 1975 and 1985 motivated a return to research in the MT field for a decade. During that the second generation of machine translation programs were developed; the appearance of expert systems and the limitations of natural language processing (Alsohybe et al., 2017, p. 14).

During this period, there was the development of scientific research in natural language processing, especially European and Japanese languages (Elsayed & Fathy, 2020). This development included lexical research, grammar, morphology, and semantics. During this period, modern artificial intelligence methods have also developed, which are based on the use of mathematical and computer patterns that simulate the work of humans. The methods of neural networks, expert systems, fuzzy logic, and genetic algorithms all contain mathematical methods that mimic what is happening in the human brain (Schwartz, 2018).

In 1989, a new era began in MT based on statistical information, when the ABM Company established its project "Carded project". The "carded project" was based on translation with examples, translation with the limited subject matter, and the multilingualism of the source and target languages. This project was followed by an unprecedented increase in interest in machine translation. Thus, the 1990s can be regarded the period of the emergence of the 3rd generation of MT programs based on Corpus- based , which is still developing today with some integration with other methods of machine translation.

A. *Why Machine Translation*

There are more than 4000 languages throughout the world (Goetschalckx et al., 2001). The Arabic language is among the top ten languages if we take into account the number of native speakers (Elsherif & Soomro, 2017). Hence, we are witnessing expansive knowledge in different languages, which inevitably require us to know well multiple languages, which is very difficult for most people. In addition, today, there is a huge amount of what needs to be translated, which is not enough for human translators to do.

There are now approximately 1,000 MT programs (especially for European languages) in the market (Tang et al., 2020). Despite MT quality is insufficient compared to human translation; the human's need for MT is generally very persistent. This is attributed to the fact that the Internet has increased the need for MT and it is an easy way to deliver the translated material to those who need it (Zaki, 2008).

Therefore, the process of translating from a language (source language) to another (target language) electronically is very important. Lai and Wan (2021) stated that if we want to see the latest findings of science, then either we have to learn another language (or languages) besides our native language, or have the science issued in other languages in its translated form.

We frequently witness new versions of scientific books determined as accredited courses for teaching in universities. However, we can imagine a scientific book taught in a university in a specific field (maybe genetics, biology, architectural design, pharmacy, etc.) and updated by a new version every year or even two or three years. Such a book needs the human translator to update the book's translation with the latest version of the source synchronously. This behavior needs huge efforts and costs as well as a long time.

In this context, Zaki (2008, pp. 420-421) stated that one year I spent translating an accredited engineering book from English into Arabic language. That is book was one of the scientific books taught in electrical engineering departments of many universities throughout the world, since the nineties in the last century. Nevertheless, when I have just finished the translated version, another version of the original book was issued. At that time, I decided to update the book's translation for the latest original version which also consumed more time and thus led to the delay of the Arabic translated version

This simple example asserts the importance of MT. MT, even as aiding translation tool minimizes the time and efforts needed for language translation where the knowledge in its various fields is very accumulative and expansive and thus the human translation has become insufficient.

The second reason for the importance of MT is that the translation process for human translators is a boring and slow (He et al., 2020); the translators may be exposed to boredom, sickness personal or social problems. Such hard conditions may push translators to change their style, which negatively influences their work, or, at least, delays the translation process.

The translator is often fluent in one language (the mother tongue) from which he or she translates (Omar & Gomaa, 2020). This means that, there is a severe scarcity of those who are also fluent in another foreign language such as: English, Korean, or Japanese besides the mother language. This gives additional importance to machine translation, as the computer can work 24 hours a day, does not take a vacation at the weekend, and can be replaced by another one better in its performance.

Commercial purpose is also a persistent reason for MT. Commercial sectors need translation to provide customers in other countries with a good idea about their products' brands taking into account much information that need translation to multiple languages (Xie et al., 2021).

B. Machine Translation Levels - simulation of the Human Translation Process

According to the efficiency in translation, MT programs can be classified into the following levels (Lindstromberg & Eyckmans, 2020):

1. Low Level

The process of replacing a word with an equivalent word. This needs a huge bilingual dictionary. Here, it should be taken into account that some words have no equivalent, others need more than one word, and the others have more than the corresponding word, and so on (Zaki, 2008).

2. Intermediate Level

It is the level of performing morphological manipulations to get standard expressions for reducing the size of the lexicon required (Elsherif & Soomro, 2017). Accordingly, there is a need to deal with words at a hidden level so that the word can be described morphologically and grammatically (Maruf et al., 2021). Under this level is the method of translation by direct examples, where there is a linguistic corpus of parallel phrases; phrase by phrase.

a. The First Intermediate Level

To get the source sentence correctly, a parsing tree must be formed for the original sentence, and then projected onto the target language. Therefore, there is a need for a grammatical analyzer in addition to a bilingual lexicon (Hasabnis & Sekar, 2016).

b. The Second Intermediate Level

Many linguistic phenomena cannot be transferred from one language to another by mere grammatical and morphological analysis (Rubino & Sumita, 2020). For example, if we say "رأسي يؤلمني" in Arabic language, it could be translated as "I have a headache". Accordingly, it is necessary to understand the meaning and represent it properly so an equivalent that can be found in the target language. Accordingly, the lexicon must be developed to contain a translation of such corresponding meanings. That is why most machine translation programs today contain a morphological and syntactic parser and some kind of semantic representation for such cases.

c. High Level

At this level, deep rhetorical methods should be applied in SL and TL. Research at this level still takes different dimensions and requires linguistic studies and deep computer representation (Zaki, 2008). The achievement of this level reflects a clear shortcoming in MT programs available today.

Machine translation is an automated process of translating one natural language to another one (Alqudsi et al., 2014). MT approaches are classified into three main divisions; direct MT, Rule-based MT, and Corpus-based MT. Further, the Rule-based MT approach can be categorized into transfer based approach and Interlingua approach, whereas Corpus base MT can be categorized into a statistical approach and example-based approach.

C. Efficiency

According to Lai and Wan (2021, p. 3), manual translation (human translation) depends on each individual's linguistic abilities, which indicates that the translation efficiency is different from one to another. Compared with manual translation, computer-based translation is described as fast translation (Gaspari & Hutchins, 2007). In addition, computer-based translation is characterized by ensuring more consistency and comprehensibility than manual translation providing extreme translation efficiency. The table below (Table 1) describes the simple comparison differences between the traditional and computer-based translations.

TABLE 1
COMPARISON OF THE CHARACTERISTICS OF MANUAL TRANSLATION AND COMPUTER-AIDED TRANSLATION

Manual translation	Computer based translation
Low level of accuracy	High level of accuracy
Low level of efficiency	Medium level of efficiency
Inconsistent style of translation	Term and memory base
Human and material resources	Machine based resources

(Source: Lai & Wan, 2021)

1. MT Has Application of Memory and Translation Reference

MT system has a bank memory of terms that can provide translation facilities. By using MT system to translate a text word, the system performs an effective mission by backup function. When an individual uses MT system for translation text word that has been translated in a previous time, the translation system will retrieve the previously translated word from the memory and provide it as a translation reference (Zheng, 2015). This function assists people to achieve translation efficiently; saving human time and effort.

2. Professional Translation Library

MT has a professional library of terminology. During translation process, the system calls the required terms from its terminology database in consistent and fast lexical style (Esplà-Gomis, Sánchez-Martínez, & Forcada, 2015; Xie et al., 2021). Moreover, the system provides helps users to build their terminology library extending the translation database by accommodating new terms not available in the system's database (Adil, 2020). This property is very helpful for scholars and academics interesting research and academic articles providing a more professional translation style.

3. Flexibility of Different Word Vocabularies

The English language includes words that have different vocabularies forms according to English-speaking countries, such as English, American, Canadian, etc. This makes the same text word have different writing forms (e.g. "color" in American English language is "color" in British English language, "center" in American English language is "center" in the English language). However, the MT system can use different vocabularies for the same word according to the user's requirements (Sutopo & Said, 2020). This flexible linguistic property helps users from different countries to use the most proper word in their scientific or business work.

4. Translation Voice Accompanied with Translated Terms

MT system has been developed to include a voice system for the translated terms (Kim et al., 2021). This significant property assists users to learn words' spelling easily; especially it can be applied in dual mode (i.e. the target term and its opposite translation). In this context, students can learn more words' spelling properly with support to split the word into sections based on its pronunciation letters. For instance,

Communication is pronounced as "komm u ni ka shen"

Station is pronounced as "sta shen"

Hours is pronounced as "ours"

Such words are found in hard-copy dictionaries split into sections giving simple linguistic configuration about the English words pronunciations. Therefore, MT saved time and effort exhausted by users to find the proper pronunciations and split the target words into their sections.

5. Translation Capacity for Different Languages

MT system has been developed to accommodate different languages for translation purpose (Zong, 2018).

6. Ease of Access and Little Effort Required

Compared with a manual translation system, MT system needs less time and effort the user to start the translation process (Filmer, 2019; Kim et al., 2021). On the contrary, the manual translation needs the user to prepare a dictionary and search manually and alphabetically to find the target term. This property of MT system is very crucial for students where the time needed for translation is invaluable and sensitive to be invested in other academic activities.

7. Up-to-date Translation Terminology

MT system usually comprises up-to-date terminology (Soum-Paris, 2021). Particularly, online translation systems include the latest version of terminology. In this context, scholars and academics may find the new terms of their fields. Moreover, an online translation system allows the users to practice text translation efficiently; anytime and anywhere. Nowadays, mobile technology added a new merit to MT system; the users can access translation facilities using their mobile phones, tabs, or laptops (Panayiotou et al., 2019). Students can use their mobile technology to perform their academic activities or their scientific articles.

8. Quantity Capability of Translation

Ongoing development of MT system has led to more capacity of terms' translation (Prentice & Kinden, 2018). In its emerging growth, MT system was designed to accomplish word for word translation. This process has led the user to be confused owing to an inconsistent literal translation of the words regardless of their meaning integration and compatibility (Adil, 2020). Recently, computer-aided systems have been developed so that they can support text consistency. Accordingly, online translations have abilities to translate sentences consistently. Therefore, a word processed for translation may be given another suitable meaning when it is included in its original sentence. This translation advantage helped academics, scholars, and business owners to find a suitable scientific environment for their work achievement.

9. Providing Translation of a Paragraph as a Whole

MT systems have been developed to be able to translate a paragraph in a consistent style. This property is very enjoyable for people who are interested in translating a text in a very short time, especially if they like to get a summary or simple concept about the translated text (Soum-Paris, 2021). For example, a consumer from Jordan may use an online translator who knows some information about a foreign product from China or Japan.

III. SHORTCOMINGS OF MT SYSTEM OF ARABIC LANGUAGE DISCUSSION

Despite several advantages that MT systems provide, people face some problems during translation. Such problems are regarded as shortcomings of MT system and require solutions that improve the translation process and develop its tools to be as eligible as the human-mind translation effectiveness.

A. Computer Dictionaries in Other Languages

Dictionaries vary greatly in their contents; there is no universal pattern that computerized dictionaries adhere to (Koul & Manvi, 2021). It differs from one language to another as well as between the scientific and commercial authorities that set the dictionaries' specifications and supply them with linguistic information. Therefore, we may find monolingual dictionaries that describe the vocabulary, inflections, and meanings of a language, and bilingual or multilingual dictionaries. These dictionaries are based on the dictionaries of each of the constituent languages. Therefore, any lexicon that contains Arabic with another language or languages needs essentially a computerized monolingual Arabic lexicon.

Particularly, for the Arabic language, the emergence of a computerized Arabic dictionary has now been delayed, and further delay will prompt commercial companies to build their deficient dictionaries because of their commercial needs (Harrat et al., 2019; Luqman & Mahmoud, 2020). Some companies have already started collecting colloquial speech to be the basis for speech recognition devices, which reduces the use of the classical language and spreads colloquial dialects and their writing. This will lead to the prevalence of dialects to be different languages so that the speaker does not understand one another.

B. Spoken Translation

Up today Thus far, there is no reliable and immediate machine translation for the spoken translation, but what is available does not exceed audio dictionaries or translation of phrases between multiple languages (Freng et al., 2012). Such systems may be found as simple applications used in hotel reservations, airline reservations, participating in conferences, ordering food from restaurants, and reservations at medical clinics, hospitals, car rentals, etc.

The problems of spoken speech translation outweigh the problems of written text because there is usually a lot of circulating speech which includes grammatical errors or incomplete sentences (Kang, 2021). Some of these problems can be solved by specific structural analysis. For example, we can neglect the order of words or neglect some auxiliary words in the sentence. This means laying down flexible grammar for immediate machine translation. This determines the range of words the speaker uses, the way the words are pronounced, the speed of pronunciation, the length of the sentence, and the pauses between sentences.

C. Literal Translation by Word-to-word

Most MT systems depend on word- for -word translation. This type of translation mostly leads the user to get the wrongful meaning of the target text as the literal translation changes the meaning of the translated text (Soum-Paris, 2021). This translation problem seems to be more crucial when the user depends on MT system to make decisions in case of business scientific work results or report some research findings.

D. The Accuracy of Scientific Vocabularies

Most MT systems use general and very simple terms for translation. This may be easy for a user to comprehend the meaning of original words, but at the same time, they lead to broken translated language (Sim & Pop, 2012). In this context, many scientific fields have particular terms that cannot be translated in general meaning, rather they need to be translated to their synonyms in the target language (Zhao, 2021, p. 3). For instance, we may find a term in the English language is translated to a general simple term in English language lacking its value in its specific meaning. Koul and Manvi (2021) mentioned that accuracy of vocabularies translation from language to another by MT system is still low.

E. Difficulty in Calling Synonymous Meaning

Each language has some terminology that cannot be expressed meaningfully to the other languages (Harrat et al., 2019). However, this is not attributed to the shortcoming in the foreign language, but the special properties of the source language. This may be more present in the Arabic language more than in other languages. This characteristic in the Arabic language is highly apparent in the "Quran" more than in any linguistic position. For example,

The word "هيهات" in the Arabic language is translated to "far or no way" in the English language,

Also,

The word "فَأَسْقَيْنَاكُمُوهُ" in Quran is translated to "we gave you water to drink" in the English language.

Many other words in the Arabic language cannot be sufficiently translated to the other languages.

Generally, maintaining the structure of the original text but providing inaccurate translation from one side or maintaining the similar meaning of the original text but at the expense of the original text, the structure is regarded as a problematic linguistic issue. In this context, some language philosophers see that a sentence in a particular language (target language) cannot be a translation of another sentence in another language (source language), as the translation cannot be a substitute for the original text (Luqman & Mahmoud, 2020). For example:

"رهن الإشارة"

It can be translated as follows to give the similar meaning:

"At one's back and calls"

Similarly, the following sentence in the Arabic language:

سبق السيف العدل

Can be translated as follows to give the similar meaning in English language

”lock the barn door after the horse is stolen”.

By looking at these two sentences, we find two different structures in two completely different contexts, but in return, they perform the meaning but in two contexts compatible with the culture of each. In this case, the focus was on the meaning at the expense of the sentence structure and using words completely different from those mentioned in the original language text. On the other hand, we find that if an equivalent phrase is used in the original text, taking into account its syntactic structure of the original text, we will undoubtedly obtain an equivalent sentence in terms of pronunciation and structure, but it will be far from being a translation of the sentence of the original language because it will become a meaningless sentence.

Subsequently, which one should we select? maintaining the similar meaning or maintaining the same structure of the original text. However, as we focus in the translation process on the meaning of the source sentence, we must also focus on the context of the source text rather than its structure.

F. Difficulty in Identifying Rhetorical Devices

MT system is unable to identify the rhetorical devices of the original translated text. This indicates that the translation system cannot provide enough description of the emotional expressions (Fan, 2021; Karasaliu, 2016). In this context, The Arabic language is rich in rhetorical expressions that cannot be translated into their original meaning. Alliteration, metaphors are examples of rhetorical expressions in the Arabic language that are difficult to be translated in their accurate meaning in other languages. Typically, as each language has its own rhetorical devices, the translation process by computer-aided systems is usually difficult to be accurate in expressing their core meanings. Additionally, the translation of rhetorical devices is described by a lack of coherence and logic.

Many linguistic issues are tackled in human translation in a way that cannot be done by machine translation. “Linguistic pragmatics” is a science in linguistics that was created to express the meaning of the source language terms based on its intent expressions rather than vocabulary context. Accordingly, a text in the source language may be translated to the target language in its intended meaning regardless of its Transcribed context. The table below (Table 2) shows some expressions in Arabic, their machine translation, and their intended meaning.

TABLE 2
SOME PROVERBS IN ARABIC LANGUAGE, THEIR CORRESPONDING TRANSLATION, AND INTENT MEANING IN ENGLISH

Source language	Target Language (by MT)	Intent Meaning
رجع بخفي حنين	Come back with nostalgia	Description: One attempts hardly to do a thing but failed to do it
قطعت جبهة قول كل خطيب	I cut off the preparation of every preacher's speech	Description: When a decision comes surprisingly and stops the whole discussion
رحم الله امرء عرف قدر نفسه	May God have mercy on a person who knows his own destiny	Meaning that: Best for a one to not exaggerate his/her abilities
إن غداً لناظره قريب	Tomorrow is close to seeing it	Meaning that: Waiting is better than preceding what will happen
كل وعاء بما فيه ينضح	Each pot including exude	Meaning that: Everyone reflects his/her real culture

Above were some proverbs in Arabic language and its machine translation in English language. It is clear that direct translation of the text according to the pronunciation does not meet the true meaning of the text. This example clarifies the MT pitfall to express the target meaning of the translated text in relation to human translation.

IV. RECOMMENDATIONS AND CONCLUSION

Based on the discussion and literature review above, the following recommendations can be made:

1. Since no optimal method of translation has been found yet and it may take two decades or more to arrive at an accurate general method for machine translation, adopting more than one method in parallel is what is favored now. There are many types of research based on the adoption of multiple methods simultaneously to translate the same text and then choose between them.
2. The necessity for a computerized Arabic dictionary. Such a dictionary can facilitate the translation between Arabic languages and other foreign languages. Until now, the statistical language translation is regarded as the most effective translation method. Therefore, it is very necessary for the computerized Arabic dictionary that can accommodate as much as possible terminology that can serve all scientific fields.
3. The literature on MT indicated that MT has realized a very developed level of languages translation. Even though, MT cannot achieve the quality level of professional traditional translation. Therefore, it is highly recommended that we cannot depend totally on MT, but partially on feedback and corrections to suit the best terminology we need.

4. Researchers and developers of companies concerned with MT have to devote much more effort to improve and develop MT performance. Many translation tools and techniques are still required to enhance the MT process and provide high-quality translation outcomes.

The accelerating growth that the world has witnessed since the beginning of the 20th century has led to a breakthrough in knowledge in all science fields spheres of life and changed the countries to be much more connected. With this huge change, the translation between multiple languages has become more persistent in terms of quantity and speed, where the traditional translation by humans has no longer been sufficient. Machine translation has been developed to solve this dilemma. Yet, until now, machine translation is suffering from many challenges concerning reliability and consistency. The current study has been focused to discuss some machine translation challenges with manifesting some common advantages and accordingly provided a set of recommendations as solutions for machine translation to be more efficient.

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A Research on the Blended Evaluation Mode in College English Writing Course

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Abstract—Evaluation plays a significant role in English writing course, which is an effective way to assess and motivate the learners. Traditional instructor's scoring and feedback is considered helpful, yet straining and not efficient enough. Automated writing evaluation (AWE) is the use of specialized computer programs to grade and evaluate writings in educational settings. The idea of integrating machine feedback with human evaluation is supposed to be comprehensive and efficient. This paper is to investigate the reliability and feasibility of the integration of AWE and human evaluation in college English writing course. An empirical study was conducted in a Beijing foreign languages university, where a blended evaluation mode was applied and the feedback from the students verified that through proper design, the integration of AWE and human scoring was fairly feasible and efficient. The findings of this paper may provide some reference and enlightenment for the evaluation mode in college English writing course.

Index Terms—blended Evaluation, AWE, reliability, English writing

I. INTRODUCTION

It is well acknowledged that evaluation is an indispensable part in English writing course, and is by no means to be underestimated to improve the learners' English writing proficiency. Pedagogically speaking, writing evaluation has always been considered inefficient and time consuming. However, with technological innovation, machine has been introduced into classroom. It has provided more options for assessing and evaluating writing. Thanks to the development of assessing theory and automated writing evaluation, the blended evaluation model of English writing is considered to be a valid approach for writing assessment. In order to upgrade the efficiency of college English writing course, the author carried out a reform on the writing evaluation mode in a Beijing foreign languages university. The tenet of this reform is to combine automated scoring and instructor scoring as a blended evaluation mode to give the learners an efficient and dynamic writing evaluation.

The basic contents of the blended evaluation mode are as follows: iWrite English Writing Assessment and Evaluation System 3.0 (also called iWrite3.0 in the following expressions) was introduced in the formative evaluation in two semesters' English writing course in 2021. The students' writing was evaluated by the integration of iWrite3.0 and the instructor. Students' writing exercises were assigned by the instructor on iWrite3.0 platform, and the students' writing performances (scores, completion time, revising times, habitual mistakes, etc.) were recorded on the platform. Except for grading the students' typical writings, the instructor made a process diagnosis of the students' writing performance. Then the instructor guided the students to carry out targeted exercises, and encouraged the students to complete individual adaptive exercises assigned by the instructor. The course evaluation consisted of the integrated score, in-class performance and individual writing improvement. The purpose of this reform was to improve the efficiency of English writing evaluation and reinforce the objectivity and scientific nature of writing evaluation in the course. This paper is to use qualitative and quantitative research to analyze the effectiveness and feasibility of the above blended evaluation mode in college English writing course.

II. LITERATURE REVIEW

It is widely acknowledged that practice plays a key role in the students' progress in English writing. Research on writing teaching and evaluation shows that not only adequate writing practice, but timely assessment and feedback are critical to improving students' writing ability (Yang & Carless, 2013). In this part, the author is to trace back and analyze the development of writing assessment, AWE, and some empirical studies on the integration of machine and human scoring.

A. Writing Assessment and AWE Abroad

The first attempt on assessing writing dates back to the 1960s, characterized by the publication of *Factors in Judgments of Writing Ability* by Diederich in 1961. Methods used in assessing writing have gone through three major changes. From 1950 to 1970, writing assessment focused on objectivity. The design of structured and limited options was the attempt to minimize possible bias. From 1970 to 1986, holistic and analytic grading became popular. Holistically graded tests focus on the overall quality of the paper while analytically graded ones pay attention to detailed feedbacks. Since 1986, portfolios have gradually replaced timed essays. Scholars believed that portfolio

assessment was more valid because it focused on process rather than product only. In 1994, Aljaafreh & Lantolf found that instructor feedback had positive impact on writing. This finding introduced dynamic assessment into teaching writing.

With technical innovation, machine came to be part of assessing. Automated writing evaluation (AWE), also called Automated essay scoring (AES), is the use of specialized computer programs to grade and evaluate writings in educational settings (Stevenson, 2016). Beginning from 1966, there has developed a couple of well-known AWE programs, namely, Project Essay Grade (PEG), Intelligent Essay Assessor (IEA), "e-rater", Criterion, Writing roadmap.

The appearance of AWE systems has solved some problems in traditional evaluation settings, where human beings, instructor and peers included, were the main raters involved. Traditionally, evaluating took a lot of time and most often, it was not very in time. As people might wonder if AWE would work efficiently, a couple of researches have already proved the effectiveness of AWE on writing development (Li & Zhong, 2017; Wang, 2019; Lee, 2020; Wilson & Roscoe, 2020). Gong et al. (2019) found that with the assistance of human feedback, AWE systems could even work better to promote writing syntactic complexity.

There were also doubts on the practical use of AWE systems. Wang et al. (2015) did not think highly of AWE. They argued that writing was not an isolated tool; after losing its social function, it has broken the connection between writers and readers, resulting in no humanity. Qian et al. (2020) criticized AWE's validity to predict human scores. In face with these doubts, supporters of AWE system made efforts in finding extra approaches to complement the flaws of automated writing assessment. Song (2019) proposed that EFL instructor could work as assistance to automated assessing considering that machine feedback might miss some errors. Li (2019) advocated for multiple evaluations to complement the flaws of computerized feedback. The idea of integrating machine feedback with human evaluation was proved to be more effective and efficient.

B. Domestic AWE Systems

Inspired by the automatic writing evaluation of foreign countries, and combined the practical needs of English writing teaching in China, some domestic experts developed automatic assessment tools as well. Pigaiwang and iWrite are the two leading automated evaluation systems in China. Pigai System is a web-based AWE system, which employed cloud computing and corpus technology. By comparing target compositions with its corpus essays, it analyzes the differences between these two and then gives scores and comments based on the sub-dimensions set beforehand. In 2015, iWrite system, a machine intelligent system for teaching and evaluating English writing, was jointly developed by Foreign Language Teaching and Research Press and National Research Center of Foreign Language Education. This system was designed on the basis of in-depth pedagogical practices. Therefore, it is able to provide feedbacks from four dimensions: language, content, text structure and technical specifications. A big advantage of iWrite system is that it provides coordinated writing teaching function, for instance, the automatic generation of lecture notes or model essays. What's more, it employs joint assessment model, taking account in both machine evaluation and instructor evaluation. This has made it possible for instructor and students to interact with each other.

iWrite system is comparatively new, thus generating only a few studies. The earliest batch of researches on iWrite emerged in 2007. He and Gong (2017) conducted a case study on using iWrite system and summarized the pros and cons of this program, suggesting the combination of intelligent and artificial evaluation.

Liu (2018) trialed on integrating iWrite2.0 system with writing teaching and invested positive results. Later, scholars further pointed out the necessity of integrating automated feedback with other forms of feedback so as to promote writing assessment (Liu & Liu, 2018; Zhou, 2019; Wan, 2020).

C. Empirical Studies on the Integration of Machine and Human Evolution

Although many researchers have acknowledged the effectiveness of integrating human and machine feedback, there are just a few studies made on it. Wu and Zhang (2016) combined instructor feedback with computerized feedback in writing teaching and found that students tended to take more serious instructor's feedbacks, whereas AWE was more like a tool for autonomous learning. Huang & He (2018) suggested that blended feedback was necessary because it could encourage writing revising and promote spontaneous learning. They didn't test the validity of the blended method. Bai and Wang (2019) reviewed the empirical studies from 2000 to 2019, and summarized that AWE system could not replace human feedback and could only be used as a supplementary to instructor evaluation. Chen & Guo (2019) conducted a quantitative study and found that comparing with teach evaluation only, the combination of machine assessment and teach feedback was more effective in writing development. Other scholars have further proved blended evaluation model to be effective in improving students' writing (Gong et al, 2019; Wan, 2020). However, it was found that most of the empirical studies tested only the validity of machine feedback and used only quantitative method. To ensure a scientific and systematic research, the reliability between automated scoring and human scoring should also be paid attention to. Besides, a comprehensive survey on participants is also necessary so as to understand the psychological aspect of artificial and intelligent assessment.

III. RESEARCH DESIGN

The current study first tested the reliability between iWrite3.0 scoring and instructor scoring. It then applied

iWrite3.0 system to writing evaluation in an empirical study, combined with instructor assessment and adaptive instructions. At last, it surveyed the participants by questionnaires and interviews. With this, this study gave a comprehensive and scientific view on the reliability and feasibility of the integration of AWE and human evaluation. The participants, research methods, data collection and analysis are introduced specifically in the following part.

A. Participants

The participants are 90 college students majoring in Tourism Management, International Trade, and Finance Management respectively at a Beijing foreign languages university. They are sophomores and have learned English for about 10 years. They are able to understand moderately difficult articles and materials published in the English-speaking countries and express their ideas in general written English. In other words, they are intermediate English learners without specialized writing training. To investigate the feedback, the author also chooses 4 focal students to be interviewed. Detailed data are presented in the research procedure part.

The participants learned college English writing course for 2 semesters in three classes in which a blended evaluation mode was adopted. The objective of this course was to cultivate the students' writing proficiency and polish their writing skills. After the two-semester-learning, the students were expected to be able to write compositions of about 200 words according to the given topic, outline or chart, data, etc. Their writing should be relevant, complete, and well-organized. The students met in the classroom once a week (90 minutes) with the instructor. During this period, they were to learn English writing from the initial diction, sentence writing to paragraph writing and the essay writing. In the first semester, the basic rules and strategies of English writing were emphasized. The second semester focused on "promoting writing by reading" to improve the students' language input and output simultaneously.

B. Blended Evaluation Mode

At the beginning of the experiment, a pilot survey was conducted and the reliability of iWrite3.0 was tested. Above all, we examined the reliability of iWrite3.0 with SPSS 23.0: we randomly selected 30 out of 90 students' compositions. The students' compositions were graded by the instructor and iWrite3.0 respectively. The instructor assessed students' compositions from theme, language, cohesion and coherence according to Outline of National College English Test (2016). Meanwhile, these compositions were evaluated by iWrite3.0. Afterwards, through comparing the scores given by the instructor and those by iWrite3.0, the reliability coefficient was tested by Cronbach's Alpha and Pearson correlation coefficient. With a fairly positive high reliability, iWrite3.0 was approved to be applied in grading and recording students' later writing assignments.

The blended evaluation process went on briefly as follows: the instructor organized the students to learn the concrete English writing rules, strategies and skills in class. Then the students' writing assignments were released by the instructor on iWrite3.0. The scoring system would evaluate the students' compositions from language, content, organization and mechanics. Language part focused on fluency, accuracy and complexity of usage; content referred to relevance and coherence of content; organization emphasized paragraph arrangement and discourse marking; and mechanics referred here to spelling and punctuation. It could also make a process diagnosis for students' writing learning. Thus, the students could get timely grading and revising suggestions of their writing from iWrite3.0. Meanwhile, the instructor would grade one third of the students' compositions and wrote a writing diagnosis for the class based on her own grading and that of iWrite3.0. Then in the following week, the instructor guided all the students to make target revisions based on the feedback from the class writing diagnosis and iWrite3.0. Quite often in this stage, individual adaptive writing exercises were assigned to the students. For instance, exercises to revise run-on sentences or misplaced modifiers, transitional exercises, cohesive exercises, etc. This modification process was often organized in the form of in-class group discussion and later-on revision, for in this case the students can have a thorough understanding on the gradings and many confusions and puzzlements would be clarified and solved. If invited, the instructor would get involved in the discussion, though it's not often the case. Besides grading, there was one more important role iWrite3.0 could play. The students' general performance after class (score of the composition, completion time, revising times, etc.) would be recorded by it. The comprehensive course evaluation of the students was composed of the instructor's evaluation, iWrite3.0's evaluation, the in-class group discussion performance and the final examination (which was graded by the instructor only) according to appropriate weight: formative evaluation accounting for 60%, and final evaluation accounting for 40%.

Hopefully, with the comprehensive and quick feedback, the blended evaluation mode is conducive to boosting the students' writing motivation and helping students timely correct the mistakes in writing.

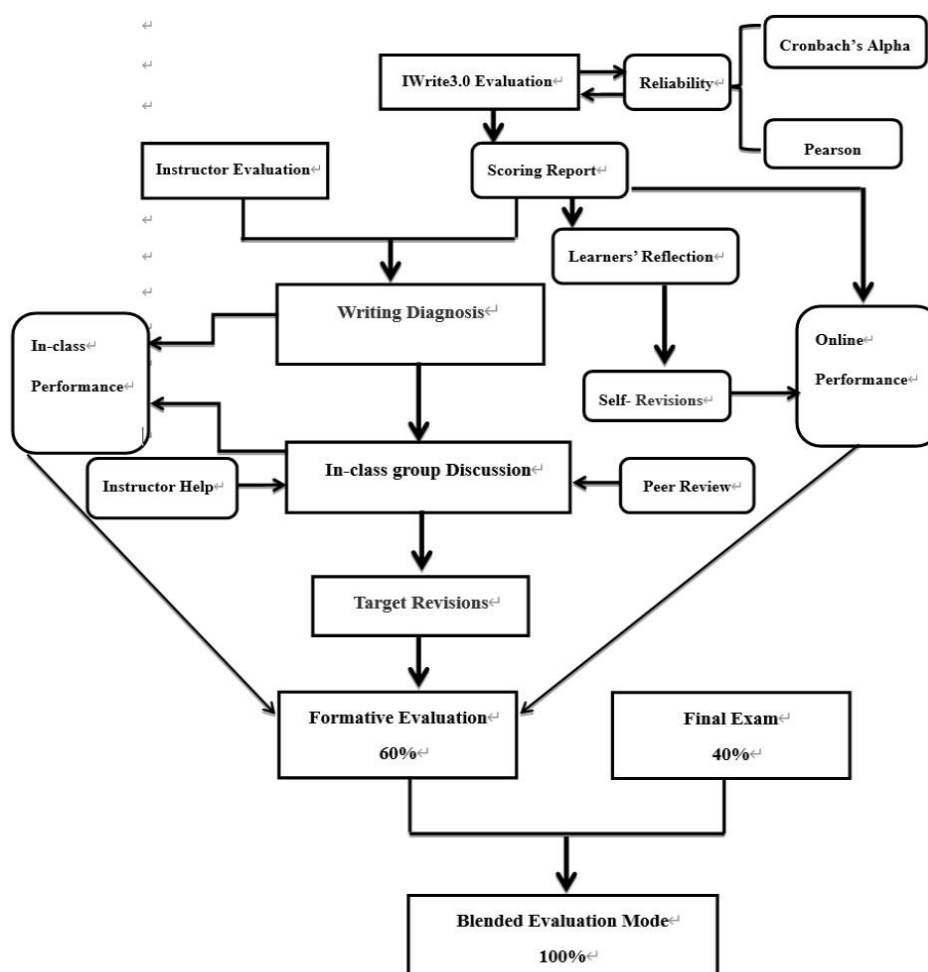


Figure 1 Technical Roadmap of the Blended Evaluation Mode

C. Research Methods

In order to find out the effectiveness and feasibility of the blended evaluation mode in college English writing course, two research methods were adopted in this research. Questionnaire, the instrument of quantitative study, served as one of the main research methods in this study. Besides, this research adopted interviews of the participants as the supplementary research method.

1. Questionnaire

The questionnaire utilized in this research is Satisfaction towards the Blended Evaluation Mode (see Appendix), which is used after this experiment. This satisfaction questionnaire designed by the author consists of four dimensions, which are general attitudes towards the blended evaluation mode, attitudes towards the content of the blended evaluation mode, attitudes towards the instructor and attitudes towards achievement of college English writing course. Each dimension has 5 items. There are 20 items in total. The questionnaire asks the participants to rate on a 5-point scale (1= Very Unsatisfactory, 2= Unsatisfactory, 3= Neutral, 4= Satisfactory, 5= Very Satisfactory). This questionnaire is completed by all the subjects involved. 88 valid questionnaires are collected. The results of these two questionnaires are analyzed by SPSS 23.0.

2. Interview

After the analysis of the results of the satisfaction questionnaire, the qualitative data is collected from the complementary interview with four open-ended questions. Questions in the interview can be divided into four categories: comments on the reliability of iWrite 3.0, comments on the fairness of the blended evaluation mode, comments on the efficiency of the blended mode, and comments on self-achievement in English writing. Before each interview, the researcher asks the interviewee's permission for recording. All the four focal students agree to be recorded. These interviews are recorded and transcribed by the author.

IV. RESULTS AND DISCUSSION

The experiment of the blended evaluation mode in college English writing course lasted for two semesters. During this experiment, we analyzed the reliability of iWrite 3.0, Satisfaction towards the Blended Evaluation Mode, and interviews with four focal students. Besides, the students took a model test on CET-6 (College English Test- Band 6) as a routine teaching step.

A. Reliability of iWrite3.0

First of all, the paper analyzed the reliability of iWrite 3.0 by Cronbach's Alpha and Pearson Correlation Coefficient (both belong to consistency estimates) in SPSS23.0. The Reliability analysis in this study refers to the inter-rater reliability analysis, that is, iWrite3.0 is regarded as a grader and the result is compared with those of human raters to determine whether the automated writing evaluation is reliable.

As an index of reliability, Cronbach's Alpha is the most commonly used reliability evaluation tool in social science research at present. Cronbach's alpha is a measure of internal consistency. Generally speaking, the higher the coefficient, the higher the reliability of the tested object. A reliability coefficient of .70 or higher is considered "acceptable" in most social science research situations. In this experiment, the reliability coefficient is shown in table 1.

TABLE 1
CRONBACH'S ALPHA BETWEEN INSTRUCTOR SCORING AND IWRITE 3.0 SCORING

Reliability Statistics	
Cronbach's Alpha	N of Items
0.868	2

The alpha coefficient for the two items is 0.868, suggesting that the items have relatively high internal consistency. The instructor scoring and iWrite 3.0 scoring are highly consistent. That is to say, the internal consistency of the blended evaluation mode is verified.

Pearson correlation coefficient is a linear correlation coefficient, used to reflect the degree of the linear correlation of two variables. The correlation coefficient is expressed as r , and the value is between -1 and 1. According to the degree of relationships, correlation can be classified into the following types: High correlation ($|r| \geq 0.70$), Mid correlation ($0.40 \leq |r| \leq 0.70$) and Low correlation ($|r| \leq 0.40$).

TABLE 2
PEARSON CORRELATION COEFFICIENT BETWEEN INSTRUCTOR SCORING AND IWRITE SCORING

		Instructor Scoring	iWrite Scoring
Instructor Scoring	Pearson Correlation	1	0.789**
	Sig. (2- tailed)		0.00
	N	90	90
iWrite Scoring	Pearson Correlation	0.789**	1
	Sig. (2- tailed)	0.00	
	N	90	90

The reliability of the scores was tested by correlation, and when the number of cases of the variables being examined was greater than 30, the measured results worth being generalized. In this study, 90 writing samples were selected from 3 writing assignments, and each sample was graded by iWrite3.0 and by the instructor. According to table 2, the Pearson correlation coefficient of the two has reached 0.789, indicating that there was a high correlation between these two variables.

In a nutshell, the reliability of iWrite 3.0 was positively verified, and that is to say, the scaler used in the blended evaluation mode is reliable.

B. Students' Feedback on the Blended Evaluation Mode

To learn the students' feedback on the blended evaluation mode in college English course, the author designed and conducted the Satisfaction towards the Blended Evaluation Mode questionnaire. Besides, 4 focal students were interviewed on questions about the blended mode from four dimensions.

1. Questionnaire of Satisfaction toward the Blended Evaluation Mode

The author designed the Satisfaction towards the Blended Evaluation Mode questionnaire. At the end of the experiment, all of the 90 students participating in this experiment were involved in this investigation.

First of all, the reliability is examined by SPSS 23.0 after the satisfaction questionnaires are retrieved from the participants. Reliability is examined by using Cronbach's coefficient alpha. As shown in Table 3, all of these items are above 0.70, which indicates that its reliability is above a commonly acceptable level.

TABLE 3
RELIABILITY STATISTICS ON THE SATISFACTION QUESTIONNAIRE

Cronbach's Alpha	N of Items
.918	20

To have a deeper understanding about students' thoughts on and satisfaction with the practice of the blended

evaluation mode, the author collected and analyzed the questionnaires. The responses are shown in Table 4. All together 88 copies of questionnaires were collected. Here are the results.

TABLE 4
STUDENTS' SATISFACTION TOWARDS THE BLENDED MODE

General Attitudes towards the Mode (n=88)		Attitudes towards the Learning Content of the Mode (n=88)		Attitudes towards the Instructor (n=88)		Attitudes towards the Improvement in English Writing Proficiency (n=88)	
M	SD	M	SD	M	SD	M	SD
4.412	0.307	4.335	0.545	4.489	0.208	4.171	0.882

As it is shown in Table 4, the overall feedback of 88 students is good, for all the means of four dimensions are higher than 4.0, especially the feedbacks to the instructor are pretty positive, which means the practice of the blended evaluation mode is fairly successful. The means of the general attitudes towards the mode and the instructor are higher than 4.4, and the standard deviations of these two dimensions are the lower than those of the other dimensions, which means the students' attitudes are much similar in these two dimensions. However, the participants' feedback on the dimension of improvement in English writing is lower than the other three dimensions, which means the students are not quite sure of their improvements in English writing course. The reasons for this may go into two possibilities: the improvement of English writing proficiency is a progressive, long process, and it's not as apparent as other changes; the students need more comprehensive instructions and practice in English writing. Furthermore, the standard deviation of the improvement dimension is much higher than those of the other three dimensions, which indicates that the students hold quite varied attitudes toward it. The focal students' interviews echo this trend, too. This deviation of the standard deviation of improvement in English writing proficiency shows that improvement is not a uniform activity, and individual attention should be paid on varied subjects. Above all, these findings indicate that the blended evaluation mode in English writing course is feasible and effective.

2. Interview Analysis

To investigate the students' concrete evaluations on the blended evaluation mode in this experiment, the author adopted the semi-structured interview method which mainly focuses on the following dimensions: comments on iWrite3.0, comments on the in-class group work, self-evaluation on English writing proficiency improvement and comments on the blended evaluation mode.

Four open questions are asked in the face-to-face interview by the author:

1. What's your general idea about the introduction of iWrite3.0 in English writing course?
2. Do you think the in-class group discussion activities are effective?
3. Do you think this teaching practice helpful to improve your English writing proficiency?
4. What do you think of the blended evaluation mode in English writing course?

Four focal students are interviewed. Here are some of their answers in detail.

The answers of the participants are translated into English and some typical answers are shown as below.

"I think this try of iWrite is necessary and helpful, because I really want a quick and objective response as a contrast of the teacher's evaluation". (S1-Q1)

"I love this system, for it's always there. But to tell you the truth, I prefer the teacher's response". (S4-Q1)

"The in-class group discussion was alright. I could have some help by communicating with my group members and we would have a better understanding of what the system was trying to correct". (S2-Q2)

"I used to prefer study individually, but the group activities gradually aroused my interest by knowing my peer students' brilliant and novel ideas on the topic and I realized content rather than grammar and vocabulary was more valuable in English writing". (S3-Q2)

"I think this teaching practice is very important for me to improve my English writing proficiency. However, there's still a long way to go, for I still have many mistakes in my English writing". (S3-Q3)

"I think my English writing is polished and refined, which may be verified from my grade in the model CET 6, and I'm confident in my coming TOFEL". (S2-Q3)

"I do not regard it necessary to adopt this blended mode all the time, even though it did work in English writing course. I had dreadful experience in my high school oral English AWE evaluation. Only for the proper courses we may have a try". (S4-Q4)

"I love this mode. I think it's a well-balanced one. I want both the teacher's evaluation and the system's, and this mode can give me both". (S1-Q4)

In the English writing course, most of the students' in-class activities took place in group discussion, so it's an objective observation on the students' interactions. To have a clearer picture on the study, the author recorded the four students' performance in group work as well. The students' performances may also verify their ideas in the interview. The students' English level were roughly labeled according to their last semester's final exam and the quiz after this experiment. After the interview, the author rounded up the students' detailed feedback to in-class discussion.

TABLE 5
BASIC INFORMATION OF THE FOUR STUDENTS' INTERVIEWS

	English Level	General Feedback	Performance During the Experiment
Student 1	High	Effective practice	Leads the discussion passively.
Student 2	Medium	Insightful analysis	Always provides opinions.
Student 3	Medium	Novel experience	Gradually participates actively.
Student 4	Low	Quite helpful	Talks much; the most active one.

According to these four students' in-group performance and their comments on the experiment, the author got their feedback to the blended evaluation mode. As for Student 1 with the highest English level among the four students, she's a passive leader in her group for she had answers to many of her peers' puzzlements. However, she gradually realized the valuable thoughts from others and thus the importance of blended evaluation. She suggested that peer evaluation should be involved in this mode as well. Student 2 always provided ideas and explained her understandings of the revisions to her peers, and ways to improve the target writing. Student 3 deemed this blended evaluation mode as a novel experience and was quite satisfied with iWrite 3.0's efficiency. Actually, he volunteered to do more exercises in the scoring system. Student 3 considered this practice an effective way in evoking the students' curiosity: he wanted to know how much progress he's made by writing more and was eager to know the evaluation both from iWrite 3.0 and the instructor. With this inspired writing passion, he got a pretty good mark (13.5 out of 15) in the model CET 6. Student 4 had the lowest English proficiency among these four students. However, he's willingness to communicate inspired the whole group. At the beginning, he's doubtful about iWrite 3.0, not because of suggestions from it, but about the reliability. After three weeks' interactions and the instructor's explanations about the reliability of iWrite 3.0, he started to trust the instant and objective grading. Student 4 deemed the blended evaluation mode a practical and balanced way to be applied in English writing course.

C. Discussion

In this study, the author investigated the design and feasibility of the blended evaluation mode in English writing course. This study mainly focused on the following two main issues: the reliability of iWrite 3.0 and the participants' feedback to this mode. Questionnaires, discussion recordings, weekly writing and interview provided the author with qualitative and quantitative data. The findings are as follows.

Firstly, the design of the blended mode is based on the need analysis of English writing course and the development of automated evaluation systems. In the traditional evaluation mode of English writing, the instructor's feedback period is comparatively long. What's more, instructor's evaluation serving as the only one may inevitably get some subjective factors involved. In the blended evaluation mode, iWrite3.0 or other automated writing evaluation systems can effectively relieve the instructor's workload, saving their limited energy from modifying spelling, punctuation and grammar errors to the guidance of content, the planning and layout of the whole essay, etc. In the research, the blended evaluation mode enabled the participants to get feedback from the objective scoring system anytime and anywhere, in addition to the subjective evaluation of the instructor. Meanwhile, the in-class group discussion could involve their peers' empathy, thus the whole evaluation was instant and comprehensive. As for the duration of the research, many scholars deemed the student's writing proficiency as a dynamic system, which was complex and changed over time. Hou and Chen (2019) argued that the best research time for writing complexity was no less than 1 year. Thus, in this study, the mode was applied in English writing course for 2 semesters in three sophomore classes, and 90 participants were involved to verify the feasibility of this blended evaluation mode.

Secondly, the reliability of iWrite 3.0 was positively verified and the blended evaluation mode obtained supportive feedback from the participants' questionnaires and semi-structured interview. The Cronbach alpha coefficient (0.868) and the Pearson correlation coefficient (0.789) verified the reliability of iWrite 3.0 and the internal consistency of the blended evaluation mode. As for the participants' feedback to this mode, the analyses on the results of the Satisfaction towards the Blended Evaluation Mode questionnaire and the semi-structured interview could fully verify that the participants' feedback to the mode was fairly supportive.

Thirdly, in the research, the author also confirmed some hypotheses about AWE systems. For instance, the author found iWrite3.0 could evaluate language and mechanics accurately, and it quite often paid more attention to some details. In terms of content and organization, the suggestions provided by iWrite3.0 were not enough, and the suggestions were broad and not specific. This finding also verified the necessity of the blended evaluation mode, for AWE system itself was far from enough to comprehensively evaluation the writing.

V. CONCLUSION

The blended evaluation mode of English writing refers to the comprehensive evaluation mode combining various factors, including the instructor's evaluation (in-term and final), the AWE's evaluation and the students' performances in group discussion and their target revisions. It is the specific implementation and practice of the flipped classroom mode. Its purpose is to integrate the advantages of students' collective learning, classroom teaching and network scoring to improve teaching effectiveness and to achieve the "optimal" learning effect.

The average in-term evaluation span from writing assignment to the target revision in this study was one and a half weeks which shortened the previous one by half. The participants could get efficient evaluations from the instructor (even though one third copies each time) and iWrite 3.0 respectively. Moreover, the writing diagnosis (for everyone) was much helpful to many participants, for they deemed the evaluation of iWrite 3.0 was “stamped” and analyzed by the instructor and thus trustworthy. The in-class group discussion served as peer review and could inspire new thoughts and ways of revision. The assessment of the term was composed of the formative evaluation and the achievement test in the final. That is to say, the participants could get overall feedback and comprehensive assessment from the blended evaluation mode.

Actually, the above blended evaluation mode is open to reform. For instance, during the in-class group discussion part, the participants made quite a lot constructive and insightful comments and suggestions to their peers’ revisions. In several occasions, the participants also voluntarily voted the best copy of writing in the group and were eager to show it in class. All these indicate that peer evaluation should possibly get involved and account for appropriate weight in future writing evaluation mode.

APPENDIX. SATISFACTION TOWARDS THE BLENDED EVALUATION MODE

Name:

Gender:

Age:

VU = very unsatisfactory; U = unsatisfactory; N = neutral; S = satisfactory; VS = very satisfactory

		How satisfactory do you find:	VU	U	N	S	VS
General attitudes towards the blended evaluation mode	1	The idea of blended evaluation in college English writing course					
	2	The reliability of iWrite system grading					
	3	The proportion of iWrite system and teachers' grading.					
	4	The fairness of blended evaluation in college English writing course					
	5	The efficiency of the blended evaluation mode					
Attitudes towards the learning content of the blended evaluation mode	6	The learning materials in the course					
	7	The quantity of the assignments in the course					
	8	The quality of the assignments in the course					
	9	The frequency of grading in the course					
	10	The effectiveness of the self-adaptive writing exercises					
Attitudes towards the instructor	11	Your instructor's enthusiasm in the course					
	12	Your instructor's explanation and clarification of the learning target					
	13	The topics your instructor presents in the course					
	14	The encouragement you get from your instructor					
	15	Your instructor's guidance in the class					
Attitudes towards Improvement in English Writing Proficiency	16	Your acquisition of English writing rules					
	17	Your acquisition of English writing strategies					
	18	Your initiative on English writing after the course					
	19	Your confidence in English writing after the course					
	20	The improvement in your English writing proficiency					

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Self-Regulated Learning Method Through Smartphone Assistance in Promoting Speaking Ability

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Abstract—Self-regulated learning is a method of the student-centered learning paradigm. This method encourages students to be actively involved in the learning process, organize themselves, recognize their capabilities, and take the initiative to decide the appropriate way to achieve the learning achievement. The use of self-regulated learning with smartphones' assistance has had a double effect on students' language proficiency. However, the self-regulated learning method with smartphone assistance in the speaking class has not been supported by current empirical studies. The evidence indicates that self-regulated learning with smartphones' assistance affects students' English skills, such as acuity in micro-and macro-linguistics analysis, improved digital literacy, enthusiasm for learning, and self-potential development autonomy. This study aimed to analyze the impact of using the self-regulated learning method with smartphones in the speaking class. This review is a quantitative study with a pre-test and post-test design that was executed between October 2020 until January 2021. 110 students were chosen as samples in this study. An English-speaking rubric has been used to obtain data; that data was then analyzed by a software application that is SPSS 24.0, which was proceeded by qualitative description. The findings demonstrate that using a self-regulated learning method with smartphone assistance has positively impacted student speaking ability. This increased effect is demonstrated by the adjusted mean score on the post-test = 82.32. English instructors are encouraged to apply this method by considering students' characteristics, cognitive capacities, learning styles, learner autonomy, and the steps of how to apply this method in the instruction process.

Index Terms—Self-regulated learning, smartphone, speaking ability, teaching

I. INTRODUCTION

The learning process in a specific academic unit is often affected by internal and external factors. Internal factors are the learners themselves, such as motivation, initiative, responsibility, commitment, persistence, critical thinking, and empathy. Meanwhile, external factors come from outside students, such as teaching methods, teaching materials, learning platforms, types of assessment, classroom atmosphere, parental involvement, peer support, and many more. The implementation of self-regulated learning can facilitate the need for these two factors in the learning process. Self-regulated learning is a learning concept that psychologists have believed to encourage students to self-regulate themselves and be responsible for the tasks assigned to them (Sutikno, 2016; Yulanda, 2017).

The term self-regulated learning emerged from Bandura's (1986) theory of social cognition. Bandura' affirms that humans are the result of interrelated relational systems based on personal, behavioural and environmental aspects. On the other hand, the environment affects individuals' actions, which in turn affects one's activity. Self-regulated learning allows a student to be positioned to control the thoughts, ideas, and feelings that reside inside himself to achieve the desired achievements (Schunk & Zimmerman, 1998; Slavin, 2009). Self-regulated learning emphasizes the importance of responsibility, motivation, and personal strategies to understand and master the subject matter being studied (Pintrich & De Groot, 1990; Woolfolk, 2008).

Self-regulated learning is a combination of learning skills and self-control that makes learning more interactive, exciting, and meaningful for students to be more motivated to fulfil their goals (Glynn et al., 2005; Murphy & Alexander, 2000). Self-regulation is a bridge for learners to turn all of their potential inside themselves to remain motivated to make improvements to achieve optimal learning outcomes (Steffens, 2006; Zimmerman, 2002). Self-regulated learning becomes an integral part of learning since it enables students to continue to exercise self-knowledge, monitor, sustain engagement and responsibility for all school tasks that will have implications for optimizing learning performance (Boekaerts, 1999; Cheng, 2011).

The achievement of learning outcomes from certain language skills cannot be excluded from the students' struggle and the application of a number of techniques or strategies used by the English teacher (Suastra & Menggo, 2020). The terms techniques, strategies, methods, approaches and/or learning models are being used in the same sense. Method is the term used in this research, such that, the technique or method used by the lecturer to empower students to achieve the learning objectives of the speaking subject. The choice of a particular method in a learning process quite often takes into account a number of factors, such as the ability of the teacher to implement the method, the complexity of the teaching material content, the learning style of the student, the learning media, the type of assessment and the orientation of the expected learning outcomes of a certain ability standard (Beyaztaş & Senemoğlu, 2015; Cheruiyot, 2018; Munzaki et al., 2016).

Self-regulated learning is a method which can be used in the learning process as it has strong implications for improvements in the performance of the teacher teaching methods and improves the academic achievement of students (Moos & Ringdal, 2012; Zimmerman, 1990). For students, self-regulated learning can promote self-confidence, recognize their academic abilities (metacognition), critical thinking, self-assessment, being able to adapt, and also be able to change learning habits that are appropriate in achieving academic goals. Meantime, for teachers, the usage of a self-regulated learning method is a space for reflection on the progress of the teaching method, the content of teaching materials, and the excellence of its role as a true facilitator or partner for students in the learning process.

Self-regulated learning as one of the alternative and contributing methods for developing students' English language skills (Abadikhah et al., 2018; El-Henawy et al., 2010). The authors state that this method's application can increase the sharpness of the analysis, evaluate the success of learning outcomes, and monitor improvements in learning habits to achieve the desired achievement targets. On the other hand, it is interesting to study using a particular media-assisted strategy in learning English. The media contribution used in combination with such learning experiences is more interesting and has countless impacts on students. Students achieve the most academic goals, increase learning enthusiasm, increase self-confidence in their work, and show a high level of objectivity (Elkot & Ali, 2020; Mostafa et al., 2019).

Self-regulated learning methods assisted by certain digital technology media in English learning provoke the researchers' academic obsession. Whereas the choice of digital technology media by applying the self-regulated learning method has been proven to improve student's English language skills and their digital skills (Lai & Gu, 2011; Priego et al., 2015; Rusydiyah et al., 2020). Improved English language skills and digital literacy skills of students strengthen their critical capacity in continuing to autonomously reflect deficiencies in their learning pattern. Today, students require critical thinking skills to complete a variety of school tasks or to solve everyday life challenges (Alfuhaiqi, 2015; Ndiung et al., 2021).

The application of the self-regulated learning method with smart phones assistance has an impact on improving the English language skills of students (Almekhlafy & Alzubi, 2017; Godwin-Jones, 2017). Student-owned smart phones serve as an exploration space to deepen the language comprehension and language production they are learning. In addition, the use of smart phones in English language learning is also a source of holistic knowledge, increasing language capacity relevant to ICT, learning motivation, critical thinking, and self-evaluation media, which contribute to their own metacognitive acuity (Kacatl & Klínová 2019; Kusmaryani et al., 2019).

The findings of a number of studies above have not explicitly revealed the impact of implementing self-regulated learning methods assisted by smart phones with the WhatsApp video call group application to improve students' English speaking skills. This gap prompted the researchers to conduct this empirical study.

Referring to the outlines and empiric findings pointed out above, this study aims to analyze and reveal empiric facts related to using the self-regulated learning method with smartphone assistance in the speaking class.

II. REVIEW OF LITERATURE

A. *Self-regulated Learning and Speaking Ability*

Self-regulated learning is a learning process that can permit students to be self-regulating when constructing concepts or ideas and changing their learning pattern to achieve optimal performance. Self-regulated learning is the ability of students to become active students with metacognition, motivation, and actions in the learning process (Zimmerman, 1990). Zimmerman explains to a self-regulated learner, from a metacognition viewpoint, that is, students plan, organize, control, monitor, and evaluate themselves at various levels from what they have learned. Processes such as these assist students in academic achievement and in recognizing their strengths and weaknesses. For this reason, the concept of self-regulated learning can be used as a method in the learning process.

Several of the teacher's methods in the learning process contribute to the students' achievement, both academic and pedagogical values that enable them to respond to persons. This demand can be fulfilled by applying self-regulated learning in learning activities. This method stimulates students to become more innovative, independent learners, a source of knowledge for themselves, critical thinking, high commitment to learning, responsibility, and lifelong learning (Hawkins, 2018; Nakata, 2010).

The essence of self-regulated learning is that students are mentally active in the learning process, set study schedules, have their learning strategies, monitor learning progress, determine priority scales, and choose the proper referral

(Mukhid, 2008; Schunk & Ertmer, 2000; Yüce, 2019). Regarding the essence conveyed, self-regulated learning encourages students to gain knowledge, skills, and attitudes. These three components align with the three domains of assessing student success in learning, namely cognitive, affective, and psychomotor (Kasilingam et al., 2014; Noor et al., 2020).

For several features described, self-regulated learning is used as a contributive method in supporting the students' speaking ability achievement. Speaking ability is a speaker's ability to convey spoken messages effectively and functionally (Harmer, 2007; Larsen-Freeman, 2003). Students are challenged to have adequate knowledge of both micro-language, such as phonology, morphology, syntax, morphology, and macro, including communication strategies, pragmatics, and sociolinguistics (Fromkin, 2003; Poolsawad et al., 2015).

Students can be pleased with the two components described above by applying self-regulated learning in their speaking class. Students are given space to reflect on some aspects of the assessment of their English speaking performance. The five aspects of the assessment align with the two components specified previously: comprehension, vocabulary, grammar, pronunciation, and fluency (Brown, 2004; Menggo et al., 2019). When students want to do independent English speaking exercises, the five aspects become the standard for their evaluation, i.e. (1) comprehension that helps students to summarize and recognize the intent of the interaction, (2) vocabulary, where students can choose and use variations of diction in conversation, (3) grammar means that student-generated utterances are grammatically correct, (4) fluency indicates that learners are straightforward and convenient, without redundancy and silences in the interaction, and (5) pronunciation relying on correct articulation, tone of voice, pace and in producing the utterances.

As mentioned above, several of the aspects of speaking assessment can be understood gradually by students following the four stages of self-regulated learning, namely planning, self-monitoring, control, and evaluation. The planning stage focuses on identifying students' level of speaking skills and determining the strategy or type of activity used to reach that level. The self-monitoring phase highlights space for reflection on the learning progress of each speaking skill level. The control phase emphasizes the types of appropriate strategies for self-control related to the scheduling of speaking practicing. Moreover, the evaluation phase focuses on reflecting on the failure to reach a certain level of speaking skills and taking the initial effort to change learning patterns for achieving the desired target speaking level.

B. Smartphones Use in Speaking Class

Digital media contributes to the advancement of student learning achievement, and therefore teachers are responsible for determining and using effective media for learning. Smartphones are one of the media that persons need, particularly their entertainment, communication and educational needs. In the language learning process in the spread of Covid-19, teachers and students use this media (Aromaih, 2021; Leis et al., 2015). Smartphones greatly enhance English language skills, such as listening and speaking skills, learning autonomy, and students' ICT literacy (Menggo et al., 2021).

Smartphones bring many benefits in the English learning process, such as time and space efficiency (students can access them at anytime and anywhere), simple, secure and affordable learning progress (avoid spreading of Covid-19), cheap and convenient, as well as in line with the characteristics of students who are interested in digital-based learning (Khafaga & Shaalan, 2021; Jati, 2018).

Many mobile apps are being used for language learning, such as Zoom, WhatsApp, Electronic Dictionary, Skype, Podcast, Youtube, Webex, and many more (Koo, 2016; Menggo, 2021; Mubarak et al., 2020). WhatsApp video call group with audio-visual (for facial expressions, body language, the accuracy of pronunciation, the stress of the utterances produced) used in this research. Audio-visual use of WhatsApp due to lecturers directly sees students' speaking skills for assessment objectivity and running virtual interactions that affect student affective factors. Affective factors play an essential role in supporting students' learning success (Hoque, 2016; Sönmez, 2017). The affection of the emotional relationship between teachers and students involves developing students' attitudes and behaviour, even though practiced virtually because of the Covid-19 issue.

Some procedures are used by the lecturer in implementing self-regulated learning assisted by smartphones in the speaking class, such as (1) students are provided with a theme and decide their theme the day before speaking, (2) students are given 5-7 minutes of talking about topics that have been prepared, (3) students must understand aspects of the speaking evaluation before the Zoom presentation begins, (4) students may use a laptop if their smartphone is having problems, (5) when speaking, students are required to record their presentation, and (6) the lecturer provides input related to the fulfilment of the speaking evaluation aspects of each student at the end of learning activities.

III. METHODS

A. Design

This study is quantitative research with a pre-test and post-test design. This design was used because the researchers wanted to analyze and reveal the impact of applying self-regulated learning methods with smartphones assistance in four speaking classes (Cohen et al., 2007, p.276). These four classes were randomly selected, two classes as the treatment group and two classes as the control group.

B. Population and Sample

The study population was 218 students from nine classes who took the speaking courses at the English language education study program, Universitas Katolik Indonesia Santu Paulus Ruteng, Indonesia. One hundred ten students (four classes) were preferred as samples using a random sampling technique. There are various kinds of smartphones owned by students, such as the Samsung Galaxy, 66%, Oppo, 27.5%, Vivo, 11%, and the Xiaomi Mi smartphone, 5.5%.

C. Research Instruments

Tests and questionnaires were used to obtain data. The test was used to measure the students' speaking ability. The questionnaire was to examine the types of smartphones they had and the students' perceptions regarding self-regulated learning with smartphone assistance in their speaking class. However, the review did not examine data relevant to student perceptions only as researchers' documents. The test used refers to the speaking rubric developed by Brown (2004), which includes five aspects of assessment: grammar, vocabulary, comprehension, fluency, and pronunciation. The maximum score for each aspect is twenty, and the minimum score is five. The final score obtained is the accumulation of these five aspects. Then, the range of speaking ability ratings ranged from 20-100.

D. Procedure and Data Analysis

Data was gathered through three procedures: (1) the scoring rubric was given to the two raters, (2) the scoring rubric was disseminated to respondents by lecturers who gave the courses, and (3) the questionnaire distributed through Google form. Then, the data were analyzed using a t-test preceded by assumptions tests, which include a normality test and homogeneity of variance test, by using SPSS software program 24.0 for Windows.

E. Ethical Code of Research

This research has obeyed rules and regulations for researching in Indonesia. It has been approved by the research boards from the Universitas Katolik Indonesia Santu Paulus Ruteng, Indonesia.

IV. FINDINGS

The researchers note that there is a positive impact on applying the self-regulated learning method with smartphones assistance in the speaking class. This impact is shown by the data on the difference in the mean score results in the pre-test and post-test, both the treatment and control groups. The mean results of the pre-test and post-test of the two groups are presented in Tables 1 and 2 below.

TABLE 1
PRE-TEST AVERAGE RESULTS

Group	N	Mean	Median	Modus	Stand. Dev.	Variance	Range	Min	Max
Experimental	56	65.62	65	65	6.74	54.51	25	50	75
Control	54	61.69	65	65	6.47	41.86	25	50	75

The pre-test result shows that the two classes were equivalent. The mean score was much the same. The normalizing and variance analysis result shows an experimental group ($p = .091$) and a control group ($p = .067$). Therefore, it was seen that the data were normally distributed. The homogeneity variance test ($p = .362$) revealed that the two groups had a homogeneity variance.

After applying the self-regulated method assisted by smartphones, a post-test was administered using a speaking rubric consisting of five evaluation dimensions: grammar, vocabulary, comprehension, fluency, and pronunciation. The maximum score for each of these dimensions is twenty, and the minimum score is five. Thus, the maximum score of the five dimensions is accumulated, namely 100, and twenty for the minimum score. The distinction of mean scores for both groups in the post-test results could be seen in Table 2 below.

TABLE 2
POST-TEST MEAN SCORES

Group	N	Mean	Median	Modus	Stand. Dev.	Variance	Range	Min	Max
Experimental	56	82.32	85	85	6.32	39.96	25	65	90
Control	54	73.39	75	75	7.18	51.57	30	60	90

The data in Table 2 above were confined to the normality of the data distribution test and the group homogeneity variance test. They were testing the normality of the data using the Kolmogorov-Smirnov test. The significance value for the experimental and control groups ($p = .176$, *ns* and $p = .069$, *ns*) indicates that the population's sample data is normally distributed. The data variance homogeneity test results indicate a significance value of $p = .278$, which implies that the groups had variance homogeneity.

Hypothesis Test: T-test

The application of self-regulated learning assisted by smartphones in the speaking class has a very positive impact on the experimental class. This impact could be seen on the average post-test value of the two classes (Table 2). In addition, the average gain scores could be shown from the pre-test and post-test results presented in Table 3 below.

TABLE 3
AVERAGE OF GAIN SCORE

Group	N	Score				Category
		Ideal score	Minimum score	Maximum score	Average	
Experimental	56	100	0.22	0.67	0.50	Intermediate
Control	54	100	0.11	0.67	0.33	Low

Based on the average score for the experimental group versus the average score for the control group, it was claimed that the experimental group had higher scores than the control group. The distinctions between the two groups are better illustrated in Figure 1 below.

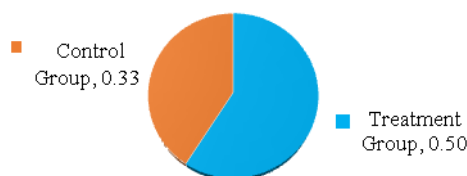


Figure 1. Average of Gain Score

The results from Figure 1 suggest that the experimental group had more significant cumulative gains than the control group. Moreover, the average gain score is verified by t-tests. The result of the t-test displays that $t_{ob}=72.065$, while $t_{cv}=1.658$. Depending on the specified criterion, this value demonstrates that there is indeed a substantial difference in the speaking ability of students who taught using self-regulated learning through smartphone assistance and those taught without using this method; in other words, the treatment provided to the experimental group has been successful.

V. DISCUSSION

The use of the self-regulated learning method assisted by smartphones has had a very positive effect on students' speaking ability. This effect can be demonstrated by the results of the average post-test scores for the two research groups. This data's findings further strengthen several previous researchers' claims that self-regulated learning assisted by smartphones is a contributive method of learning. This method can change the way students learn, strengthen the continuity of the learning system, self-evaluate the knowledge and skills they already have, and independently find the correct pattern in meeting the expected learning achievement standards (Aharony & Zion, 2019; Hartley et al., 2020).

Digital literacy is an absolute option for students majoring in English today since it is a primary variable in strengthening their English competency. Being a multi-literate person is the orientation of education in the 21st century. It is not enough for students majoring in English to only rely on the ability to communicate English but also to be supported by literacy in other fields, such as information literacy, media, and ICT literacy (Ahmadi, 2018; Bahadorfar & Omidvar, 2014; Menggo et al., 2019). This idea can be fulfilled by implementing self-regulated learning methods assisted by a particular digital technology in learning English (Alwaely, 2018; Upadhyay, 2018). These findings confirm that this method has several impacts in the speaking class, such as improved acuity in speaking assessment, digital literacy, enthusiasm for learning, and self-potential improvement autonomy.

Students carefully evaluate weaknesses and improve each aspect of speaking abilities assessment, such as grammar, vocabulary, comprehension, fluency, and pronunciation. Grammar aids students' critical ability in producing speech and sharpens their analytical skills for other language skills (Akbari, 2014; Alhaysony & Alhaisoni, 2017). Grammar is the fundamental base for any speaker in producing meaningful utterances. Speaking English with correct grammar does not confuse the listener about the message conveyed, so there is no stagnation in communicating.

Self-regulated learning also affects the dimensions of student comprehension of conversations. By following this method's stages, students can recognize the message they want to convey to their interlocutors before starting to interact. On that basis, comprehension is a part of the assessment of speaking skills that cannot be taken lightly by EFL learners. This aspect of understanding encourages students to have no difficulty interacting because they know what the substance of the interaction is (Abbaspour, 2016; Ahmad et al., 2019).

Fluency is also one element of speaking skills assessment. Indeed, students' self-regulated learning through Smartphone assistance can measure aspects of their speaking performance fluency. Students can quickly determine indicators of their speaking fluency using such Smartphone applications, such as not pausing, stopping, or thinking too long, which gives the impression that their speaking fluency is poor (Latifa et al., 2015; Zhang, 2020). The fluency aspect indicates that a speaker has mastered the substance of speaking and is clear of speech organ function.

Students recognize and understand each component of the speaking assessment's shortcomings and take appropriate action to fix them as actual implementation of the self-regulated learning method in the speaking class. For obvious reasons, the lack of a pronunciation component, a student tries to improve the accuracy of the pronunciation of the words or phrases she/he says. Pronunciation attributes are fundamental to ensuring students achieve excellence in speaking ability (Gilakjani, 2016; Shah et al., 2017). Intelligible pronunciation has a crucial function in conversation. Without sufficient spelling skills, a student's expression can be seriously impacted, which can lead to incomprehensible

speech and can cause strain on hearers. All these components are often extensively considered by students, since all the components of this assessment must be fulfilled and are intertwined in measuring students' English speaking ability (Mckay, 2007; Thornbury, 2005).

It is strongly recommended that a variety of applications for Smartphones be used in speaking classes so that students can practice their English freely outside the school environment. The speaking instructor is suggested to choose an appropriate application to allow students to have speaking exercises independently. The mobile phone helps students develop their self-assessment of speaking, namely vocabulary, comprehension, fluency, grammar and pronunciation (Amirnejad, 2015; Hariry, 2015).

Self-regulated learning is a learning activity that guides students to be able to organize themselves, recognize self-efficacy, have the motivation, and take the initiative to take the right way to achieve learning achievement (Madihie & Mos, 2018; Min & Nasir, 2020; Sumarni et al., 2020). This understanding of self-regulated learning motivates ESL / EFL learners to strengthen their learning improvement planning. Motivation is an internal student factor that plays a vital role to meet learning target goals. Zimmerman (1999) states that this method has interrelated dimensions, including motivation, strategy, effects, and the social environment. Motivation is a crucial variable of self-control in learning English since motivation contributes to the maximum effort and responsibility for the learning activities (Al-Qahtani, 2013; Long et al., 2013; Hong & Ganapathy, 2017).

Recognizing students' motivation to learn English has a crucial part in helping students learn English successfully. It is an essential aspect to consider for educators to acknowledge students' issue and generate a friendly teaching environment that will encourage students to do more to learn English. By developing a strong motivation, the learners are likely to respond to the language classroom, to find out all the English learning opportunities, independent English practices, have critical thinking skills, be capable of adapting to student learning, and ready to accept the risk of learning (Al-Tamimi & Shuib, 2009; Anjomshoa & Sadighi, 2015).

Learning is the key in higher education. There is no good reason for students to put all their faith in one source of knowledge. The aim of the independent inquiry is to help all plans and proposals and release any uncertainty in the sources of information. By applying self-regulated learning concepts, this problem can be addressed (Beishuizen & Steffens, 2011; Effeney et al., 2013). With learning autonomy, too, students can make self-regulation to get the dreams they want.

VI. CONCLUSION AND IMPLICATION

This study focuses on the impact of using self-regulated learning methods assisted by smartphones in the speaking class. From an analysis of existing results, researchers could conclude that this method has a great potential to enhance students' speaking ability. This increase was asserted by the results of the mean post-test score in the experimental class. The mean score is the accumulation of each speaking assessment component, such as comprehension, vocabulary, grammar, pronunciation, and fluency. Autonomy, continuity of learning and learning initiatives are other impacts of implementing self-regulated learning methods assisted by smartphones. On the basis of all these data, there is no doubt about the effectiveness of implementing self-regulated learning through Smartphones assistance in speaking classes. Students are main actors in all forms of learning activities, both in the planning, self-monitoring, control, and evaluation stages.

This result applies primarily to speaking classes, but it does not ignore the possibility that using self-regulated learning methods assisted by smartphones can be extended to other subjects. Non-university educators are also encouraged to apply this method as long as they thoroughly understand their students' characteristics, cognitive capacities, learning styles, motivation, learner autonomy, and the procedures for applying this method in the classroom. It is not unlikely for self-regulated learning methods assisted by Smartphone to have a double contribution to students' academic and non-academic outcomes if the stages of the method are carefully applied.

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English Teaching and Learning in Saudi Arabia: Emerging Practices and Strategies for Achieving the Educational Objectives of the Saudi Vision 2030

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Abstract—The purpose of this paper is to highlight the key elements of English teaching and learning related to Saudi Vision 2030. The paper aimed to develop a conceptual framework that guides the way for more teaching and learning practices that are aligned with the educational goals of Saudi Vision 2030. The theoretical framework of this research paper was informed by two bodies of literature: literature on second and foreign language methodologies and literature on teaching English in Saudi Arabia. Two types of information were needed for this study: perceptual and theoretical information. Perceptual information was obtained via interviews with 15 language educators from Saudi Arabia. Theoretical information was obtained through an extensive review of the current literature on English teaching and learning. The findings of this research indicate that the educational objectives of the Vision can be achieved by replacing traditional language curriculum with authentic materials and resources, integrating more technology in language classes, incorporating cooperative learning strategies, increasing the sense of openness and tolerance among language learners, and using language instructions that prepare students for the labor market.

Index Terms—Saudi Vision 2030, English teaching, English learning

I. INTRODUCTION

Saudi Vision 2030 is an ambitious, yet achievable plan led by the crown prince of Saudi Arabia, Muhammed bin Salman, as of 25 April 2016 to develop the country's different sectors and make the country the "heart of the Arab and Islamic worlds". It is a blueprint that includes short- and long-term goals that reflect and represent the nation's strengths and capabilities. The Vision was built around three main themes: a vibrant and healthy society, a thriving and competitive economy, and an ambitious and aspiring nation (Saudi Vision 2030, 2021). Saudi Vision 2030 mainly focuses on economic, business, and cultural reforms. However, quality education is a fundamental part of the Vision, as it includes several goals and objectives related to developing all types of education in the country. The Vision proposed strategies to develop enhanced methods to recruit and train teachers at all educational levels. It also provides opportunities for improving the learning environment and educational outcomes for both teachers and students.

Accordingly, the analysis of the Vision 2030 blueprint revealed six overlapping educational objectives that need to be addressed by the year 2030. These include working to (a) enhance the learning environment to promote creativity and innovation, (b) improve curricula and teaching approaches, (c) shift to more digital education to support teacher and student progress, (d) prepare students for labor market demands, (e) develop students' values and social and core skills, and (f) provide opportunities for students to address national development requirements.

Historically, teaching English in Saudi Arabia has changed during the last two decades. These changes have reached all aspects of the educational system, including the number of teachers in schools, the training they receive, and the English curricula (Al-Seghayer, 2014). These changes were moved in several directions, including but not limited to implementing new English teaching programs in many universities and colleges around the country, increasing the interest in teaching and learning English in Saudi society, and developing an educational reform plan to increase the effectiveness of teaching and learning English (Moskovsky & Picard, 2018). English is taught as a foreign language in all educational stages starting from elementary to higher education. Rahman and Alhaisoni (2013) affirmed that due to the global demand of communication, English has become the language of technology, business, and commerce. That is why emphasis was placed on improving the teaching and learning practices across the nation.

Purpose and Significance

Therefore, it is believed that Saudi Vision 2030 is a critical opportunity that should be used to improve the teaching practices among English language instructors and learners. Yusuf (2017) pointed out that, "The effective implementation of vision 2030 depends on effective training of different educational cadres, which are required for teaching English language" (p. 111). Therefore, the purpose of this paper is to understand English language instructors' perceptions regarding achieving the educational goals of the Vision. It is hoped that this piece of research will highlight the key elements of English teaching and learning related to Saudi Vision 2030. The paper aimed to develop a

framework that guides the way for more English teaching and learning practices that are aligned with the educational goals of Saudi Vision 2030. The following research question was proposed:

RQ: In what ways can the Saudi Vision 2030 educational objectives be achieved in terms of teaching and learning English?

II. THE RESEARCH PROCESS

The present study employed qualitative research methodology in the data collection and analysis processes. The qualitative nature of the research allows for greater understanding of the educators' opinions and thoughts regarding achieving the educational goals of the Vision in terms of English teaching and learning. Silverman (2020) mentioned that qualitative research provides in-depth evaluation of the phenomenon under study and allows for more complex and thoughtful understanding of the experiences. Moreover, the study used a case study design in the data collection and analysis process. Creswell (2016) mentioned that in a case study design, "the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information" (p. 96). This research design allows the researcher to deeply explore the participants' perceptions of and experiences with the Vision and language teaching in the country.

Furthermore, in this study two types of information were collected: perceptual and theoretical information. First, perceptual information was collected through online interviews with language educators from Saudi Arabia. Galletta (2013) mentioned that interviews are used to gather deeper understanding of the participants' opinions and thoughts and "offers great potential to attend to the complexity" of the research topics (p. 24). Specifically, 15 pre-service and in-service foreign language educators participated in the study. The educational backgrounds of the participants differed, as nine of them held a master's in English teaching whereas six of them held doctoral degree in the same area. This group of participants were mixed in gender with nine males and six females. The participants were asked about how we could achieve the educational objectives of the Vision in terms of language teaching and learning. Their recommendations were coded into themes that answered the research questions. Table 1 illustrates the participating educators.

TABLE 1
THE STUDY PARTICIPANTS

Participants	Gender	Years of Teaching	Education
1	Female	6	Master
2	Male	3	Master
3	Female	4	Ph.D.
4	Female	2	Ph.D.
5	Male	6	Master
6	Female	2	Ph.D.
7	Male	4	Master
8	Male	11	Master
9	Female	3	Ph.D.
10	Male	1	Master
11	Female	5	Ph.D.
12	Male	5	Ph.D.
13	---	4	Master
14	---	7	Master
15	---	3	Master

Second, theoretical information was collected through extensive review of the current literature regarding the teaching and learning of English. Specifically, this review includes literature on the teaching and learning of English in Saudi Arabia, literature surrounding Vision 2030, and literature on effective and most recent ESL and EFL teaching approaches. Figure 1 illustrates the types of information needed in the study.

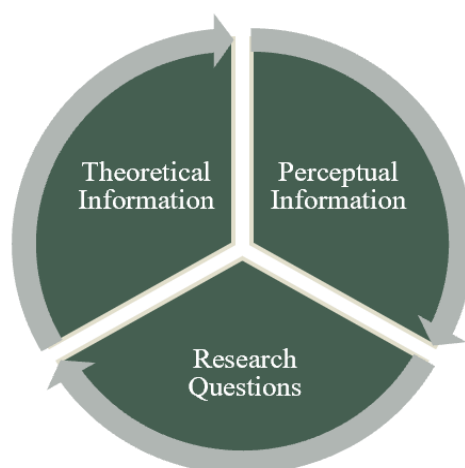


Figure 1. Types of Information Needed in the Study.

Finally, the data analysis process (see Figure 2) employed thematic analysis to find an answer to the proposed research question. Thematic analysis allowed the researcher to identify themes in the educators' responses and linked these to the literature review (Saldaña, 2016). Also, the researcher used multiple cycles of coding which included initial, first, and second cycle coding. Initial cycle coding involved reading through the literature and the participants' responses and assigning codes. In first cycle coding, in vivo and descriptive coding strategies were used (Saldaña, 2016). In vivo coding allows the researcher to use the participants' own words to assign codes. Descriptive coding is a strategy that provides a brief description or summary of the basic topics or passages included in the participants' responses (Saldana, 2015). In second cycle coding, focused coding served as the primary coding strategy. Focused coding allows researchers to narrow the findings into fewer and more inclusive categorical codes. These categories then merged into overarching themes that answer the research questions. It is worth mentioning that Dedoose software (Dedoose.com) was used for analyzing the qualitative data. Dedoose is an online-based software that helps qualitative researchers in the process of assigning code and organizing and analyzing the collected data.

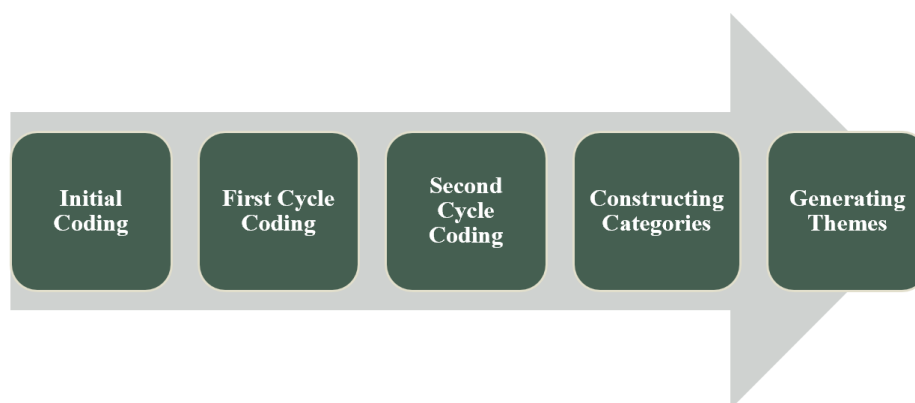


Figure 2. The Data Analysis Process.

III. FINDINGS AND RESULTS

As mentioned previously, the analysis of the vision 2030 blueprint revealed six overlapping educational goals. The plan is to achieve these goals by 2030. These objectives are:

- Enhancing the learning environment to promote creativity and innovation.
- Improving curricula and teaching approaches.
- Shifting to more digital education support teacher and student progress
- Preparing students to labor market demands.
- Developing students' values and social and core skills.
- Providing opportunities for students to address national development requirements.

Analysis of the perceptual and theoretical data revealed five themes about the teaching and learning strategies that allow language instructors to achieve these goals and objectives (see Figure 3). This includes using authentic materials to teach English, integrating more technology-based instruction, incorporating cooperative learning in English courses,

increasing the sense of openness and tolerance among language learners, and providing language instruction that prepares students for the labor market.

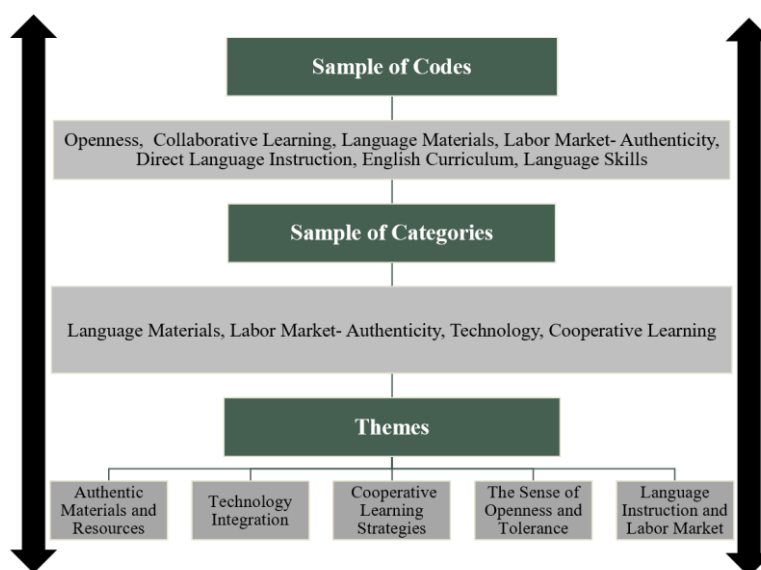


Figure 3. Sample of Codes, Categories, and Themes

A. Theme 1: The Use of Authentic Materials

Saudi Vision 2030 emphasizes the importance of enhancing the learning environment and improving teaching methods to stimulate creativity and innovation. The analysis of the interview data and the review of the literature indicate that the first step toward achieving these educational goals of the Vision is by integrating more authentic materials along with traditional and constructed resources. The use of “authentic materials” was consistently mentioned in the participants’ responses and, thus, was present as a theme. This theme refers to the materials, natural resources, and texts that are used by the speakers of the target language on a daily basis and are not designed for language learning. This includes newspapers, magazines, restaurant menus, brochures, and interviews all written in the target language. The use of authentic materials and resources was mentioned by the participants consistently, as shown in these statements by these four language instructors:

It's about what we teach in the classes. Most of the textbooks we use now are outdated and not interesting in many ways. If we want to achieve the Vision, we need to update our curriculum and use more real language materials... I mean materials that reflect what the native speakers read and write.

The Vision is an opportunity for us to update and change what we teach in the English courses. We are in dire need of materials that are authentic and real. I can say that there is a gap between what we teach and what students need. This gap can be filled with a good and effective curriculum.

The books that we teach are the answer. To get to the Vision's objective, that first thing we need to do is to update our curriculum and use more real books that represent the real language spoken by real people. Sometimes, our book don't reflect how native speakers speak and write. We have to fill this gap.

We need to update the curriculum to match the more interesting and more real language... If you ask me, I will say our books are far from reality. There is a gap between what students learn and the language of the native speakers. We need to fill this gap.

This finding resonates with research (e.g., Akbari & Razavi, 2016; Albiladi et al., 2018; Chamba et al., 2019; Rao, 2019; Tomlinson, 2011) that emphasizes the use of authentic materials to enhance the learning environment and improve the teaching methods to stimulate creativity and innovation. Research indicates that one of the effective ways to improve language teaching practices and to ensure more creative and innovative language instruction is the use of authentic materials. Language teachers use these materials as tools, it provides them with opportunities to practice “real” language spoken and written for real audiences (Akbari & Razavi, 2016). Similarly, Guo (2012) mentioned that the use of these texts and materials provides meaningful and effective language lessons that improve the teaching practices and students' learning experiences.

Rao (2019) listed several academic and social benefits of using authentic materials in ELT classrooms, such as developing students' social language skills, enhancing learners' critical thinking, developing creativity among the learners and the teachers, and promoting greater motivation among language learners (p. 3). Another authentic material that can be used in English teaching and learning is movies. In fact, Albiladi et al. (2018) pointed out that when using movies to teach and learn English, this will increase the authenticity of the language classes and make the learning process more enjoyable and motivating.

B. Theme 2: Integrating Technology as a Medium for English Teaching and Learning

One of the educational goals of the Vision is to shift to more digital education to support both teacher practice and student progress. The proposed theme toward achieving this goal is increasing the technology integration in language courses. Technology integration represents the second theme regarding the participants' shared perception about ways to achieve the Vision in language classes. The participants mentioned many instructional and social benefits of relying on technology when teaching English. This includes bridging the gap between traditional classrooms and language beyond classrooms, improving students' social and communication skills, increasing the flexibility and possibility of language instruction, and allowing for a more innovative and creative teaching environment. For example, on this topic some teachers shared that:

With what we saw during the pandemic, technology is the key element in these changes. So, your question is about how we, as language teachers, can meet the expectations of the Vision. Simply, I would say technology. We are in the middle of a technological revolution and every day there is something new. If we find new ways to use technology, we could achieve the educational goals of the Vision.

Saudi Vision 2030 is great in helping us see what is important. The focus is on the use of new advancements and new technology to make creative language courses. We have to keep this in mind when we teach English or any new language... through technology, we can bridge the gap between us and our students; we can prepare them to not only learn the language but also love the learning.

Nowadays, our students love technology and anything technology-related. I agree with them on that. Technology opens the door to possibilities for us and also for them. It also can be a tool to develop students' skills. They can interact with language learners across the world through many applications and websites. Technology helps students cross the borders.

I believe technology is the key. However, we have to be careful. It's a tool with two sides. But I believe more technology use is beneficial for all students. Technology allows us to be flexible in how we can deliver our lessons.

This finding is also supported by research studies (e.g., Abunowara, 2016; Albiladi, 2019; Chen, 2014; Halim & Hashim, 2019; Khadimally, 2018; Pérez Cañado, 2018) that emphasize the importance of using technology to teach English as a second/foreign language. Research has shown that the target language should be acquired through interesting and enjoyable comprehensive input in a meaningful context (Chen, 2014). Technology integration is a way to achieve this goal by enhancing the learning environment (Khadimally, 2018). In fact, research on educational technology and distance learning has grown in the last decade as the world heads toward more digital learning. The research helps in creating numerous educational models and platforms that use and benefit from technology in different educational settings. The idea behind merging technology into classrooms has attracted researchers and educators for decades.

In terms of language teaching and learning, technology has been a critical part of the research surrounding ESL and EFL pedagogy. In fact, technology integration was one of the most researched topics in the last decade (Abunowara, 2016; Albiladi, 2019; Pérez Cañado, 2018). With adequate exposure to new teaching methodologies and the use of technology in classrooms, language teachers will be serving the needs of language learners and conducting successful language classes (Alhaisoni, 2013). Anggeraini (2018) noted that technology is a tool that can be used to improve the teaching practices and allow for more authentic learning experiences.

In the Saudi context, research has indicated a gap between teachers' digital knowledge and how students interact and use current digital applications, programs, or websites (Khan, 2011). Rahman and Alhaisoni (2013) claimed that teachers in Saudi Arabia lack adequate training that enables them to interact and deal with the current digital revolution. Likewise, Bingimlas (2009) argued that most teachers in Saudi Arabia lack the skills and knowledge that enables them to integrate technology, digital programs, and websites into their teaching practices and, further, that this might be a global phenomenon.

However, when COVID-19 hit globally, many schools and educational institutions were closed across the world. It was reported that over 1.2 billion students were out of schools and universities (Oraif & Elyas, 2021). As a result, many countries around the world switched to online learning, including Saudi Arabia. The Ministry of Education established the "Madrassati" platform as a learning management system to overcome educational challenges in the global pandemic. The "Madrassati" platform provides over 45 thousand educational resources that take into account individual differences

(Madrasati, 2020). Moreover, the “Madrasati” platform is structured to enhance the learning environment by providing tools that allow students to interact with the curriculum, other students, and the teacher.

C. Theme 3: Incorporating Cooperative Learning Strategies into Language Classes

Another educational goal of Saudi Vision 2030 is to develop students’ social and communication skills and prepare them for the labor market. The third theme to emerge from the data is incorporating cooperative learning. This theme reflects the study finding which indicates that one way to achieve this goal is to incorporate more cooperative learning strategies in language classes. Almost all the participants believed that incorporating more cooperative learning strategies into language courses improved students’ communication skills and prepared them for the labor market. This can be seen in these teachers’ own words:

The Vision itself encourages training students to work in the work field. To do that, in my opinion, we need to train them to work collaboratively with each other. Collaborative and cooperative learning is an effective way to ensure that all students work and communicate successfully. Language classes should be a place where students can practice their communication skills.

I would say we, as language instructors, need to place more emphasis on cooperative learning techniques. I believe it is a way to ensure that our language learners practice their language and communication skills, which is one of the objectives of the Vision. We need to prepare students to share their ideas and opinions inside and outside classrooms. Cooperative learning is a way to achieve this goal.

Many language courses don’t prepare students for the labor market by enhancing their ability to communicate and share their ideas openly. There is a gap between what they have in the classes and the world out there. I think cooperative learning is the answer to this problem.

More collaborative learning will lead to enhanced social and communication skills. This is what the country needs and what we need to do as language teachers: students who can communicate and negotiate meaning with others. I think we fall behind in terms of collaborative learning in English courses.

This finding is consistent with research around cooperative learning. Research indicates that cooperative learning is a teaching strategy that provides opportunities for learners to establish and develop their social and communication skills (Gillies, 2016; Johnson & Johnson, 2018). It includes social interactions with each other to finish the given task. Such strategies prepare the students for future career paths which sometimes require the students to work with others who have different ethnicities and backgrounds (Slavin, 2011). Likewise, Sharan (2010) argued that cooperative learning improves students’ thinking skills and develops their social, communication, and interpersonal skills, which leads to better achievement and readiness for their social lives.

In terms of English teaching, Zhang (2018) mentions that using cooperative learning techniques in English language classes “create an environment for students to build knowledge, so that they can get psychological and emotional support, thus actively invest in learning, build knowledge and achieve learning objectives” (p. 3661). In other words, learning language is a skill acquired through experience and practice: cooperative learning strategies are effective in allowing students to practice the language inside classrooms (Chen, 2021; Tuan, 2010). With cooperative strategies, language learners can practice their skills in an authentic environment in which they ask and answer questions, make suggestions, agree and disagree, negotiate meanings, and exchange conversation, all of which will enhance their social and academic skills (Yavuz & Arslan, 2018).

D. Theme 4: Increase the Sense of Openness and Tolerance among Language Learners

Saudi Vision 2030 emphasizes the importance of spreading the values of openness, tolerance, and accepting and appreciating cultural and social differences; language learning can be the gate that opens learners to the world. One of the themes that emerged as a response to this goal is increasing the sense of openness and tolerance. The study findings indicate that one way to achieve this goal is by providing more culturally specific instruction in language classes. This means giving students more instruction and activities that promote and highlight accepting and appreciating cultural awareness. The participants provided many examples of this types of instruction, such as learning about other cultures, diversity, similarities and differences among people, and disagreement before agreement. Accordingly, this theme was exemplified in the following participants’ responses:

For years, learning a new language was in the trenches. As society, we’ve changed and we need more of that. I think language can be the bridge that increases the openness among learners, especially young learners. With language, they can communicate, learn, and appreciate new cultures and others. The Vision focuses on changing how we look at others and how others should see us. We have to provide lessons that help students see and respect others regardless of if they disagree or agree with them.

I am an advocate for learning English for the early year classes. I think it allows students to be open to others. I mean, when they learn a new language, they are likely to accept and appreciate the differences and

similarities between them and others. I think this is one of the goals of the Vision. Is to be open to the world around us. I think learning English or Chinese is a great way to achieve this goal.

The Vision itself is a great opportunity to show who we are as a nation... I mean, for years, many nations have had a wrong vision about us. It's time to show the opposite by communicating with others across the globe. That's why I believe language classes show focus on increasing the openness among learners. This is the importance of learning a new language.

This finding resonates with research (Liton & Madanat, 2013; Purba, 2011) which indicates that English classes bridge this gap and allow for more openness and perseverance among students. When learning a new language, students will also be introduced to the culture of this language. Research shows that foreign language learning increases cultural awareness among students and results in more unique insights into other cultures (Fleet, 2004). In our multicultural and multiethnic world, it is important for students to be exposed to different cultures in order to understand and be aware of the cultural differences between people. Understanding these differences will help students expand their world view, improve socialization behaviors, and avoid offending others. In fact, foreign language learners are more tolerant of the cultural and social differences among people (Liu & Lin, 2017). Through foreign language classes, students can experience involvement with other cultures and traditions, which will broaden their understanding of other races and cultures.

E. Theme 5: Preparing Language Learners for the Labor Market

One of the educational objectives of Vision 2030 is to develop students' various skills and prepare them for the future labor market and improve their ability to serve the country. One of the emerging themes is specifying language instruction to prepare students for the labor market. The participants provided many examples of how to prepare language learners for the world beyond classrooms. This includes focusing language instruction around 21st century skills, developing students' social and communication skills, and allowing them to practice the language in more interactive and engaging environments.

It's an important question. The first thing that came to mind is teaching what students need to succeed in the labor market. Schools and even language courses should be the place to do this mission. We need to find ways to equip our students with the skills needed in this century.

For me, focusing on the skills needed out there. Skills like social and communication skills which allow students to talk and have healthy conversations with their peers. This, in my opinion, will prepare them for the world. I had students who have studied for more than three years and cannot form a correct sentence. This is a problem because they used to memorize everything.

I believe there is a gap between what we teach and what students need. In other words, if the market needs students with business backgrounds, we have to teach that. If the market needs students with technical backgrounds, we have to be prepared to teach that as well. We have to be flexible and teach what's better for language learners and their future careers.

This finding is supported by research (e.g., ACTFL, 2015; Mbumina, 2014) which indicates that learning a foreign language improves students' skills and allows them to succeed in their future career prospects (ACTFL, 2015). In today's business dominated society, bilingualism is a critical factor to be considered when searching for employees. Mbumina (2014) argued that bilingualism is a sign of intelligence, flexibility, openness to diverse people, and high working skills. Mbumina added that there is a direct correlation between foreign language competency and employability. Moreover, Dovhan (2021) pointed out that learning English has the potential for the formation of "soft skills" needed for the world beyond classrooms. According to Dovhan, soft skills allow language learners to effectively participate in intercultural professional communication and personal development.

IV. DISCUSSION AND CONCLUSION

Saudi Vision 2030 is an ambitious yet achievable plan to develop and change the skin of Saudi Arabia. It is a blueprint that includes short- and long-term goals that reflect and represent the nation's strengths and capabilities (Saudi Vision 2030, 2021). Education has been at the center of this vision and many educational objectives were identified. This study included discourse analysis of the plan and investigation of the perceptions of many Saudi language instructors about ways to achieve the Vision's objectives in terms of teaching and learning English. These findings were also linked to the current literature on teaching and learning English. The ultimate goal of the study was finding ways to achieve the educational objectives of the Vision regarding English teaching and learning.

Findings from data and the literature suggest that the educational objectives could be achieved in language classes by using more authentic materials and resources to teach English. Authentic materials allow learners to practice the "real" language spoken and written by native speakers. This will bridge the gap between the language spoken in classes and the language spoken and written in real life. Prošić-Santovac and Popović (2021) indicated that exposing students to "real" language through authentic materials increases their learning motivation. They added that "Authentic materials

have a greater potential in developing students' communicative competence than traditional textbooks" (p. 142). Another approach to achieve the educational goals of the Vision is integrating more technology-mediated language practices. This includes using technology as a tool to deliver instruction, provide immediate feedback, assess students' progress, and observe students learning inside and outside classrooms. Chun et al. (2016) reminded us that "Technology provides new ways for languages, cultures, and the world to be represented, expressed, and understood" (p. 76). Similarly, Grabill and Hicks (2005) emphasized the importance of using technology when teaching English writing by stating "If we want to teach writing or help students learn how to write more effectively, then we have to see writing in the same ways that they do and be with them where they write. Networks are classrooms. Digital writing is socially situated in a collaborative, recursive and responsive space in which teachers must participate with their students" (p. 306).

Furthermore, the findings also suggest using more cooperative learning strategies will equip students with the necessary skills (e.g., social, communication, motivational skills) for language learners. Cooperative learning is a way that can allow students to practice different skills such as critical thinking, problem-solving, and negotiating meaning (Astuti & Barratt, 2018). The study also reported that providing students with more specific cultural instruction will increase openness and tolerance among them, which is one of the educational goals of Saudi Vision 2030. Language learning includes the learning of a new culture and students need to learn the target culture in order to acquire the target language. In other words, "language is a part of a culture, and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture... the acquisition of a new or a second language is also the acquisition of a second culture" (Brown, 2007, pp. 189-190). The study also reported that language courses should be the place to prepare students for the labor market. Language learners should be taught and practice the language in a way that prepares for success in their future careers.

Accordingly, the study included some limitations. The perceptual data was limited to pre-service and in-service Saudi English language professors and instructors. Also, the study included one data collection strategy (interview) and used one research design approach (qualitative) for the data collection and analysis process. The limited sample size and the qualitative nature of the study limited the generalization of the findings.

V. IMPLICATIONS FOR FUTURE RESEARCH

The present study explored Saudi language instructors' perceptions regarding achieving the educational objectives of the proposed Vision 2030. The study included the perceptions of only 15 pre-service and in-service language instructors. The results reported in this study provided a partial insight into how we can achieve the educational goals of the Vision. Hence, future research should include a larger number of language teachers from different educational levels in Saudi Arabia. Future research should also include the perceptions of not only language instructors but of researchers, educators, schoolteachers, principals, and foreign language program directors. In other words, future research should incorporate a larger number of participants. More participants would have resulted in a clearer picture and a better understanding of ways to achieve the Vision's objectives in terms of English teaching and learning in Saudi Arabia

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When Native Speakers Meet Non-Native Speakers: A Case Study of Foreigner Talk

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Abstract—This study was triggered by speech modification in English overseas Chinese students encounter and find puzzling. Foreigner talk (FT) is such a type of modified speech used by native speakers (NSs) in their communication with non-native speakers (NNSs) in the form of linguistic simplification and foreigner-directed communication strategies. Based on a case study between Canadian and Chinese students, this study investigated FT through natural NS-NNS conversations and surveyed participants' views on FT. The findings go beyond illustrating the *features* of FT in phonology, lexicon, syntax and discourse to unfold native and non-native speakers' opposing views on FT, a conflict caused by NSs' and NNSs' different communicative goals based on communication accommodation theory (CAT), a sociolinguistic framework. This study is significant because a good understanding of this conflict, understudied by existing FT research, is vital to arousing NSs' and NNSs' awareness of each other's attitudes towards FT to promote mutual understanding for effective NS-NNS communication.

Index Terms—foreigner talk, Second Language Acquisition (SLA), NS-NNS interaction, Communication Accommodation Theory (CAT), sociolinguistics

I. INTRODUCTION

In the last decade, China has been the largest source of international students. A survey conducted in spring 2021 showed that Chinese students preferred English-speaking countries like the United Kingdom and the United States (Textor, 2021). The recent five years have seen a surge of interest in Canada: In 2017, Chinese students in Canadian schools amounted to the largest group of international students (Canadian Bureau for International Education, 2019). Overseas Chinese students, who regard limited language proficiency as their most daunting challenge, have experienced more barriers in listening and speaking than in reading and writing because English teaching in China focuses on language knowledge in the form of grammar and vocabulary taught mainly in the native language, rather than on language skills (Guan, 2021; Haxton et al., 2019; Khanal & Gaulee, 2019; Liu, 2016; Tang et al., 2018; Wu et al., 2015; Zhang & Mi, 2010; Zhang & Zhou, 2021).

Once a Chinese student studying in the USA and now a college English teacher in China, I deeply understand international students' longing to improve their L2 communicative competence through interacting with native speakers. When in the USA, I would try every opportunity to mingle with the locals; however, to my disappointment, most of my native English-speaking interlocutors would slow down and choose simple language to converse with me. This kind of interaction was frustrating and unhelpful in improving my English because of simple input. During my stay as an exchange scholar at one Canadian university last year, several Chinese students shared a similar frustration with me. One Chinese student Ling¹ had a weekly English study with two native English speakers. As their English meetings progressed smoothly, Ling gradually realized that they deliberately adjusted their speech by speaking slowly, using simple sentences and frequently asking questions. This adjustment became even more conspicuous when her husband Feng, with a lower level of English proficiency, came to Canada and joined their study. Like me, the Chinese couple were puzzled as to why the two native speakers (NSs) would make accommodations in their speech to nonnative speakers (NNSs).

This puzzlement motivated me to explore NSs' speech modification to NNSs based on the Chinese couple's weekly English study. The current study aims to arouse both native and non-native speakers' awareness of each other's attitudes towards speech modification to promote effective NS-NNS communication. The following section elaborates on the theoretical foundation with its central concept unveiled and relevant studies reviewed.

II. THEORETICAL FRAMEWORK

A. Features of Foreigner Talk

The research on NS-NNS verbal interactions has verified that NSs usually modify their speech via simplification when conversing with NNSs. Ferguson (1971, 1981) introduces the term foreigner talk (FT) to refer to one variety of simplified speech used by NSs to address foreigners who, according to NSs' perception, cannot function adequately in

¹ Since participants would not like their private information to be disclosed, their names presented in this article are aliases and their affiliation remains confidential.

their L2. Ferguson (1975) proposes three major grammatical features of FT: omission, expansion and replacement. Long (1980) separates speech directed to foreigners into input and interaction and suggests that NSs make modifications in both FT and foreigner talk discourse (FTD). By subsuming FTD under FT, Freed (1981) argues that there are syntactic and functional modifications routinely made in FT. It is Hatch (1983) who has established a comprehensive description of the features of FT categorized into speech rate, vocabulary, syntax and discourse. When talking to NNSs, NSs usually use slow, loud speech and long pauses; high-frequency words, fewer idioms and fewer pronoun forms; simple, short sentences; repetitions, restatements, more questions and more corrections (Hatch, 1983, pp. 165–185). Communication accommodation theory (CAT), a sociolinguistic framework initially called speech accommodation theory (SAT), is usually applied to explain NSs' convergence with NNSs by shifting their speech style to accommodate the communicative competence of L2 users (Dragojevic et al., 2016).

Empirical studies (e.g., Alcon & Guzman, 1994; Ayuanita, 2013; Hatch et al., 1978; Long, 1980, 1981, 1983a) on naturalistic NS-NNS talks manifest that FT includes not only speech addressed to NNSs (input), but conversation with them (interaction) and that NSs vary modifications and communication strategies based on their ongoing assessment of NNSs' language proficiency. The recent literature includes four relevant studies. Rodríguez-Cuadrado et al. (2017) studied FT through word reduction by comparing NS-NS talks with NS-NNS talks. Spanish-speaking participants were assigned to pair with either an NS or NNS, instructing their interlocutor on drawing a directional line between two objects. Results showed that when speaking to NNSs, NSs reduced their speed but increased their volume, an indicator of FT and that in all talks, NSs reduced repeated words in both duration and intensity, but repeated words were still longer and louder in NS-NNS talks than in NS-NS talks. In Lugin et al. (2018) study, an NS of German was supposed to give directions to a virtual speaker with either a local or foreign accent on a demonstrator. Results revealed that the phenomenon of AFC (adapted, foreigner-directed communication) was also applicable to a virtual agent. Participants behaved significantly differently towards the virtual character with a foreign accent by reducing the time of interactions, the number of words and the speed of speech. Zuraida and Fitri (2019) analyzed native English speakers' conversations with Japanese L1 speakers in two videos from a Youtube channel. They identified three types of modified input with the Grammatical Foreigner Talk used the most, as well as nine types of modified interaction with the Confirmation Check employed the most. Kudera (2020) compared NS-NS dialogues with NS-NNS ones in which native Danish/Finnish speakers provided road instructions to native or non-native speakers. Results pointed to not only temporal and spectral differences between the foreigner-directed talk and native talk, but also positive correlations between the degree of differences and NSs' experience with and attitudes to NNSs measured by a questionnaire. Recent evidence has confirmed earlier findings concerning the features of FT as simplified speech observed across languages.

B. Views on Foreigner Talk

How FT is viewed hinges greatly on the role of FT in L2 learning. There are two opposing viewpoints. On the one hand, Krashen (1981) claims that language acquisition resorts to comprehensible input provided by the L2 learner's interlocutor. In addition, the negotiation of meaning in interactions is essential to L2 learning (Hatch, 1983; Long, 1983b, 1985). In this regard, NSs mean well to modify their speech to meet the needs of L2 learners to ensure a smooth exchange of information, thus assisting L2 learning by engaging NNSs in the communication (Bobb et al., 2019). In this sense, FT plays a facilitative role and may be viewed positively. On the other hand, L2 proficiency can only be enhanced by exposure to L2's natural, complex and unmodified form, so intelligible speech cannot contribute to L2 enhancement (Margić, 2017, p. 49). Moreover, FT may engender a derisive implication that NSs are superior to NNSs due to the latter's linguistic inadequacy. NSs' good intention may be perceived by NNSs as unnecessary and even condescending (Bobb et al., 2019; DePaulo & Coleman, 1986; Ferguson, 1975). Despite facilitating comprehension and communication, therefore, FT also plays a negative role, from which adverse views may result.

There has been little attention paid to views on FT. In several studies (Knoll & Scharrer, 2007; Knoll et al., 2009; Uther et al., 2007), NSs required to rate the vocal affect for low-pass filtered speeches gave lower ratings to foreigner-directed speech (FDS) compared with other types of speech such as infant-directed speech (IDS) or adult-directed speech (ADS). Margić (2017) surveyed native English speakers' attitudes towards FT using a questionnaire. Results indicated that four fifths of the respondents deemed FT able to foster communication, show respect and consideration for NNSs and avoid conflicts, thus viewing FT positively. Conversely, other respondents expressed doubts about FT thanks to its showing condescension, causing low-quality communication, impeding L2 learning and devaluing English. Bobb et al. (2019) asked NNSs to rate four types of speech accommodation styles: clear speech, FDS, IDS and ADS. Results suggested a comparatively positive rating for FDS: NNSs viewed casual speech rather than FDS as the least favorable; FDS was not rated as less respectful or condescending than clear speech and IDS. Thus, this study found NNSs' positive attitudes towards FDS, in contrast to Knoll and Scharrer's (2007) finding of NNSs' lower rating for FDS.

Previous research has well documented the features of FT in both input and interaction. Nonetheless, most studies did not investigate how the features would vary with NNSs' language proficiency. The limited research concerning speakers' attitudes towards FT has yielded mixed results, based mainly on ratings or questionnaire responses. Moreover, almost no research has addressed both the features of FT and attitudes towards FT by examining natural NS-NNS conversations. In this regard, the purpose of the present study is twofold. The first is to present data from the weekly English study to illustrate the features of foreigner talk in response to language proficiency. The second is to interview

all participants to unfold both native and non-native speakers' views on foreigner talk. Two research questions are explored: (1) whether and how NSs modify their speech differentially in response to NNSs' language proficiency; (2) how NSs and NNSs would view speech modification differently.

III. METHODOLOGY

The current study involved two Mandarin-speaking Chinese students (mean age = 27.5) and two English-speaking Canadian students (mean age = 24.5), all enrolled in graduate school at a Canadian university. Ling, an English major, had been in Canada for more than a year, while her husband Feng, an engineering major, had only been in Canada for four months. Based on their scores on IELTS, Ling was a higher-level English learner and Feng a lower-level one. The two Canadian students, G and S, were both female and English majors. The four students had two weekly studies where the Chinese couple practiced English with the English speakers in one study and in return the latter practiced Mandarin with the former in the other. Approval was sought from all participants.

While most relevant studies (e.g., Lugin et al., 2018) elicited NS-NNS talks from artificial tasks, the data of the current study came from a natural situation. As requested, participants tape-recorded four weekly English studies. Their meetings, held at the Chinese couple's home, revolved around the discussion of diverse topics such as popular culture, politics, education, etc., each lasting roughly one hour. The recorder was turned on until the end, collecting a variety of information including NSs' speech to NNSs as well as NS-NS and NS-NNS conversations, i.e., both input and interaction. After the recordings were finished, I interviewed NSs and NNSs about their views on FT separately in a cafe and tape-recorded their responses. For NNSs, questions included: Did you sense FT? How do you like FT? For NSs, questions included: Did you perform FT? If so, why would you do that?

The data consisted of four one-hour recordings and responses to interview questions. I fully transcribed all recordings for typical examples, which were compared, based on Hatch's (1985) summary of FT's features, for phonological, lexical, syntactic and textual differences. I also looked through interview replies to analyze participants' views on FT.

IV. RESULTS

A. Features of Foreigner Talk

Analyses revealed NSs' adjustments in both input and interaction. Although not all features match all aspects of FT in Hatch's summary, there are strong similarities regardless of the situation. The results are presented as follows in the form of statistics and dialogues.

Phonology. The speech rate was calculated using the phonetic program Praat (Boersma & Weenink, 2018). G and S reduced their speech rate when talking to the Chinese couple. As in Fig. 1, their speech to Ling (131 words/min) dropped to approximately three-fourths normal rate of their speech to each other (182 words/min) and that to Feng dropped to two-fifths normal rate (75 words/min). The rate difference of 56 words/min between the speech to Ling and that to Feng was caused by longer pauses between major constituents and fewer contractions G and S used to make their utterances more understandable to Feng with a much lower English proficiency than Ling.

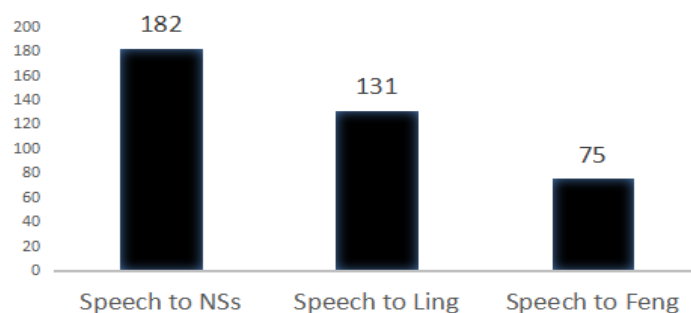


Figure 1: Speech Rate in Words/Minute

Lexicon. The most salient feature is that the two English speakers exploited structurally simple words in the speech to both Ling and Feng. Interestingly, G and S never used idiomatic phrases or slang; instead, they preferred commonly used words that they thought were familiar to NNSs. With their knowledge of different sizes of Ling's and Feng's vocabulary, NSs knew well to select synonyms to express the same meaning in their respective talks with NNSs, as follows:

- (1) S: What is a prayer?
Ling: It's a kind of wish that our dream will come true by the blessing of our ancestors in Chinese culture.
S: OK. In our culture, through a prayer, we can hope talk to God and we can *supplicate* for God's forgiveness.
- (2) S: What is a prayer?
Feng: I think it's a way to talk to Heaven, want to have hope.

S: Ok. Some hope. In our culture, a prayer is a way to communicate with our God, to *request* for his forgiveness.

In example (1), S used a less frequent word *supplicate* in her speech to Ling based on Ling's language competence. However, S substituted a basic word *request* for *supplicate* when talking with Feng in example (2) according to her assessment of his competence.

Syntax. Most significantly, the average sentence NSs addressed to NNSs was lexically shorter and topologically simpler than that addressed to each other. Comparison of speech examples also reveals that NSs varied sentence structures in response to NNSs' English proficiency.

As shown in Table 1, the mean length of the sentence varied with the increased competence of interlocutors, from roughly six words in NSs' talk with Feng to eight words in that with Ling and to 14 words in NS-NS speech. There were 60% of the sentences directed to Feng that contained only one main verb (labeled s-node), compared with 57% in their talk with Ling and only 48% in their talk with each other. The difference in syntax did not appear as apparent as that in speech rate. The reason, according to Hatch (1983, p. 174), is that less complex syntactic structures are also common in NS-NS talks.

TABLE 1
ANALYSIS OF SYNTACTIC COMPLEXITY

Sentence complexity	NSs with Feng	NSs with Ling	G with S
Words/sentence	6.4	8.8	10.2
% of sentences with one s-node	0.60	0.57	0.48

Comparison of the following two dialogues does show how NSs manipulated complexity in relation to NNSs' English proficiency.

(3) G: Ling is gonna listen to the tape?

Feng: Yeah.

S: It's cold outside. Winter again.

Feng: Yeah.

G: Exactly like winter.

Feng: I know the cold weather where come from.

G: You are familiar? From Canada?

(4) G: If you pray, what language do you use?

Ling: English.

G: Why would you do that?

Ling: Because this is not in China, so I pray in English to practice it.

S: Usually we recommend people pray in their own mother tongue.

Ling: Ok. I see.

In example (3), NSs used more phrases in their conversation with Feng, while in example (4), more complete sentences were used in their conversation with Ling.

Modifications based on language proficiency are illustrated through the separate speech they addressed to Feng in example (5) and to Ling in example (6):

(5) G: You know where the Student Hall is. We have meetings a lot. You can come here. Your English will get better. Just listen. And you can meet a lot of people and learn from each other. You can come here many times. You will be better. It will be interesting to you.

(6) S: A young man from Brazil, he married a girl from, actually I forget which country she came from, but her mother language is Spanish. And he speaks Spanish very well now. I asked him, "Your first language is English, while her first language is Spanish. So what language do you use when talking with each other?" He said the language is always Spanish because she always wants him to improve his Spanish and also because it's from her heart. That's the reason why his Spanish improves so quickly. When they wake up each morning, they always speak Spanish.

Example (5) was dominated by simple sentences with only one main verb, but in example (6), S exploited various subordinate clauses. In this light, the more proficient the L2 listener, the more complex sentences there were.

Discourse. When conversing with NNSs, NSs normally utilize various strategies to keep conversations alive. Compared with talking with Ling, NSs had more difficulty involving Feng in the communication owing to his lack of lexical resources. Therefore, more strategies were used in their interactions with Feng than with Ling. One typical technique was to compliment Feng on his English as in example (7):

(7) S: Your English is getting better and better.

G: Right. Right. I can tell that.

Feng: No, no, it's bad, so bad.

They also frequently asked him questions; by doing so, they did not mean to get an answer, but to encourage the exchange of information as in example (8):

(8) S: Feng, Chinese people don't eat avocados, right?

Feng: (Silence. Maybe nodding.)

With no response, S asked another question:

S: Do you like to eat avocados?

Feng: Well.

Having failed again, she tried one more question patiently:

S: What's your favorite fruit?

Feng: Let me think.

The reason for this one-way communication may be Feng's inability to understand the word *avocado* or to express his ideas in English.

To make their messages clear, G and S used other strategies characteristic of FT, which are displayed in example (9):

(9) Feng: Many Canadian people exercises in the sport, basketball...

G: Basketball court.

Feng: Yeah. They clime the stairs.

G: It's true. In the coliseum, they go up and down stairs. But not me.

Feng: Where? Coli...

G/S: Coliseum.

Feng: Coliseum?

G: The basketball court you mentioned just now.

Feng: Yeah, Yeah. I knew it. I just don't know how to pronounce.

Feng did not know how to express *basketball court*, so G exploited the "fill-in-the-blank" technique (Hatch, 1985, p. 178). When Feng did not understand *coliseum*, both G and S repeated this word. After this simple repetition failed, G made a restatement, i.e., using a synonym.

Comparison of NSs' separate conversations with NNSs manifests that NSs, when talking with Feng, made more clarification checks (what?), confirmation checks (Do you mean?) and comprehension checks (Do you know?), as follows:

(10) Clarification check

Feng: We should be molest persons.

S: What? What do you mean by *molest*?

(11) Confirmation check

G: You should dress up in the Student Hall. That means you show your respect for others.

Feng: You know, in Chinese, I don't like to dress up so much time.

G: In Chinese? Oh, do you mean in China?

(12) Comprehension check

S: Last time, we talked about the comparison between Chinese and western festivals.

Did I tell you the Saint Patrick's Day? Do you know it?

Feng: Yeah. You didn't say it, but Ling told me.

When conversing with Ling, however, G and S did not burden themselves to keep conversations going because both NSs and Ling took up their turns naturally. Moreover, their conversation ranged over diverse topics, whereas topics of the conversation with Feng were much more limited. In examples (13) and (14), Ling incorporated her expertise into her exchange of ideas with NSs.

(13) G: When we pray, we may pray silently. It's from our heart. We cannot show to others that we are praying. Do you know why?

Ling: I think that's religious commitment.

G: I know its meaning, but can you tell me more about it?

Ling: Ok. A great theologian Jonathan Edward in the 18th century wrote a book *Sinners in the Hands of An Angry God*. He talked about religious commitment. He said it's not enough that you can understand the verses in the Bible. You must be converted followers. That is, accept those principles with your faith, your heart. Ok. Let me give you a metaphor to make it clear. Actually, it was given by Jonathan himself. Quote unquote. When you see the word *fire*, you know its meaning. Right? But you can't sense it until you are burned by fire.

(14) S: Some Canadian Chinese can speak three languages: English, French and Chinese.

Ling: Wow, three languages. Acquiring English is killing me, let alone two or three second languages.

S: I am always amazed by anyone who can speak a second language, especially those learning English as an adult.

Ling: That's right. From my course I knew that in terms of phonology, adults can never acquire native-like accent. But in vocabulary or syntax, they may. But having target-like accent is almost impossible. Right?

S: I agree.

B. Views on Foreigner Talk

Analyses of interview responses unfolded contrasting views on FT. On the one hand, both Ling and Feng sensed FT. They felt grateful for NSs' accommodation, but perceived it as unnecessary because FT prevented their exposure to authentic L2 conducive to their English improvement and caused them to feel underestimated linguistically and

cognitively. Compared with her husband, Ling expressed stronger resistance to FT because of her much higher English proficiency, a finding which presumably suggests a correlation between the level of L2 competence and the degree of resistance. This result is consistent with Knoll and Scharrer's (2007) finding of NNSs' lower ratings for FDS, but in contrast to a positive response to FDS in Bobb et al. (2019) study. On the other hand, G and S admitted to deliberately adjusting their speech to Ling and Feng for comprehension and mutual communication. They viewed FT as necessary to NS-NNS interactions but worried about its negative impact on NNSs. One of their Canadian friends once told them that they were insulting NNSs' intelligence by using FT. They had a hard time understanding why their good intention was misperceived as an insult. As they said, "Even if NNSs don't like it, we have to do it because we're only trying to help." NSs' views in the present study echo Margić's (2017) finding of NSs' generally positive attitude towards FT with concerns about its appropriateness.

V. DISCUSSION

In summary, data analyses suggested that G and S addressed Ling and Feng differently than they did to each other and adjusted their speech to the needs of NNSs. Analyses also indicated that NSs manipulated the linguistic complexity of phonology, vocabulary, syntax and discourse in connection with the interlocutors' language proficiency. NSs' speech was clearly articulated because they spoke slowly and reduced contractions. Their well-formed utterances were also associated with their selection of high-frequency vocabulary and simple sentence structures. To maintain the conversation, they drew on various techniques not used in the NS-NS talk according to their perception of NNSs' communicative skills. It is apparent that G and S modified their speech differentially in response to Ling's and Feng's English proficiency. The results of the present study verify the findings described in the literature (e.g., Ayuanita, 2013; Long, 1980, 1981, 1983a) that NSs make characteristic adjustments in both the speech to and interaction with foreigners through linguistic simplification and discourse strategies.

The conflict in views on FT seems to derive from a different understanding of effective communication. From the NNSs' perspective, communication is effective only if it can help their L2 learning; from the NSs' perspective, communication is effective only if it is comprehensible to all speakers. Accordingly, NSs might as well not make accommodations, but they have to do so; likewise, NNSs might as well appreciate and embrace accommodations, but they cannot help feeling hurt. This result echoes one relevant issue addressed by Hatch (1983). On the one hand, she defends FT in that it "helps promote communication" and serves as "an explicit and implicit teaching mode" (p. 183); on the other hand, she recognizes that "[m]any foreign students are insulted when the simplification is obviously a mismatch, far more than is necessary" (p. 181).

This conflict can be further explained by Zuengler's (1991) analysis of the dynamics intrinsic to NS-NNS interactions based on the CAT model formulated by Coupland et al. (1988). First, NSs have their own interactional goals, which may be communication efficacy, information comprehensibility, interlocutors' approval or divergence from interlocutors. In the current study, G and S held effective communication and mutual understanding as their goals for interactions with Ling and Feng. Second, NNSs shift their goals with their perception of interlocutor characteristics based on evaluations or merely stereotypes of L2 proficiency. G and S maintained their original goal of intelligible communication and deemed it proper for NNSs' communicative needs. Third, NSs modify their speech to facilitate conversations and increase the use of FT to accommodate lower-level L2 learners. That is exactly why G and S adjusted their speech differentially for Ling's and Feng's varying levels of English competence. Finally, it is time for NNSs to interpret NSs' well-intended speech modification. Out of NSs' expectations, their good intention may be regarded as "being condescending or controlling" (Zuengler, 1991, p. 239) because FT cannot enable NNSs to achieve their communicative goal of L2 enhancement, only to make them feel inferior, incompetent or alien. In Zuengler's (1991, p. 240) words, NNSs may feel as if they were dismissed as foreigners or language learners, thus viewing FT negatively. It follows that different perspectives on effective communication actually result from different communicative goals which give rise to different attitudes towards FT. This is why Ling and Feng's views contrasted sharply with those of G and S.

VI. CONCLUSION

Based on a case study between Canadian and Chinese students, the present study focuses on NSs' linguistic accommodation NNSs encounter and find baffling during NS-NNS communication. Results have shed light on the features of FT in phonology, lexicon, syntax and discourse as well as on NSs' and NNSs' contrasting views on FT. The findings draw attention to a seemingly irreconcilable dilemma caused by different communicative goals: What is deemed comprehensible by NSs is not sufficient for NNSs to improve their L2; what is perceived as authentic by NNSs is not proper for NSs to promote mutual comprehension. As such, the current study provides some practical implications. Its findings will allow a wide audience, who may have a chance to interact with NNSs, to learn about the mechanism underlying NS-NNS interactions. Hopefully, effective communication will arise from NSs and NNSs understanding each other's attitudes: NSs may treat NNSs as they do NSs to let NNSs gain opportunities to improve their L2 proficiency and meanwhile come to realize the necessity of modification when NNSs have difficulty comprehending unmodified speech.

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Characteristics of the IELTS Reading Comprehension: Implications for Development of EFL Reading Comprehension Instruction

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Abstract—Question type and format in reading tasks are essential characteristics that have been proven to affect students' performance. This study aims to investigate the characteristics of questions used in the IELTS reading comprehension tasks, including (1) question types and (2) question formats. The researchers collected 240 reading question items from six test modules in Barron's IELTS Preparation Test, authored by Loughheed (2016). The categorization criteria for different question types were adapted from Nuttall's (2005) taxonomy of questions. Question formats were categorized based on common question formats (Loughheed, 2013; Hughes, 2003). Data were analyzed using frequency and percentage. The findings revealed three common question types in the reading sections of IELTS preparation tests, including questions of *literal comprehension* (43.8%), questions of *reinterpretation* (43.3%), and questions of *inference* (12.9%). Five question formats were commonly used in the reading tests, including *multiple-choice* (33.3%), *identifying information* (28%), *completion* (25%), *matching* (11.7%), and *short answer* (2%). In addition, the study revealed four main patterns of question arrangement in the reading test as supplementary findings. This study discussed the characteristics of IELTS question items and patterns of question arrangement to contribute towards a more accurate interpretation of reading tasks and a prospective design for reading practice for EFL students.

Index Terms—reading question type, reading question formats, question arrangement, reading comprehension, EFL students

I. INTRODUCTION

Reading comprehension is vital as it functions as a mediator for learning about a particular subject matter in higher education (Hellekjær, 2009; Darasawang, 2007). Global universities commonly require their students to read English textbooks even though the students' program is not an international program, where English is used as the language of teaching and learning (Nurie, 2017; Sholeh et al., 2019). In addition, reading is also considered a core skill for students' educational achievement.

Reading comprehension allows students to master other school tasks such as essay writing and critical reading. Reading comprehension has long been a point of focus in reading instruction (Kasim & Raicha, 2017; Fathi & Afzali, 2020) because reading comprehension is regarded as "the most basic purpose for reading, underlying and supporting most other purposes for reading" (Grabe & Stoller, 2011, p. 8). Furthermore, previous studies have also confirmed that reading proficiency positively correlates with academic achievement (Dogan et al., 2015; Nyarko et al., 2018). To satisfy a reading task's requirements, students must understand the question's scope to provide the correct answer. The content of reading task questions can be better understood by analyzing question characteristics such as question type and question format.

Previous studies have revealed a positive relationship between the knowledge of characteristics of a reading task and reading proficiency among EFL students. For example, Basaraba et al. (2013) showed that the students perceived less challenge answering *literal questions* than *inference questions* and *evaluation questions*. In the same vein, Zheng et al. (2007) found that different question formats influenced students' reading performance. That is, students' score on *multiple-choice questions* (MC) was higher than that of *constructed-response questions* (CR) and *constructed-response questions with explanations* (CRE) formats. In short, possessing knowledge about the characteristics of the reading task, including question types and question format, are beneficial for students to achieve reading proficiency. Reading teachers can implement this idea into the design and delivery of their instruction to enhance students' reading proficiency (Nagy et al., 2018; Ollennu & Etsey, 2015).

The IELTS score is recognized as proof of English language proficiency by the Ministry of Higher Education and all prestigious universities in Thailand, including King Mongkut's University of Technology Thonburi, Mahidol University,

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and Prince of Songkla University, to name a few (King Mongkut's University of Technology Thonburi, 2018; Mahidol University, 2020; Prince of Songkla University, 2017). The recognition indicates that question items in the IELTS test are a good target for comprehension proficiency in the Thai context. Hence, the researchers chose IELTS reading questions as the target source for this study.

In this study, the researchers attempt to analyze the characteristics of questions in reading comprehension tasks for the IELTS preparation. Reading comprehension is one primary component task of the IELTS to indicate students' academic English proficiency. Therefore, it could be assumed that the characteristics of IELTS reading comprehension tests may represent a general standard of reading comprehension tasks required for EFL students. The primary purpose of this study was to investigate the characteristics of questions in IELTS reading comprehension tasks, including (1) question types and (2) question formats in an IELTS preparation book.

In line with the research objective, the current study addresses two research questions as follows: 1) "What are the most common question types in IELTS reading comprehension tasks?", and 2) "What are the most common question formats in the IELTS reading comprehension?"

II. REVIEW OF LITERATURE

A. Question Types

Day and Park (2005) and Nuttall (2005, as cited in Vongkrachang & Chinwonno, 2015, p. 73) clearly stated that the "category of reading questions is determined by the degree of cognitive activities such as encouragement, requirement, promotion, and demand." Based on the degree of cognitive activities, Nuttall (2005) has proposed six categories of question taxonomy as follows:

TABLE 1
SIX CATEGORIES OF READING QUESTION

Question Type	Description	Examples
1. Questions of literal comprehension	This question type requires the recall of factual information directly stated in the text. The test-takers can find the answers instantly from the text.	<ul style="list-style-type: none"> • <i>When did Leila have an accident?</i> (Nuttall, 2005, p.188) • <i>What was Yusof doing when the accident happened?</i> (Nuttall, 2005, p.188)
2. Questions involving reinterpretation	This type of question requires students to search for factual information from more than one part of the text to find the answer. The answer might not be stated in the same language as the question.	<ul style="list-style-type: none"> • <i>How old was Yusof?</i> (Nuttall, 2005, p.188) • <i>How many children had Rahman?</i> (Nuttall, 2005, p.188)
3. Questions of inference	The question asks students to infer information from the passage where the answer is not directly stated text. The students have to use their background knowledge to make a logical assumption about ideas in the passage.	<ul style="list-style-type: none"> • <i>Why was Marry proud of her son?</i> (Nuttall, 2005, p.188) • <i>What hypothesis is confirmed by Dr. Kettlewell's experiment in Dorset?</i> (Nuttall, 2005, p.188)
4. Questions of evaluation	The questions ask the readers to judge the text in terms of the writer's tone, purpose, bias, and mood.	<ul style="list-style-type: none"> • <i>What message is the writer trying to make about nature and the importance of individual human beings?</i> (Soars & Soars, 1996:94 as cited in Freeman, 2014)
5. Questions of personal response	These questions ask a personal reaction of students based on the text. The answer depends, predominantly, on the reader's subjective opinion.	<ul style="list-style-type: none"> • <i>What is your opinion of X's behavior?</i> (Nuttall, 2005, p.189) • <i>How would you feel if you were Z?</i> (Nuttall, 2005, p.189)
6. Questions concerned with how writers say what they mean	This question type asks students about the author's way of organizing the text. The question aims to help students become aware of the author's particular skill or strategy to convey information.	<ul style="list-style-type: none"> • <i>Who is "he"?</i> (reference skill) (Nuttall, 2005, p.82) • <i>What is "one"?</i> (reference skill) (Nuttall, 2005, p.82)

B. Question Formats

In reading comprehension tasks, question items are categorized into five formats. Hughes (2003) and Lougheed (2013) proposed five formats of the questions in the reading tasks as follows:

TABLE 2
FIVE FORMATS OF READING QUESTION

Format	Description	Examples
1. Multiple Choice	Multiple-choice items consist of two components, namely the stem and the options. Students are required to read the stem (question) and choose the correct answer to the question.	Stem: <i>People who see color normally are called</i> Options: A. <i>monochromatic</i> B. <i>dichromatic</i> C. <i>trichromatic</i> D. <i>colorblind</i> (Lougheed, 2013, p.79)
2. Identifying Information (True/False Items)	The identifying information format refers to question items that ask students to identify whether the statement is true or false, based on the information provided or interpretation of the passage.	<i>Does the following statement agree with the information given in the passage?</i> • <i>The British were the first people to sell glass beads in Africa.</i> (Lougheed, 2013, p.76)
3. Matching	Matching includes two columns: list A and B. Students are required to locate specific information within the lettered column and to write the chosen letters into the prompt that relates to or matches the selected letter.	<i>Match each definition in List A with the term it defines in List B</i> List A 1 <i>It means Place of Heaven.</i> 2 <i>It is the Portuguese name for southern Africa.</i> List B A <i>Phoenician</i> B <i>Natal</i> (Lougheed, 2013, p.76)
4. Completion (Sentence, Notes/Chart, Summary, Note, Table, Flow-Chart)	Students are required to fill in the blank with sentences, summaries, or notes to complete the sentence, based on their comprehension of the information from the passage.	<i>Complete the summary of the reading passage below.</i> <i>People who suffer from obsessive-compulsive disorder have</i> 1 <i>thoughts, doubts, and fears that are</i> 2 <i>OCD suffers develop certain ways</i> ... (Lougheed, 2013, p.70)
5. Short-Answer	Students answer questions, which usually relate to factual information about details in the text. This is most likely to be used with a text that contains a lot of factual information.	<i>Answer the question below. Write no more than three words for each answer.</i> 4. <i>Which country does the Zulu clan reside in?</i> 5. <i>When did the Portuguese arrive in KwaZulu-Natal?</i> (Lougheed, 2013, p.76)

C. Relevant Studies

Basaraba et al. (2013) examined the difficulty levels among three types of reading questions. The findings showed that *literal comprehension questions* ($M = -1.06$) are significantly less challenging than *inferential questions* ($M = -0.81$) and *evaluation questions* ($M = -0.52$). Gilson et al. (2014) investigated types of follow-up questions frequently used by teachers in reading classes. Their results indicated that only about 27% of questions assessed lower-level thoughts, while about 73% were for higher-level ones. Freeman (2014) identified the types of reading comprehension questions used in global EFL textbooks. The findings showed that the most widely used comprehension question types are those that require content comprehension, including 12% *literal comprehension*, 14% *reinterpretation*, and 18% *inference*. Dagostino et al. (2014) revealed three question types in reading tests for Malaysian students comprised of 40% *literal comprehension and reinterpretation questions*, 40% *inference questions*, and 20% *evaluation questions*.

Dagostino et al. (2014) further revealed that *multiple-choice* was the format of reading tests for primary and intermediate grade Malaysian readers. Zheng, Cheng, and Klinger (2007) also investigated the effects of reading comprehension question formats on the test performance of English as a second language (ESL) students and non-ESL students. The question formats were *multiple-choice* (MC) questions, *constructed-response* (CR) questions, and *constructed-response questions with explanations* (CRE). Their results revealed that the overall pattern of difficulty levels for the three question formats was the same between ESL students and non-ESL students. The investigation showed that both ESL students (59.8%) and non-ESL students (74.1%) obtained their highest mean scores for the MC question task. The ESL students (58.2%) and the non-ESL students (72.7%) also had lower scores for the CR questions. Furthermore, the *constructed-response questions with explanations* (CRE) format were the format for which both ESL students (51.5%) and non-ESL students (65.2%) scored lowest. Furthermore, Lim (2019) aimed to investigate the effects of question formats on the test scores of Chinese ESL students. TOEFL practice tests were used in this study and included two types of question format: *multiple-choice* (MC) questions and *open-ended* (OE) questions. The question format also influenced the test validity of whether the reading test properly assesses relevant reading skills or ability. The findings showed that students had higher scores for the *multiple-choice* (MC) questions in passage one ($M = 5.76$) and passage two ($M = 4.32$) than *open-ended* (OE) questions in passage one ($M = 4.55$) and in passage two ($M = 2.92$) at a significant level ($F = 19.5$, $R^2 = .10$).

In summary, previous studies showed that reading test question types and question formats are associated with levels of reading difficulty. Knowledge about test characteristics can promote students' performance in reading comprehension. The two essential components for the reading test are question type and question format. Therefore, these two components are employed as a conceptual framework in this study, as illustrated in Appendix B.

III. METHODOLOGY

A. Research Design

The current study follows documentary research employing content analysis. The researchers aimed to investigate the common question types and question formats in reading comprehension tests.

B. Sample Text

Permission was granted to the research team by Loughed (2016), the book's author (see Appendix A for proof of consent), to collect and analyze reading questions from "Barron's IELTS Preparation Test Book". The book consists of six preparation modules for the IELTS reading test. Each test module includes three passages and 40 reading question items. The length of each passage is about 1,200 words. Therefore, there are about 48,000 words in total for the reading section.

C. Corpus Development

The researchers collected 240 reading question items from reading comprehension sections in "Barron's IELTS Preparation Test Book" (Loughed, 2016). Then the researchers took pictures of all question items and options from the book and used the mobile scanner software to help digitalize text from the images. Finally, the digitalized texts were transferred to a spreadsheet program and designed into a form to analyze reading question types.

D. Research Instruments

The research instruments for the investigation in this study were as follows:

(1) A classification scheme of question types, based on Nuttall's (2005) taxonomy of question types, including *questions of literal comprehension*; *questions involving reinterpretation*; *questions of inference*; *questions of evaluation*; *questions of personal responsibility*; and *questions concerned with how writers say what they mean*.

(2) A classification scheme for question item formats, based on Hughes (2003) and Loughed (2013). The categories included five major formats: *multiple choice*, *identifying information*, *matching*, *completion*, and *short-answer*.

E. Data Collection and Analysis

Three steps were taken to collect data to investigate the question types included in "Barron's IELTS Preparation Test Book" by Loughed (2016). First, the researchers collected all 240 reading question items from six test modules posted in Barron's IELTS Preparation Test. Then the researchers used the taxonomy of question types to analyze questions in the corpus (as described in the previous section) into six different categories and five formats of questions. The patterns of question arrangement were identified based on the position of question types in the task. Finally, the researchers reported the frequencies of common types, common question formats, and patterns of reading question arrangement found in the corpus of the reading text in this study.

F. Inter-rater Reliability

The reliability of question-type findings in this study was asserted by two inter-raters, each of whom holds an MA in Applied Linguistics. Half of the 120 question items were randomly selected for the inter-raters to classify independently, using a guideline of classification schemes provided by the researchers (see Table 1). Fleiss's Kappa analysis (Landis & Koch-Kappa, 1977, as cited in Gwet, 2014, p. 124) revealed strong agreement between the inter-raters and the researchers on the classification of the question types and format ($K = .717$).

IV. RESULTS

The analysis of the 240 sample questions revealed three significant findings related to the research questions as follows:

A. Finding One: Common Question Types in the Reading Tests

The first findings showed the common question types in the reading section of the reading preparation test. Among all, 105 questions were classified as *literal comprehension* (43.8%), followed by 104 *questions involving reinterpretation* (43.3%) and 31 *questions of inference* (12.9%). None of the questions in the data set were to assess *evaluation*, *personal response*, or *how writers say what they mean*. The proportion of the question types is shown in Table 3.

TABLE 3
PROPORTIONS OF QUESTION TYPES IN THE READING TESTS

Type	<i>n</i>	%
Type 1: Literal Comprehension	105	43.8
Type 2: Reinterpretation	104	43.3
Type 3: Inference	31	12.9
Type 4: Evaluation	-	-
Type 5: Personal Response	-	-
Type 6: How Writers Say What They Mean	-	-
Total	240	100.0

1. Type 1: Questions of Literal Comprehension

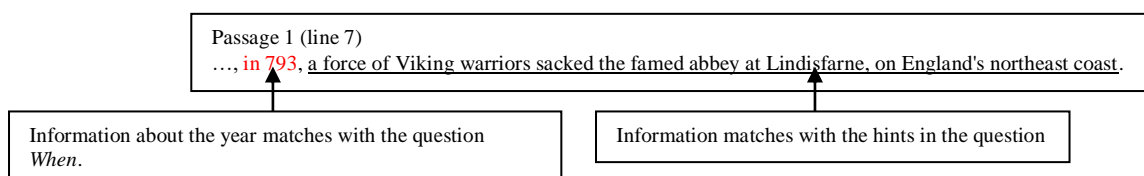
In the corpus, the *question of literal comprehension* was the most dominant question type (43.8%). This question type requires recognizing or recalling factual information explicitly stated in the text. The test takers can process answers directly from the text. A sample of literal comprehension questions is shown below:

Test 2 No. 1

When did Viking Warriors raid an abbey on the coast of England?

Explanation:

1. The word *When* is the key idea in the question asking students to search for specific information from the text about when *Viking Warriors raided an abbey in the coast of England*.
2. The hints in the question *Viking Warriors raided an abbey in the coast of England* can be found in the passage in line 7.
3. The specific information about *when* the year *in 793* is in the passage in line 7.
4. So, the information about the year *in 793* matches the question word *When*.
5. The answer to this question is directly provided in the passage, and the question is thus analyzed as *literal comprehension*.



2. Type 2: Questions of Reinterpretation

This study's second most frequently found question is *questions involving reinterpretation* (43.3%). The question requires test takers to search for information from different text parts, and test-takers need to restate ideas from reading passages into synonyms and paraphrased statements to select the answer in some questions. A sample of questions that were found in the corpus of this category are presented below:

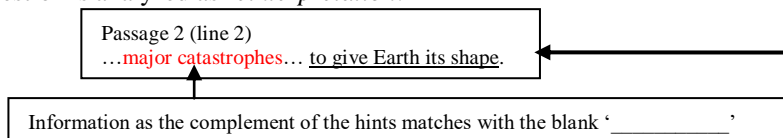
Test 2 No. 28

Complete the notes using the list of words, A-L, below.

Proposes that major 28 _____ (F. disasters) _____ have given Earth its shape.

Explanation:

1. The word *Complete* is the key idea in the question asking students to search for specific information from the text about the hints *Proposes that major _____ have given Earth its shape*. to complete the blank.
2. The hints in the question *Proposes that major _____ have given Earth its shape*. can be found in the passage in line 2.
3. The specific information, which complements *catastrophes* of the hints in the question is in the passage in line 2.
4. However, the word *catastrophes* does not directly match with the list of answer choices provided.
5. Students have to paraphrase the information *catastrophes*, which also means *Choice F. disasters*.
6. The passage provides the answer, but students have to reinterpret the information to find the best-matched choice. The question is analyzed as *reinterpretation*.



3. Type 3: Questions of Inference

Questions of inference (12.9%) were the least commonly found reading question type. The questions ask students to consider what is implied but not explicitly stated in the text. The students need to understand the text to make logical and conceptual inferences. A sample of questions that were found in the corpus of this category are presented below:

Test 3 No.4

Choose the correct heading for each section from the list of headings below.

4 Section D (ii. The Role of Computers)

Explanation:

1. The word *heading* is the key idea in the question asking students to read for the overall information in *section D* and make inferences of heading for the section.
2. The key information of *section D* can be found in lines 24-26.

3. The information from lines 24-26 in the passage can be inferred that *section D* is about the information *roles of computer* in the CT scanners.
4. The inference from the information in *section D* matches with *choice ii. The Role of Computers*.
5. The answer is not directly provided in the passage, but students have to find related information about the hints and make inferences to the best answer. The question is analyzed as *inference*.

Passage 3 (line 24-26)

The CT scanner is made up of **several computer systems**, including the **host computer**... One of the **computers converts the raw data** into an image, while **another allows the technician to control the rotation** of the gantry.

Key information in
section D

B. Finding Two: Common Question Formats in the Reading Tests

The investigation of this study also showed five reading question formats, including *multiple-choice*, *identifying information*, *completion*, *matching*, and *short answer*. The most frequently found format in this corpus was *multiple choice* (33.3%). Details of question formats are shown in the following table.

TABLE 4
PROPORTIONS OF QUESTION FORMATS IN READING TESTS

Format	<i>n</i>	%
Multiple choice	80	33.3
Identifying information	67	28.0
Completion	60	25.0
Matching	28	11.7
Short answer	5	2.0
Total	240	100.0

There were 80 reading question items found in six reading tests. The most frequently found format was *multiple-choice*, accounting for 33.3%. A sample of *multiple-choice questions* is shown below:

Test 4 No. 34

Researchers wore a mask when working with crows to _____

- A. conceal their true identity from crows.
- B. find out whether crows would recognize the mask in another situation.
- C. protect their face from aggressive crows.

The second most commonly found format in the corpus was *identifying information*, accounting for 28% of the total occurrences. A sample of *identifying information* questions found in the corpus is shown below:

Do the following statements agree with the information given in the passage?

- TRUE if the statement agrees with the information
 FALSE if the statement contradicts the information
 NOT GIVEN if there is no information on this

Test 3 No. 37

It is not certain when the big bang occurred. _____

The third most frequently found format in the corpus was *completion* (25%). For this format type, students were asked to read notes or a summary of the passage with some deleted keywords provided in the notes. Then students need to read the text and complete the blanks in the note. A sample is shown below:

Test 5 No. 28-29

Camouflage helps animals hide from both 28_____. Animals pass on their
 29_____ through their genes.

The two least commonly found formats in the corpus were *matching* (11.7%) and *short answers* (2%). *Matching* questions typically ask students to match provided headings to correct sections. A sample of *Matching* items found in the corpus is shown as follows:

Test 3 No. 1-4

- | | |
|--------------|--------------------------------|
| Sections | List of Headings |
| 1. Section A | I Scanning the Brain and Chest |
| 2. Section B | II The Role of Computers |

The following is a sample of the *short answer* format.

Test 2 No. 2

When was Eric the Red convicted of a crime?

C. Supplementary Findings: Patterns of Question Arrangement in the Tests

The following findings are extracted from findings of research question one to reveal the patterns of question item arrangement in the 18 sampled reading passages. The findings revealed four common patterns of question type arrangement in the IELTS reading preparation test, including Pattern 1: L-R-L/I (50%), Pattern 2: R-L-R (27.8%), Pattern 3: I-L/R (11.1%), and Pattern 4: L/R-I-R (11.1%). Details of question arrangement are presented in Table 5.

TABLE 5
PATTERNS OF READING QUESTION ARRANGEMENT

Pattern	Number	%
Pattern 1	9	50.0
Pattern 2	5	27.8
Pattern 3	2	11.1
Pattern 4	2	11.1
Total	18	100.0

1. Pattern 1

The most commonly found pattern in the corpus was Pattern 1: L-R-L/I accounting for 50% of the question set in 18 reading passages. The pattern L-R-L/I begins with the *literal comprehension* (L), followed by *reinterpretation* (R), and *literal comprehension* (L) or *inference* (I). The sample of this pattern is presented in Appendix C.

2. Pattern 2

Pattern 2: R-L-R (27.8%), found in five passages, was the second most dominant pattern in the corpus. The passages with the pattern 2: R-L-R begin with the *reinterpretation*, followed by *literal comprehension* and *reinterpretation*. The sample of Pattern 2 is presented in Appendix C.

3. Pattern 3 and 4

The least frequently found patterns in the corpus were Pattern 3: I-L/R and Pattern 4: L/R-I-R, accounting for 11.1% of the corpus. Pattern 3: I-L/R shows the arrangement of questions beginning with *inference* and followed by either *literal comprehension* or *reinterpretation*. In addition, Pattern 4 begins with either *literal comprehension* or *reinterpretation*, followed by *inference* and *reinterpretation*. Appendix C showed the samples of Patterns 3 and 4.

V. DISCUSSION

The discussion section is organized into three main parts: types of questions, question formats, and patterns of question arrangement in the tests.

A. Discussion of Finding One: Question Types in the Reading Tests

1. Different Proportions of Questions in the Reading Tests

The most frequently found question type in the corpus, the *literal comprehension*, asks the reader to perform a basic demonstration of cognitive ability and reading skills such as scanning information, memorizing, and recalling information to answer the question. Nuttall (2005) supports the finding of this study that the *questions of literal comprehension* are considered fundamental and essential for reading comprehension. Students are encouraged to practice this primary question type so that the knowledge about this question type complements the *reinterpretation question type* or vice versa.

Following the *literal comprehension*, the *reinterpretation questions*, the second most found question type, test the reader's ability to locate pieces of information from different parts of the passage, and sometimes the reader must interpret the ideas that are conveyed in the text and locate the corresponding choice on the test. This ability reveals the reader's genuine understanding of textual information and assesses the reader's comprehension of the passage (Day & Park, 2005). Therefore, the type of *reinterpretation questions* is always present in the IELTS reading test.

The *questions of inference*, the least found in the corpus, require the reader to perform higher cognitive abilities as they need to know what the text implies. This question type is considered more difficult for the reader than the former two types. The *inference question* items are designed to differentiate between high and low performers (Cain et al., 2001). As the *questions of inference* are more complicated, only proficient readers could select accurate answers for the questions posted. This is in line with Brown (2004), who claimed that the test items must be able to differentiate proficiencies among the test takers and the test writers always used inferential questions for this purpose (Kispal, 2008). Likewise, Basaraba et al. (2013) revealed that *inference questions* are significantly more challenging for students than *literal comprehension* and *reinterpretation questions*. Thus, it can be claimed that readers of higher proficiency always perform better on *inference questions*.

2. No Existence of Questions of Evaluation, Personal Response, and How Writers Say What They Mean

The findings showed that *evaluation questions*, *personal responses*, and *how writers say what they mean* were not found in the corpus. These are classified as higher-level questions because they ask the reader to go beyond a mere literal understanding of the passage (Basaraba et al., 2013). This claim is in line with Day & Park (2005) in that the

readers who attempt these questions must rely heavily on their thought, mood, and experience to answer such questions. In addition, these question types always call for an open-ended response. Since the responses seem very detailed, this type of grading must be concerned with *rater reliability* (Brown, 2004). Reliability refers to inconsistent scoring systems due to unclear scoring criteria and biased judgments of raters. Hughes (2003) pointed out that designers of standardized tests should consider using items permitting objective scoring because objectivity can help avoid subjective decisions on the part of the scorer, and it increases the reliability of the test. The objectivity of answers and the reliability of the marking system might also affect IELTS preparation tests; hence, to avoid the risk of rater reliability adversely affecting tests, subjective, open-ended questions are always omitted. That is why the *evaluation questions*, *personal responses*, and *how writers say what they mean* were not found in the sample texts.

Nonetheless, the findings in this study were contrastive to the study of Gilson et al. (2014), which found that 73% of follow-up questions used in the classroom were higher-level thinking, such as questions of *inference*, *evaluation*, and *personal response*. The purpose of using follow-up questions for students in the class is to assist teachers in scaffolding and promoting students' higher cognitive abilities (McConney & Perry, 2011; Oliveira, 2010). On the contrary, a standardized test (i.e., a preparation test) aims to assess students' broad proficiency and competency regarding the accuracy and fluency of using a language (Brown, 2004). Having this as the purpose of the assessment, the *questions of evaluation*, *personal response*, and *how writers say what they mean* were not found in this study.

B. Discussion of Findings Two: Question Formats in the Reading Tests

The dominant formats in the IELTS preparation tests were *multiple-choice*, *identifying information*, and *completion*. This is not surprising as these three formats are always predominant in standardized reading tests. The findings align with that of Hughes (2003), who argued that *multiple-choice items*, *identifying information*, and *completion* are the most common question formats in assessing students' language abilities. Koda (2005) further supported the notion that *multiple-choice* is perhaps the most commonly used format in standardized reading comprehension tests because it ensures objectivity. The scoring procedure of this format is consistent and straightforward; thus, the test designer chose to write the reading comprehension test items as *multiple choice*. *Identifying information* is another form of *multiple-choice* item (Hughes, 2003) as it provides objectivity in its scoring procedure.

Additionally, *completion* or *gap-filling* is another dominant format in the test. One reason why this question format is predominant might be due to its relative ease in test construction, administration, and scoring. The cloze procedure is also widely used in reading comprehension tests. To substitute for the blanks, the reader must be sensitive to semantic and syntactic constraints in each local context, regarded as a reliable indicator of reading ability (Koda, 2005).

C. Discussion of Supplementary Findings: Patterns of Question Arrangement in the Tests

1. Conventional Pattern: Literal and Reinterpretation in the Beginning Position

Pattern 1 (L-R-L/I), the most frequently found in the corpus, begins with basic questions, namely *literal comprehension* and *reinterpretation* in the second position. In line with pattern 2 (R-L-R), the questions of *reinterpretation* and *literal comprehension* are the first and second positions. The beginning positions of the questions implied the aim to practice students in processing foundation skills, namely searching, combining, and restating information or ideas in a passage, in answer these types of questions. The tasks need to assure that students can perform these basic comprehension skills before doing the more difficult question (i.e., *inference question*).

This claim is in line with what Ollennu and Etsey (2015) affirmed when they said that the position of question items affected the students' ability to do the test. Furthermore, Nagy et al. (2018) revealed that question items in later positions became more difficult for students. The effects of later item positions showed a relationship with students' lower effort in reading. This implies that the question items in the beginning positions receive out-sized reading effort and better responses while being less difficult for students. This meant that the reading preparation test designed *literal comprehension* and *reinterpretation questions* in the beginning position of the tasks with the intention of students doing these fundamental questions with a suitable level of effort and precision.

2. Unconventional Pattern: Inference in the Beginning Position

Pattern 3 (I-L/R) begins with the *inference question* in the question set. The *inference* is a more difficult question than the two former types because it requires higher skills, namely making inferences from information in a passage to answer the question (Basaraba et al., 2013; Dagostino et al., 2014). The beginning position of the *inference question* indicates the purpose of differentiating between the lower and higher proficiency readers. Low proficiency readers typically have low motivation, a more negative attitude, and increased anxiety when reading (Torudom & Taylor, 2017); hence, they might be discouraged if they were asked to complete the difficult items at the beginning. Thus, the low proficient readers need to use more effort and cognitive abilities to do the inference question at the beginning of the test, resulting in readers being exhausted and discouraged before they complete all test items.

In contrast, for high proficiency readers, who acquire inferential skills and have high motivation in reading (Torudom & Taylor, 2017; Liu, 2021), the position of the items and types might not affect their reading ability. Thus, the preparation test posits the inference in the beginning position to assess the current proficient level of the readers, and readers can practice related inferential skills for higher professional levels. This is why the author changed the position

of *literal* and *reinterpretation questions* to later positions and posited *inference questions* at the beginning of the reading task.

The claim is in line with Nagy et al. (2018), who revealed the item position (item arrangement) affected the difficulty of the test. Nevertheless, the study found that the effect of item position in the test was weaker among students with high decoding speed and reading motivation. This indicated that students' reading variables (i.e., including decoding speed and reading motivation) can vary the effects of the item position. Those with a high level of decoding speed and reading motivation received weak effects from the item position. Therefore, the study affirms that the students with a certain level of reading ability (proficiency) will be able to do the test without interference from the question position.

VI. IMPLICATIONS OF THE STUDY

Based on significant findings, the current study provides two important implications for students who want to develop their reading comprehension competence and the teachers who want to promote students' proficiency in academic reading comprehension.

The study showed that the common question types in the preparation tests were *questions of literal comprehension* (43.8%), *questions involving reinterpretation* (43.3%), and *questions of inference* (12.9%). Thus, students should realize that the knowledge of *literal comprehension* and *reinterpretation questions* are dominant in the reading tasks. These two types of questions ask students to demonstrate an understanding of the content of a text, which is fundamental and essential for assessing comprehension ability. The students should practice searching for information provided directly in the text for *literal comprehension questions* and searching for pieces of information from different parts of the text to interpret ideas for *questions involving reinterpretation* to strengthen their reading basics. As a result of these findings, students can know the question types corresponding with the types in the reading comprehension test.

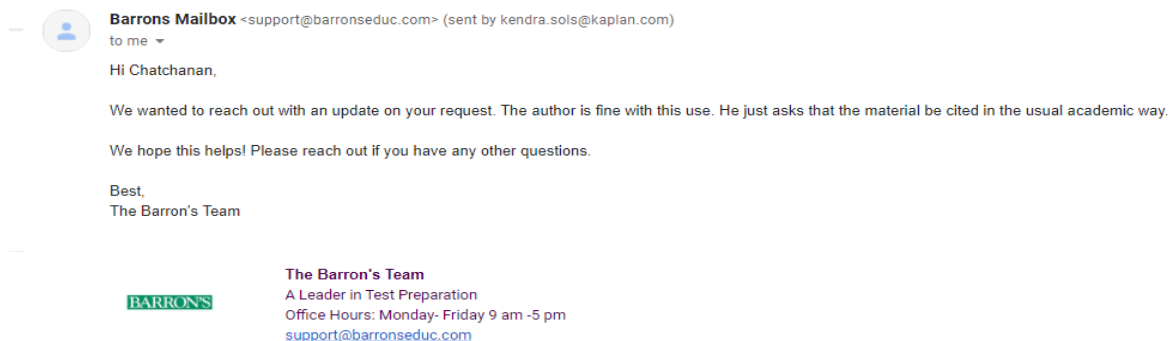
Furthermore, the findings regarding question formats suggest students should be familiar with the common question formats found in reading comprehension tests, including *multiple-choice*, *identifying information*, and *completion*. That way, students can prepare themselves with the methods to cope with the requirements of each question format. According to the findings, open-ended question formats, which are more open to indefinite answers or opinions from students, were not included in the reading preparation tests. The common question formats in this study suggest that students mainly perform the reading tests with comprehension based on the literal information in the text.

The last findings regarding patterns of reading question arrangement in the tests recommended teachers provide a set of fundamental questions, including *literal comprehension* and *reinterpretation questions*, at the beginning of the reading task (e.g., patterns 1 and 2). This allows students to process basic reading skills such as searching for specific information and interpreting ideas from the passage with a higher level of reading enjoyment and effort than the items in later positions (Nagy et al., 2018). Likewise, teachers are recommended to posit the *inference* in the beginning position of the reading task (e.g., pattern 3) to improve students' higher reading skills after students are equipped with the basic reading skills required to respond to *literal comprehension* and *reinterpretation questions*. The beginning position of the *inference* question would ensure that students can practice processing answers for the query with high effort and enjoyment, and students would not be exhausted or despaired during the *inference questions* (Nagy et al., 2018). As a result, essential reading skills for answering three main types, including *literal comprehension*, *reinterpretation*, and *inference questions* with the different item arrangement patterns, will be improved.

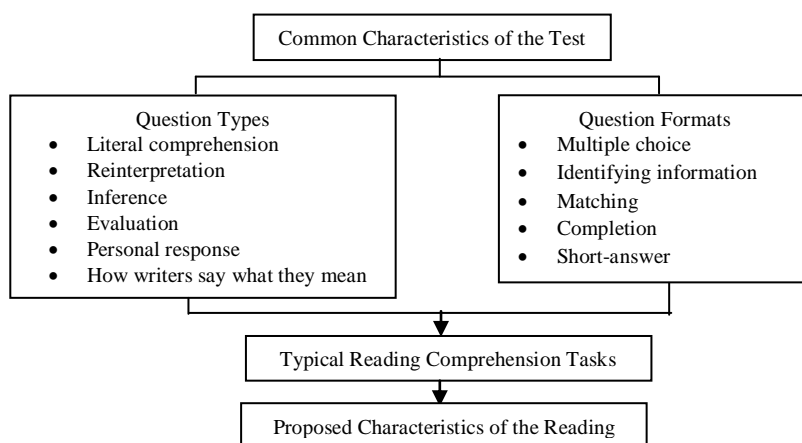
VII. SUMMARY

The current study aimed to investigate 1) question types posted in reading tasks and 2) question formats for reading tests. This investigation revealed two significant findings: (1) the three common question types in the reading sections of IELTS preparation tests, namely *questions of literal comprehension*, followed by *questions involving reinterpretation* and *questions of inference*, and (2) five-question formats in the reading tests, namely *multiple choice*, *identifying information*, *completion*, *matching*, and *short answer*. Furthermore, the study also revealed the supplementary finding of (3) four patterns of question arrangement based on data of question type from finding 1. The findings from this investigation are beneficial to students preparing themselves for a test of reading comprehension or enhancing their reading skills, while the teacher and instructional designer can use the findings to improve students' reading comprehension performance.

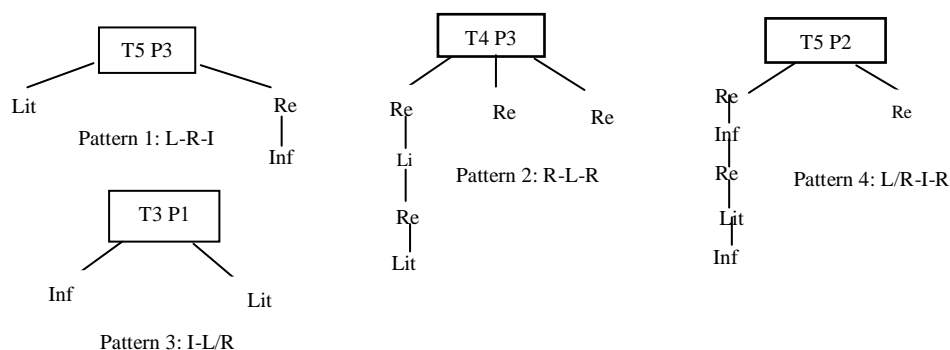
APPENDIX A. PERMISSION FOR THE USE OF BARRON'S IELTS PREPARATION TEST BOOK



APPENDIX B. CONCEPTUAL FRAMEWORK OF THE STUDY



APPENDIX C. SAMPLES OF THE QUESTION ARRANGEMENT PATTERNS



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EFL Instructors' and Students' Perceptions of Online Writing Instruction During the COVID-19 Pandemic

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Abstract—This study identifies the benefits, difficulties, challenges, and prospects of using Moodle in writing classrooms among Saudi EFL tertiary students at Shaqra University. A sample of EFL instructors and students responded to a questionnaire of 29 five-point Likert Scale statements and 4 open-ended questions. The instructors and students viewed Moodle as an empowering tool in online writing. Moodle provided the students with feasible, accessible, and timely peer/group feedback. It created a flexible, comfortable, and student-centered learning atmosphere where the instructors and students were active in the online classroom. It also ensured interactive, smooth, and instant e-collaboration in online writing. Technical problems and Internet disconnection were the main obstacles hindering the students from sufficient interaction with their instructors and other students.

Index Terms—instructors' and students' perceptions, Moodle, online writing instruction, COVID-19 Pandemic

I. INTRODUCTION

Modern communication technology has impacted the educational process at a wide scale. Nowadays, learning is conveyed via web 2.0 technologies through Learning Management System (LMS) tools such as student portals, Content Management Systems (CMS) such as Moodle, MOOCs, Blackboard, Teams. WebEx, Blackboard, and so on (Al-Samarraie & Saeed, 2018; Wang et al., 2014). Erarslan and Topkaya (2017) state, “e-learning environment, together with the widespread use and availability of internet enhanced computers and smartphones have changed the pace and boundaries of second and foreign language learning, especially on the part of the learners” (p. 82). Meanwhile, there has been an increased reliance on Web-based learning in higher education institutions due to the outbreak of the Covid-19 Pandemic that has affected all countries across the globe tremendously.

There are positive outcomes resulting from this digital transformation, including the benefits of flexibility of place and time. In Saudi Arabia, universities have resumed delivering academic programs by means of online platforms. In this regard, Shaqra University has adopted Moodle as a platform to continue the teaching and learning processes during the COVID-19 crisis. This situation is even more complex in the language classroom as learners need a communicative context for acquiring different language skills. Therefore, it is significant to explore instructors' and students' perceptions of Moodle and to what extent it is effectively employed in maintaining and promoting the teaching and learning of English as a foreign language (EFL) in the midst of the COVID-19 Pandemic.

II. LITERATURE REVIEW

Online learning is employed through self-paced independent study units, asynchronous interactive sessions, and synchronous interactive meetings (Kashoob1 & Attamimi, 2021). Thus, learning has become flexible and accessible to university students who learn virtually both online and offline via student portals (Houlden & Veletsianos, 2020). Moodle is a free online learning platform widely used around the world as “a learning platform designed to provide educators, administrators, and learners with a single robust, secure, and integrated system to create personalized learning environments” (Moodle, 2020). It has been employed in several educational language institutions as a powerful means of incorporating technology into the classroom.

A. Benefits of Online Learning

Online learning is a flexible approach that allows students to study wherever they are aligned with other life commitments based on digital technology tools. Suppasetseree et al. (2016) mention the following five roles for technology in promoting the learning environment: (1) enhancing instructors' and students' access to up-to-date learning e-resources, (2) boosting interaction and communication skills among instructors and students, (3) empowering

instructors to optimize the use of their time, (4) broadening students' perspective for their future work opportunities, and (5) creating new roles for instructors and students.

Online learning in tertiary institutions enhances interaction and communication among learners and thus promotes an elaborate student-centered learning environment (Wang, 2010). Several learning tools are incorporated to enhance instructional activities and tasks to meet the prospects and challenges of higher learning institutions (Hoic-Bozic et al., 2016). These versatile online resources have enabled instructors and learners to meet, exchange ideas, and communicate in innovative and fulfilling ways. Al-Samarraie and Saeed (2018) add that flexible and collaborative communication tools are specifically useful in reinforcing learners in creating, uploading, downloading, revising, and editing online documents and assignments, as well as exchanging ideas and insights concerning the course material.

B. Problems and Challenges of Online Learning

The sudden transition to online instruction after the onset of the COVID-19 Pandemic required instructors to prepare themselves to carry out online education in an instant. Many previous studies have highlighted the problems and challenges of incorporating technology in the EFL classroom. For example, learners should possess knowledge and competencies on how to employ Web 2.0-based learning tools (Hursen, 2020). The use of learning portals is challenging to many EFL learners who possess insufficient competency levels of digital knowledge and culture (Vesisenaho et al., 2010). Thus, these learners should be trained in competencies of employing up-to-date technologies for learning purposes (Meyers et al., 2013). They should also be given sufficient time to get familiarized with Web 2.0-based learning, along with technological tools and competencies (Hoic-Bozic et al., 2016).

Mouchantaf (2020) stressed instructors' complaints that online learning was usually accompanied with students' missing lectures, internet disconnection, technical complications, and insufficient institutional support and training. In Saudi Arabia, Hoq (2020) found that while online learning tools saved time and energy in uploading, downloading, and editing learning materials, some teachers did not have sufficient time to manage the technical demands of online learning. Mahyoob (2020) also referred to the technical, academic, and communication challenges that hindered students' online learning.

C. Related Studies on Moodle & Online Language Learning

Effectiveness of Moodle in promoting language teaching and learning has been emphasized in research. Al-Ani (2013) used a questionnaire to explore EFL students' perceptions of the impact of employing Moodle in a blended learning context on students' achievement, motivation, collaboration, and communication. Another aim was to identify the obstacles encountered by the students in using Moodle in blended learning. It was found that Moodle had a moderate impact on the students' language achievement, motivation, collaboration, and communication. There were no statistically significant differences in the students' perceptions in relation to their gender or college type. The biggest obstacles facing the students were computer technical problems and frequent internet disconnection.

Bataineh and Mayyas (2017) examined the impact of Moodle on promoting EFL students' reading comprehension skills and grammar competence. A number of 32 students were randomly assigned as an experiment group and a control group. The experimental group outperformed the control group in reading comprehension skills and grammar competence. In addition, the students' performance significantly improved in the two reading skills of scanning and skimming.

Zhang and Chang (2018) compared the learning outcomes of blended learning via Moodle and face-to-face learning of university English as a second language (ESL) students. A database was examined, incorporating students' gender, grade, and knowledge domain, the two learning modes, and students' performance. Collaborative writing tasks were designed via Moodle to promote writing skills. The students following blended learning via Moodle achieved better performance in their ESL courses compared to the students in the face-to-face learning mode. The Moodle-based tasks effectively drew the students' attention to writing skills and enhanced cooperative learning.

Rahmawati (2019) examined tertiary EFL students' attitudes in a blended learning course conducted via Moodle to develop their listening and speaking skills. The researcher also explored the students' preference of two learning modes: full face-to-face learning versus combination of face-to-face and online learning. The students' speaking practices on the Moodle platform significantly improved their speaking skills and reduced their speaking anxiety. As for the delivery mode that the students preferred, the majority favored a blended learning mode for their other future courses.

Zahro (2019) examined the effectiveness of Moodle e-learning media in teaching descriptive text writing. The participants of the study were 47 tenth-grade students. The researcher collected data through a pre-test and a post-test. The researcher developed Moodle e-learning media through developing a seven-step design: needs analysis, planning, developing Moodle e-learning media, field testing of Moodle e-learning media, revision of Moodle e-learning media, main field testing of Moodle e-learning media, and revision of the product. The students favored Moodle e-learning media that proved effective in their learning of descriptive writing.

Kheireddine (2020) examined the impact Moodle platform activities on enhancing EFL students' writing skills. Two questionnaires were employed: one for the teachers and the other for the students. Moodle-based activities were employed to overcome the difficulties inherent in learning the writing skill such as the lack of time and practice and low motivation in EFL writing classrooms. The teachers viewed writing as the most difficult skill for their students. They encountered several obstacles when teaching it. The students indicated that they encountered varied difficulties in

learning writing. Both the teachers and the students stated that the Moodle platform activities were useful and represented an effective solution to overcoming writing obstacles.

III. PROBLEM AND QUESTIONS OF THE STUDY

At the onset of the COVID-19 Pandemic, almost all the educational institutions closed their doors and adopted online learning for teaching students, creating an online learning setting via digital pedagogy and technology (Kamenetz, 2020). There is scarce research on online learning platforms used in EFL classrooms during the Covid-19 Pandemic. Meanwhile, no research has attempted to explore instructors' and students' perceptions of online writing in Saudi tertiary EFL classrooms. Therefore, this study aims to identify the benefits, difficulties, challenges, and prospects of using Moodle in writing classrooms among Saudi tertiary EFL students at Shaqra University.

Accordingly, this study was conducted to answer the following questions:

- 1- What are EFL instructors' and students' perceptions of processes of online writing via Moodle?
- 2- What are EFL instructors' and students' perceptions of assessment and feedback on online writing via Moodle?
- 3- What are EFL instructors' and students' perceptions of the challenges and problems of online writing via Moodle?
- 4- What are EFL instructors' and students' perceptions of the positive and negative aspects as well as their prospects of using Moodle in the online writing classroom?

IV. INSTRUMENT AND SAMPLE

The research instrument was a questionnaire developed by generating a list of four sections derived from the literature (Al-Ani, 2013; Almahasees et al., 2021; Bin Dahmash, 2020; Cakrawati, 2017; Kashoob1 & Attamimi, 2021; Mouchantaf, 2020). It was divided into two parts. The first part consisted of 29 statements following a five-point Likert Scale format for rating questionnaire statements. These were related to the four sections emanating from the study questions under four headings: (a) Processes of online writing via Moodle; (b) Assessment and feedback on online writing via Moodle; (c) Advantages of online writing via Moodle; and (d) Challenges and problems of online writing via Moodle. The second part of the questionnaire included 4 open-ended questions designed to reveal the benefits, problems, challenges, and prospects of using Moodle in the online writing classroom. As for the study sample, the data were collected from 11 EFL instructors and 102 students from the branches of the College of Science and Humanities, Shaqra University, in Shaqra, Dhurma, Dawadmi Thadq, Huraymila, and Quwaiiyah. The students registered in Level-5 Writing Course during the first semester of the academic 2021-2022 participated in the study.

V. RESULTS & DISCUSSION

This section presents and discusses the results in relation to the research questions and previous literature.

A. Statements Following the Five-point Likert Scale

The instructors and students' responses to statements of the first research question revealed the significant impact of Moodle on the processes of online writing via Moodle.

TABLE 1
INSTRUCTORS' RESPONSES TO PROCESSES OF ONLINE WRITING VIA MOODLE

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1- Online writing via Moodle gives students more time to practice writing skills.	3 27.27%	5 45.45%	1 9.09%	2 18.18%	0 0%
2- Online writing via Moodle helps students improve their planning strategies in writing. (e.g., brainstorm, prewriting, draft...etc.)	3 27.27%	3 27.27%	1 9.09%	4 36.36%	0 0%
3- Online writing via Moodle enables students to improve their writing ability by exposing them to digital learning materials and learning activities models and examples.	6 63.63%	1 9.09%	3 27.27%	0 0%	0 0%
4- Online writing via Moodle increases students' correct use of grammar in writing.	5 45.45%	1 9.09%	1 9.09%	4 36.36%	0 0%
5- Online writing via Moodle increases students' vocabulary repertoire and use in writing.	4 36.36%	2 18.18%	3 27.27%	2 18.18%	0 0%
6- Online writing via Moodle improves students' knowledge of different writing elements. (e.g., spelling, punctuation...etc.)	5 45.45%	3 27.27%	2 18.18%	1 9.09%	0 0%
7- Online writing via Moodle encourages Peer/group work through Moodle features (e.g., chat, forum, blog, etc.).	4 36.36%	3 27.27%	2 18.18%	2 18.18%	0 0%
8- Overall, I am satisfied with the process of online writing via Moodle.	2 18.18%	3 27.27%	5 45.45%	1 9.09%	0 0%

The instructors showed positive perceptions of Moodle as an important tool in the processes of their students' online learning of writing. Statements 1, 3, and 6 got the highest score with a percentage of (72.72%). These were followed by statements 2, 4, and 5 with a percentage of (54.54%). Then, statement 7 came with a percentage of (63.63%) Finally, statement 8 got the lowest percentage of (45.45%).

TABLE 2
STUDENTS' RESPONSES TO PROCESSES OF ONLINE WRITING VIA MOODLE

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1- Online writing via Moodle gives me more time to practice writing skills.	30 29.41%	46 45.10%	13 12.75%	9 8.82%	4 3.92%
2- Online writing via Moodle helps me improve my planning strategies in writing (e.g., brainstorm, listing, mind mapping, freewriting, ...etc.)	26 25.49%	45 44.12%	20 19.61%	8 7.84%	3 2.94%
3- Online writing via Moodle enables me to improve my writing ability by exposing me to digital learning materials and learning activities models and examples.	28 27.45%	49 48.04%	15 14.71%	5 4.90%	5 4.90%
4- Online writing via Moodle increases my correct use of grammar in writing.	28 27.45%	47 46.08%	19 18.63%	4 3.92%	4 3.92%
5- Online writing via Moodle increases my vocabulary repertoire and use in writing.	30 29.41%	47 46.08%	17 16.67%	6 5.88%	2 1.96%
6- Online writing via Moodle improves my correct use of different writing elements. (e.g., spelling, punctuation...etc.)	32 31.37%	53 51.96%	12 11.76%	2 1.96%	3 2.94%
7- Online writing via Moodle encourages peer/group work through Moodle features (e.g., chat, forum, blog, etc.).	25 24.51%	52 50.98%	16 15.69%	5 4.90%	4 3.92%
8- Overall, I am satisfied with the process of online writing via Moodle.	32 31.37%	37 36.27%	21 20.59%	6 5.88%	6 5.88%

Table 2 showed that students had positive perceptions of Moodle as a tool of empowering them in the processes of online writing. Statement 6 got the highest score with a percentage of (83.33%), and statements 3, 5, and 7 with a percentage of (75.49%). These were followed by statement 1 with a percentage of (74.51%), and statement 4 with a percentage of (67.64%). Finally, statement 8 came last with a percentage of (67.64%).

According to these high percentages in tables 1 and 2, about two thirds of the instructors and students were satisfied with the processes of online writing via Moodle. This satisfaction originated from the potential of Moodle as an effective learning platform that provided the students with ample time to practice writing skills. Moodle also boosted the students' language performance by increasing their correct use of grammar and vocabulary, spelling, and punctuation in their online writing classes. Meanwhile, Moodle features (e.g., chat, forum, blog, etc.) encouraged peer/group work by empowering the students and helping them show innovation via using Moodle digital tools to generate ideas, test videos, create writing pieces, and solve authentic problems in their writings. Previous research supports these significant benefits of online learning in promoting EFL students' performance. Liddicoat and Scarino (2013) assert that what they call social technology is beneficial in developing language learning within a reflective design orientation.

Similarly, the instructors and students' responses to statements of research question 2 revealed the significant impact of Moodle on the assessment and feedback that the students received.

TABLE 3
INSTRUCTORS' RESPONSES TO ASSESSMENT AND FEEDBACK ON ONLINE WRITING VIA MOODLE

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1- Students can do the assignments, download them and receive feedback from their instructors via Moodle.	6 54.54%	4 36.36%	1 9.09%	0 0%	0 0%
2- Feedback on online writing via Moodle is specific and clear that students understand what exactly to revise and edit.	6 54.54%	2 18.18%	3 27.27%	0 0%	0 0%
3- Feedback on online writing via Moodle is supported by clear examples/suggestions for improvement.	6 54.54%	3 27.27%	2 18.18%	0 0%	0 0%
4- Feedback on assignments and examinations in online writing via Moodle is timely (i.e., feedback is sent back to me quickly).	7 63.63%	2 18.18%	1 9.09%	1 9.09%	0 0%
5- Peer/group feedback in online writing via Moodle is easily accessible.	3 27.27%	6 54.54%	2 18.18%	0 0%	0 0%

Statement 1 came first with a percentage of (90.90%) which highlighted the key features of Moodle in facilitating online writing and feedback provision. Statements 3, 4, and 5 came second as (81.81%) of the instructors indicated that accessible and timely feedback via Moodle was supported by examples/suggestions and fostered their students' peer/group work. Finally, statement 2 came last as (72.72%) of the instructors indicated that specific and clear feedback on online writing via Moodle enabled their students to revise and edit their writings.

TABLE 4
STUDENTS' RESPONSES TO ASSESSMENT AND FEEDBACK ON ONLINE WRITING VIA MOODLE

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1- I can do the assignments, download them and receive feedback from my instructors via Moodle.	36 35.29%	50 49.02%	11 10.78%	1 0.98%	4 3.92%
2- Feedback on online writing via Moodle is specific and clear that I understand what exactly to revise and edit.	31 30.39%	46 45.10%	16 15.69%	3 2.94%	6 5.88%
3- Feedback on online writing via Moodle is supported by clear examples/suggestions for improvement.	28 27.45%	47 46.08%	18 17.65%	5 4.90%	4 3.92%
4- Feedback on assignments and examinations in online writing via Moodle is timely. (i.e., feedback is sent back to me quickly.)	30 29.41%	50 49.02%	13 12.75%	4 3.92%	5 4.90%
5- Peer/group feedback in online writing via Moodle is easily accessible.	30 29.41%	48 47.06%	9 8.82%	12 11.76%	3 2.94%

Statement 1 came first with a percentage of (84.31%), which highlighted the key features of Moodle in facilitating online writing through enabling the students to do the assignments, download them, and receive instructor feedback. Statement 4 ranked second as (78.43%) of the students stated that feedback was timely, which was an important feature that empowered them to keep pace with their progress in learning writing skills. The third rank was taken by statement 5 with a percentage of (76.47%) as the students indicated that peer/group feedback was not only possible in online writing via Moodle but was easily accessible as well. Even the last two statements in the list of this section ranked high with percentages of (75.49%) and (73.53%) for statements 2 and 3 in order. The students' responses to these two statements affirmed their preference of immediate and accessible feedback in online writing classes. Rosell's study (2020) is in line with these results that online learning enables students to pose and answer questions. It also provides feedback on the assigned course content, tasks, and assignments.

The instructors' and students' responses to research question 3 in tables 5 and 6 affirmed the significant benefits of online writing via Moodle.

TABLE 5
INSTRUCTORS' RESPONSES TO ADVANTAGES OF ONLINE WRITING VIA MOODLE

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1- Students are satisfied with the format and structure of the learning materials of writing presented on Moodle.	3 27.27%	5 45.45%	2 18.18%	1 9.09%	0 0%
2- Online writing via Moodle is flexible and enables students to access digital learning materials, learning activities, and lectures online from any place at any time.	3 27.27%	5 45.45%	3 27.27%	0 0%	0 0%
3- Students feel motivated to participate in different online writing activities.	3 27.27%	6 54.54%	1 9.09%	1 9.09%	0 0%
4- Online writing via Moodle makes it easier and more convenient for students to study and practice writing at home.	5 45.45%	2 18.18%	4 36.36%	0 0%	0 0%
5- Interaction and discussion with students become easier and more effective in online writing via Moodle.	3 27.27%	4 36.36%	3 27.27%	1 9.09%	0 0%
6- Online writing via Moodle creates a relaxed and stress-free atmosphere.	4 36.36%	4 36.36%	1 9.09%	2 18.18%	0 0%
7- Online writing via Moodle reduces feelings of fear and tension.	3 27.27%	4 36.36%	2 18.18%	2 18.18%	0 0%
8- Online writing via Moodle helps students overcome their shyness when they participate with their instructors in discussions.	2 18.18%	7 63.63%	1 9.09%	0 0%	1 9.09%
9- Online writing enhances students' learning autonomy (i.e., self-learning)	6 54.54%	3 27.27%	2 18.18%	0 0%	0 0%

Table 5 revealed the instructors' positive responses of *Agree* and *Strongly Agree* for all statements. Statements 3, 8, and 9 got the highest positive score with a percentage of (81.81%). After that, statements 1, 2, and 6 took the second rank with a percentage of (72.72%). Finally, statements 4, 5, and 7 came last with a percentage of (63.63%).

TABLE 6
STUDENTS' RESPONSES TO ADVANTAGES OF ONLINE WRITING VIA MOODLE

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1- I am satisfied with the format and content of the learning materials of writing presented on Moodle.	29 28.43%	47 46.08%	18 17.65%	5 4.90%	3 2.94%
2- Online writing via Moodle is flexible and enables me to access digital learning materials, learning activities, and lectures online from any place at any time.	34 33.33%	51 50.00%	9 8.82%	6 5.88%	2 1.96%
3- I feel motivated to participate in different online writing activities.	27 26.47%	45 44.12%	17 16.67%	9 8.82%	4 3.92%
4- Online writing via Moodle makes it easier and more convenient for me to study and practice writing at home.	36 35.29%	47 46.08%	13 12.75%	4 3.92%	2 1.96%
5- Interaction and discussion with the instructor and other students become easier and more effective in online writing via Moodle.	33 32.35%	43 42.16%	14 13.73%	8 7.84%	4 3.92%
6- Online writing via Moodle creates a relaxed and stress-free atmosphere.	35 34.31%	46 45.10%	15 14.71%	2 1.96%	4 3.92%
7- Online writing via Moodle reduces feelings of fear and tension.	35 34.31%	46 45.10%	13 12.75%	3 2.94%	5 4.90%
8- Online writing via Moodle helps me overcome my shyness when I participate with my instructors in discussions.	41 40.20%	46 45.10%	10 9.80%	2 1.96%	3 2.94%
9- Online writing enhances learning autonomy (i.e., self-learning).	41 40.20%	42 41.18%	11 10.78%	6 5.88%	2 1.96%

Statement 8 got the highest positive score as (85.30%) of the students agreed that online writing via Moodle helped them overcome their shyness when participating with their instructors in discussions. This result receives support from related research (e.g., Almahasees et al., 2021) that online learning encourages shy students to participate and improves their attendance. Statement 2 was another statement highly rated as shown in the students' responses with a percentage of (83.33%). Thus, the students felt motivated to participate in online writing activities. Ahmadi (2018) confirms this result that suitable technology for language learning significantly motivates students to master language skills efficiently. Furthermore, online writing classes offer flexibility, regardless of place and time. This result goes in accordance with Rahmawati's study (2016) that students view online learning as a flexible approach that furnishes rich resources, increases collaboration among students, and motivates them to learn language successfully.

The third rank was taken by statement 3 that online writing enhanced the students' self-learning. This result is supported by Hazaymeh (2021) that learners show innovation and autonomy through using digital technologies to generate ideas, test videos, create articles, and solve authentic problems. Next, the students rated the fourth statement with a percentage of (81.38%) that online writing via Moodle made it more convenient for them to study and practice writing at home. Clearly, the students favored this learning environment utilizing technological potential while being at home. This helped them focus on their studies and in-depth learning. The students gave the same percentage of (79.41%) for statements 6 and 7 that online writing via Moodle both created a stress-free atmosphere and reduced their feelings of fear and tension. The students viewed online learning as a productive source of information.

Statements 7 and 8 received the same ranking with a percentage of (74.51%). Statement 9 came last with a percentage of (70.59%), as the students showed motivation when participating in different online writing activities. These results go in line with Hazaymeh's research (2021) that online learning is a motivational approach that enhances self-learning and language pedagogy for today digital learners. It empowers students to develop research and information fluency, high levels language performance as well as communication and collaboration skills.

The instructors' and students' responses to the statements of research question 4 are presented in tables 7 and 8.

TABLE 7
INSTRUCTORS' RESPONSES TO CHALLENGES AND PROBLEMS OF ONLINE WRITING VIA MOODLE

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1- A large number of students in online writing classes negatively affects the learning outcomes.	5 45.45%	5 45.45%	1 9.09%	0 0%	0 0%
2- Students make more effort than usual when it comes to doing writing activities via Moodle.	6 54.54%	2 18.18%	2 18.18%	1 9.09%	0 0%
3- Students' interaction with instructors is more difficult and less convenient when studying online.	0 0%	2 18.18%	5 45.45%	4 36.36%	0 0%
4- Miscommunication between instructors and students often happens in online classes.	1 9.09%	4 36.36%	5 45.45%	1 9.09%	0 0%
5- Students don't have enough opportunities to interact with other students.	1 9.09%	4 36.36%	3 27.27%	2 18.18%	1 9.09%
6- Poor network connection causes problems with students' interaction, participation, and communication.	6 54.54%	2 18.18%	2 18.18%	1 9.09%	0 0%
7- The time allocated for online writing, quizzes, and exams is insufficient.	3 27.27%	2 18.18%	2 18.18%	3 27.27%	1 9.09%

The instructors expressed significant views on these issues that might hinder their online learning of writing with a percentage of (90.90%) for statement 1. Next, statements 4, 5, and 7 were highly rated by the instructors with a percentage of (45.45%). Finally, statement 3 came with a percentage of (18.18%).

TABLE 8
STUDENTS' RESPONSES TO CHALLENGES AND PROBLEMS OF ONLINE WRITING VIA MOODLE

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1- A large number of students in online writing classes negatively affects the learning outcomes.	15 14.71%	33 32.35%	23 22.55%	17 16.67%	14 13.73%
2- I make more effort than usual when it comes to doing writing activities via Moodle.	19 18.63%	34 33.33%	25 24.51%	18 17.65%	6 5.88%
3- Interacting with instructors is more difficult and less convenient when studying online.	22 21.57%	26 25.49%	13 12.75%	26 25.49%	15 14.71%
4- Miscommunication with instructors often happens in online classes.	20 19.61%	25 24.51%	22 21.57%	21 20.59%	14 13.73%
5- I don't have enough opportunities to interact with other students.	33 32.35%	43 42.16%	14 13.73%	8 7.84%	4 3.92%
6- Poor network connection causes problems with interaction, participation, and communication.	31 30.39%	37 36.27%	17 16.67%	10 9.80%	7 6.86%
7- The time allocated for online writing, quizzes, and exams is insufficient.	30 29.41%	28 37.45%	17 16.67%	20 19.61%	7 6.86%

The students stated their views on the inhibiting issues that might hinder their online writing. Statement 5 came first with a percentage of (74.51%) that they did not have enough opportunities to interact with other students. This result goes in accordance with previous research (e.g., Almahasees et al., 2021) that lack of interaction is considered a challenge for online students and is negatively reflected in their progress and personalities. Next, the sixth and seventh statements were highly rated by the students with a percentage of (66.66%). This affirmed the students' concern about the problems of poor network connection that hindered their interaction, participation, and communication. In addition, the students were worried about the insufficiency of time allocated for online writing, quizzes, and exams. Previous research affirms these problems of slow connections and lack of time (Erarslan & Topkaya, 2017). In addition, a little more than half the students with a percentage of (51.96%) expressed the great effort they exerted when doing writing activities via Moodle. However, this idea is natural in writing classes that are loaded with activities and assignments (Ho & Trinh, 2019; Warni, 2016).

The fifth and sixth ranks were taken by statements 1 and 3 with a percentage of (47.06%) that the large number of students in online writing classes negatively affected their learning and made interaction with instructors more difficult and less convenient. Again, this situation is found in all types of classrooms, whether in-class or online learning, as teaching quality is adversely affected by the increase in the number of students attending the class. This problem is even more aggravated in regular writing classes. Finally, less than half the students with a percentage of (44.12%) expressed that miscommunication often happened in their online classes with their instructors. Gautam (2020) affirms the same idea that students might suffer from lack of social face-to-face interaction in online classes.

B. Open-ended Questions

As for the first open-ended question concerning the positive aspects of online learning on the students' writing, the instructors mentioned that both teaching and learning became easier and more flexible than before. This flexibility covered both place and time of online writing classes via Moodle. They also emphasized their students' easy access to Moodle features, materials, resources, and dictionaries. A related advantage was that Moodle offered the students a relaxing atmosphere and enabled them to learn at their own pace. In addition, there were more opportunities for quality teacher-student interaction. Meanwhile, online writing via Moodle reduced the students' feelings of fear, which helped them interact and communicate with their instructors.

The students pinpointed the advantages clarity of writing texts via Moodle, mastery of grammatical structures, and fast comprehension of texts. All these features enabled them to write effectively. Some of the students' responses were: "Moodle improved writing and reading, and it provided good help in language development." and "Now, I can speak and write easily." Moodle also enhanced the students' writing through promoting their overall language performance. One student stated, "We learned more vocabulary in comparison with in-class learning." Another student mentioned, "There is a chance to make less spelling mistakes because of the presence of the spelling checker as well as availability and easy access to online dictionaries." The students valued the features of speedy search for information, accuracy in data entry while using Moodle, and having access to a lot of information.

Moodle provided a safe learning environment where all information was completely secure and not in danger of being infected by viruses. Meanwhile, it was also easy for the students to write, delete, and modify their writing pieces. They were able to go back to the online lectures and revise unclear points any time and in the way that suited them. They wrote the same piece of writing as many times as they needed till they reached their best writing product. One student said, "I can write many versions for the same paragraph. I feel safe and I write better."

Moodle furnished a learning atmosphere full of concentration away from the usual classroom distractions for practicing writing. It offered the students the advantage of learning at one's pace in comparison with the large number of students in regular education. Meanwhile, it helped the students save time and effort through enhancing self-learning and fast-learning. One student highlighted, "It fostered learning speed, while grasping all aspects of information and writing skills".

The students appreciated the comfortable and convenient learning atmosphere available in the Moodle classroom. They became familiar with writing and felt free to participate. It provided ease of interaction and information sharing. One student stressed, "Online learning is more comfortable because all I need is logging on the Moodle and using the online soft copy of the prescribed writing textbook uploaded on Moodle." Another student added, "I feel more comfortable because I am very shy in reality, and online learning enables me overcome my shyness." A third student mentioned, "There is no tension or stress and I feel free in writing my answers and assignments."

Finally, communication was fast among the students and between the students and their instructors. One student said, "I have better communication skills with teacher and students." Easy and speedy communication was also boosted with the instructor outside university regular works hours. Co-operative work was also encouraged. The students referred to the Moodle features as being convenient for coping with the age of technology, especially in the field of language learning. Online writing via Moodle encouraged the students' desire for further learning and writing. A student stated, "When writing the assignments, I am no longer satisfied with the information of the syllabus. This learning makes me surf the internet for references and extra information."

These results are in line with Al Zumor et al. (2013) who state that using technological tools in teaching English promotes students' overall language performance. Cakrawati (2017) affirms that online learning platforms are effective and significant tools in EFL teaching and learning, especially in helping students develop language skills and acquire new vocabulary and grammar. Hazaymeh (2021) adds that online learning promotes students' creativity and writing performance as they use language to analyze and paraphrase written paragraphs and essays.

The instructors expressed important issues concerning open-ended question two on the negative aspects of online learning and students' writing. These included bad network connection. They added that cheating prevention in online quizzes, exams, and assignments was a complicated problem that was difficult to control. In addition, they mentioned that online writing exams were suitable and manageable in the form of multiple-choice questions, but they were not feasible for examining writing holistically in the form of whole paragraphs and essays. Another problem was that some students might be out of control as a result of being away from the instructor, which affected classroom management.

Due to lack of proper computer and typing skills, the instructors stated that some students' online writing was slow and could even interfere with their thinking processes and slow them down. Alongside, there was also the problem that some students might plagiarize in online writing activities, assignments, and quizzes. The instructors also highlighted the need for their students to be trained in how to plan before online writing and the later processes of online writing, revising, and editing. Finally, correcting students' writings online took time and effort on the part of instructors, especially that online writing feedback was supported with detailed feedback. These problems have some evidence in previous research such as Rahmawati's study (2016) that online learning increases the probability of cheating among students and requires more efforts from instructors.

The students' responses to this question also reflected technical problems related to internet disconnection as well as some students' low technological and computer competence. A student said, "Internet disconnection is a problem, and there isn't enough time allocated for exams." One student put it clearly, "Passivity can happen when there is a problem with the internet, and we can't have access to the lessons." Altunay's study (2019) affirms that a large percentage of EFL learners have encountered technical problems and internet disconnection that restrict their ability to go online and attend their English classes.

Some students needed to develop better technological and internet skills. A student said, "I haven't enough experience in using technology and the internet." Another student added, "Some students don't even have a computer. Some don't understand the instructors' online explanation." In addition, some students took a long time in doing and uploading their writing assignments. A student stated, "I need more time to cover all materials on Moodle and write all the assignments. Sometimes, it's tiring."

As the internet might sometimes disconnect or might not work properly, the students were not able to hear the instructor's voice properly. Unfortunately, the students' responses revealed that some instructors were even intolerant with these problems. One student mentioned, "Some instructors don't consider the consequences when there are problems with the internet." Some students even referred to problems related to the instructor's physical absence and being available only during online sessions. This sometimes led to weakness in communication between the instructor and the students.

When asked in the third open-ended question to list ways that they thought would improve online writing, three instructors proposed no further modifications. They thought that everything was going well with online writing via Moodle. Five instructors proposed some ideas to improve students' online writing experience via Moodle. For example, they suggested including some face-to-face classes and communication to be integrated with Moodle online writing sessions. They suggested that there be live connection with the students in all Moodle online writing classes. Another suggestion was including YouTube videos and similar applications to expose students to different ways of writing

activities and exercises. A similar innovation was incorporating some applications to train students in note-taking and fast typing.

Overall, most students were completely satisfied with their learning experience via Moodle. For instance, one student highlighted, "I don't think there are other ways to improve Moodle." Another student said, "Learning via Moodle is much better than in-class learning." Those students recommended online learning in all courses, and not just writing. On the other hand, a number of students favored continuing online writing, yet they proposed some modifications to improve the experience. A student mentioned, "If online learning is to continue, exams should be online as well." They recommended more training in using Moodle, more opportunities to exchange their writing with other students, and smooth access to all Moodle features without internet disconnection. Several students favored recording all sessions for later learning and reference. They also recommended watching videos on Moodle as one student suggested, "Making the feature of opening videos available on Moodle as well as providing a larger space for video captions and presentations and solving the problem of hanging."

Still, a third group of students proposed modifications so that they could fully exploit the potential of Moodle. The first idea was increasing time for writing practice and exams. A significant modification was consolidating better communication and interaction with instructors as well as enhancing group work. In addition, some students stressed the importance of adhering to the set dates and times of lectures and not changing them. Other recommendations were related to improving the online learning environment. For example, some students recommended having a smaller number of students in Moodle writing classes.

When responding to open-ended question four, the instructors expressed the desire to continue using online writing classes via Moodle after the COVID-19 Pandemic ended. On the other hand, only one instructor disapproved continuing using online writing classes, and another instructor was neutral about the experience of online writing via Moodle. Overall, the instructors agreed that the majority of their students were satisfied and comfortable with online writing via Moodle. In addition, they referred to technology as being an integral part of everyday life; they would probably continue online writing whether via Moodle or other learning platforms. One instructor said, "I strongly recommend it as it helped my students improve their English. I want online learning to continue."

The students' responses to this question crystalized their views of online writing, and whether they wanted to continue using it in the future. The majority of students favored employing Moodle in online writing classes. A student summarized significant issues related to online writing via Moodle by stating, "Moodle arranges the lessons for me, which saves time. However, it depends on the instructor, and some instructors don't give due care to the Moodle platform." Another student added, "I want online learning to continue, and Moodle should continue." Overall, the results revealed that using Moodle in online writing increased the students' achievement and self-regulated skills. These results are in accordance with those of Al-Saleem et al. (2010) that online learning provides a non-threatening, comfortable, and cooperative environment that lessens the psychological barriers such as stress, shyness, and anxiety. On the other hand, few students did not favor continuing online learning and stated their reasons as well. These students thought that the outputs of online learning were less than those of regular learning.

VI. CONCLUSIONS

Online learning is a flexible process that helps learners to study wherever they are aligned with their life commitments due to digital learning tools. Therefore, online learning has become increasingly employed in educational language settings as it effectively addresses learners' needs and enhances processes of language learning and teaching. Thus, integrating technology in the EFL classroom has become indispensable. It can be concluded that online learning empowers EFL students to be independent learners, to build knowledge in language content areas, and to promote collaboration and communication skills with instructors and other students.

As a free, open-source, e-learning, cross-platform course management system, Moodle can effectively be employed in the tertiary EFL writing classroom. Moodle is one of the most operative web-based tools to promote EFL writing. It provides authentic language learning experiences in the form of multimedia language lessons and engaging e-activities. It also ensures interactive, smooth, and instant e-collaboration in online writing tasks, activities, and assignments. Thus, Moodle is invaluable in developing EFL learners' writing skills via provision of sufficient feedback and improvement of the learning environment by means of realistic communication between students and their instructors and among students themselves.

Finally, success of online writing development is conditioned by real interaction between instructors and their students as well as providing optimum learning conditions. While some students might face difficulty in online writing classes, the overall level of stress-free comfort that they enjoy, being capable of staying in their living quarters or homes, outweighs whatever obstacles or difficulties experienced from the lack of having an instructor in the same physical space. Meanwhile, more research should be conducted to provide practical solutions to the problems that Saudi EFL students encounter in online writing classes such as poor internet connection, insufficient student-student and student-instructor interaction, low technological and computer competence, as well as the subsidiary issues of cheating and direct copying and pasting from internet sources.

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A Study of Milkman's Growth in *Song of Solomon* From Freud's Personality Theory*

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Abstract—In *Song of Solomon*, Morrison describes Milkman's growing progress from a selfish and indifferent teenager to a mature and responsible man, which is a perfect example to initiation novel and Freud's personality structure theory. This paper tries to analyze Milkman's personality development in his growth process, which tends to reveal the psychological changes of his inner world and the real significance of growth: to gain self-sublimation by finding and recognizing one's lost cultural root. Through Milkman's growth progress, Morrison calls on the black minority to find their cultural self and identity by recognizing their ancestors, their black fellows and traditional African culture. Only in this way can the ethnic minorities find their true identities, achieve real independence and strive for more equality and freedom in the American mainstream society. Milkman's spiritual growth also inspires readers to build their spiritual homelands.

Index Terms—*Song of Solomon*, growth, Milkman's personality development, theory of personality structure

I. INTRODUCTION

Song of Solomon is the third representative novel of Toni Morrison, the winner of Nobel Prize in Literature in 1993. It was published in 1977 in America and was popular with both critics and readers. The novel takes the African old folk tale "black people can fly" as the main story line and symbolic core, describes the life experience of Milkman, the youngest son of a wealthy black family in a northern city, who travels south to his homeland to search for gold and accidentally finds his family root and the source of culture. There are various characters in this novel, such as: the parents (Macon Jr. And Ruth) who cause the protagonist—Milkman to have a defective personality in his boyhood, Guitar Bains who is Milkman's best friend, Pilate who is Milkman's aunt and spiritual mother, Hagar who is Milkman's lover, etc. The novel demonstrates the plights of black minorities in the American modern society through imaginative and colloquial language and reveals the characters' psychological changes of their inner world by delicate psychological description.

Since Morrison won the Nobel Literature Prize in 1993, her works have been widely concerned by the literary world, indicating that black literature has reached a new milestone. The publication of *Song of Solomon* has received extensive attention from the critics. Although it has been published for only 45 years, it is found that more than 600 articles on the CNKI net deal with the analysis of *Song of Solomon*. Many scholars have criticized the novel from various angles, such as gender relations, racism, the black's cultural identity and symbolism, etc.

Based on the study of previous materials, *Song of Solomon* has often been read as an initiation novel. There are many studies illustrating the growth theme of this novel. Previous studies have seldom explored Milkman's growth from a psychoanalytic perspective. Besides, Milkman's growing process is a perfect example to Freud's personality structure theory. So this study tries to analyze the development of Milkman's personality in his growth process from the perspective of personality structure theory. What's more, through analyzing other characters' influences on the development of Milkman's personality in different stages, this study tries to reveal the importance of one's growth guiders and growing environment. The exploration of Milkman's spiritual growth could also help the readers to rethink Morrison's vision for the building of black people's spiritual home through recognizing their ancestors and cherishing their national culture.

II. INITIATION NOVEL AND *SONG OF SOLOMON*

Initiation novel or bildungsroman originated in Germany at the end of the 18th century. Goethe's *Wilhelm Meisters Wanderjahre* is considered to be the original model of this novel type. Initiation novel is a kind of novel that mainly describes the protagonists' personality development and spiritual growth with their experiencing of spiritual crises.

In the process of describing the protagonists' personality development, the initiation novel focuses on the changes of their inner world. In the process of growing, the initiation novel describes how the protagonist begins to grow up step by step through some travels and adventures that can contribute to their personality development. As they grow older, they become dissatisfied or bored with their current state of life. They have better expectations for the future, so they

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want to explore the world outside and start to pursue the meaning of life. After they have experienced complexities and unexpected ordeals of life and the world, they gradually realize that the journey of life was tough and human nature is obscure. With facing social realities and rethinking their imperfect self, they begin to grow, make changes and gradually become mature. They are no longer self-centered, but society-centered, thus they become to integrate into the society and take their responsibilities. Finally, they will gain a new self and understand life deeply. The real significance of growth is to constantly improve one's spirit, to understand one's national culture and to find one's true self. The exploration and research of initiation novel will continuously urge people to reflect more deeply on themselves and the society, which brings profound enlightenment and positive guidance to majority of teenagers.

Initiation novel is always an important part of American literature, and it is also a unique point for interpreting American literature. Written by Tony Morrison, a black American female writer, *Song of Solomon* employs the growth journey of a black young man Milkman as the main plot. Milkman's growth process is quite similar to the plot structure of western classic initiation novel: "temptation—leaving home—trials—bewilderment—epiphany—loss of innocence—recognizing self and life" (Rui, 2004, p.12). Tempted by a bag of gold, Milkman leaves home for the south and go to the outside world. The south journey of Milkman symbolizes that he is leaving dependence on the family and starting the real journey of growth. On his journey to the south to search for gold, he undergoes many difficulties and suffers physical pains, which are the trials for him. Influenced by his father, his original values are different from the south black fellows, so they have several conflicts at first, which makes him bewildered. But later he abandons superfluous material things gradually and learns to feel the outside world and survive in the natural world with what he was born. Through his contact with the south black fellows, he gets rid of the prejudice on them gradually and becomes to integrate in their groups. On his journey to search for gold, he discovers the history of his family and the cultural treasures of his ancestors, which is significant and like an "epiphany" for him to find his true self. Changing from the pursuit of material satisfaction to the pursuit of spiritual life, Milkman transforms from a selfish and irresponsible dude to a mature man who dares to take his responsibility and cherish people who love him. The growing process of Milkman in *Song of Solomon* attracts readers and makes them to reflect on the exploration of personal growth and finding one's true self.

III. MILKMAN'S PERSONALITY DEVELOPMENT UNDER THEORY OF PERSONALITY STRUCTURE

A. Freud's Theory of Personality Structure

Sigmund Freud is an Austrian psychiatrist, psychologist and founder of the psychoanalytic school. His psychoanalysis, especially the personality structure theory has a significant influence on literary creation and criticism. Freud's early psychological structure contains two parts, the conscious and unconscious, and his research is mainly based on unconsciousness. In the late period, Freud puts forward a new theory of "three personality structure" in *The Ego and the Id*, that is, the complete personality structure includes three parts: the id, the ego and the superego. These three sections interact with each other and have different leading effects on individual's behavior in different times. Freud believes that personality can be seen as the psychological mechanism of control activity of the internal, which determines the behavioral characteristics and patterns of a person in specific situations (Che, 2021).

The id is the most primitive part in personality structure and it embodies the animal instinct of human beings. Its goal is to satisfy biological desires. It is full of irrational, antisocial and destructive impulses in the interior. It belongs to the unconscious part, abiding by the principle of happiness:

And most of that is of a negative character. It is filled with energy originating from the instincts, but it has no organization, produces no collective will, only strives to fulfill the satisfaction of instinctive needs subject to the observance of the pleasure principle. (Freud, 1960, p.73)

The ego is a part of the mind that represents consciousness. It has the psychological potential that everyone owns and it is rational. Once the ego exists, it becomes an intermediary between the id and the outside world:

As regards internal events, in relation to the id, the ego performs that task by gaining control over the demands of the instincts, by deciding whether they are to be allowed satisfaction, by postponing that satisfaction to the time and circumstances favourable to the external world or by suppressing their excitations entirely. (Freud, 1960, p.145)

The ego, on the other hand, moves between the id and the superego, which implements the desire of the id under realistic conditions and obeys the compulsory rules of the superego. It not only satisfies the needs of the id, but also cannot violate the values and demands of the superego.

The superego is concerned about morality and disciplines and obeys the rules of conscience, and is a moralized "ego". It is the internal moral supervisor that checks whether the ego is under the guidance of conscience and social ideals. The ideals and traditional values of a society are passed on to generations of human beings through "superego".

B. Milkman's Personal Development in His Growth Progress

1. Milkman Who Loses Himself under the Dominance of His ID

The id is primitive, instinctive and unconscious. It lacks rational thinking, only pursues satisfaction of desire and ignores moral and social values. Milkman's behavior accords with the characteristics of the id when he is a teenager.

The escape of great-grandfather Solomon makes Macon Dead—Milkman's grandfather an orphan; Macon Dead Jr. has witnessed his father's death and could never get out of this shadow. He becomes greedy for money and tells Milkman: "Let me tell you right now the one important thing you'll ever need to know: Own things. And let the things you own own other things. Then you'll own yourself and other people too" (Morrison, 2004, p.55). He also forbids Milkman from contacting with Pilate: "Pilate can't teach you a thing you can use in this world. Maybe the next, but not this one" (Morrison, 2004, p.56). Macon Jr.'s values and actions have a direct influence on the dominance of Milkman's id in his personality structure. Young Milkman becomes as selfish and indifferent as his father. Without the moral leadership of the superego, his ego seldom struggles with his id, and "he had stretched his carefree boyhood out for thirty-one years" (Morrison, 2004, p.98).

Macon Jr. takes his family out with the expensive Packard car "to satisfy himself that he was indeed a successful man" (Morrison, 2004, p.31). When parking, Milkman accidentally pees on his sister:

She'd stepped away from him to pick flowers, returned, and at the sound of her footsteps behind him, he'd turned around before he was through. It was becoming a habit—this concentration on things behind him.

Almost as though there were no future to be had. (Morrison, 2004, p. 38)

Milkman always focuses on the past, which indicates he is different from others and he cannot see the hope of the future. Born into a rich family, he could not understand the hardships of life and the resentment of black compatriots against white people. He only lives in a self-centered world. Milkman doesn't know what the idealistic value is, what the good and evil are and what morality is in the id stage. He just knows that he is willing to pay all the costs in order to satisfy his own needs. For those people who love him, Milkman only enjoys their love but never returns his love to them. For example, to his lover Hagar, he follows the principle of pleasure, enjoys the love Hagar gives, but does not respond with any love. He thinks she is the "third beer", because she is "there" to satisfy his sexual desire, not because he loves her and really wants to get married with her.

Milkman's behavior dominated by his feelings and desires in his early life is actually a typical manifestation of the id in Freud's personality theory. Under the dominance of his id, Milkman's inner world fills with dissatisfaction, confusion and emptiness. He is experiencing a painful life journey mentally and loses the direction of his life in the id-dominated stage. Though he could satisfy his material desire, his spirit is barren and empty at this stage.

2. Milkman Who Begins to Grow under the Enlightenment of His Ego

In the three sections of personality structure, the ego plays a complex role. On the one hand, the ego tries to satisfy the pursuit of happiness of the id. On the other hand, it conforms to the requirements of the superego. Therefore, the strength of the ego must balance the conflicts and contradictions between the id and the superego. Otherwise, the personality will be defective in a state of unbalanced personality structure.

When Macon Jr. raises his hand to strike Ruth a second time, Milkman beats him and threatens him: "You touch her again, one more time, and I'll kill you" (Morrison, 2004, p. 67). After that, he leaves home and walks on the street:

The street was even more crowded with people, all going in the direction he was coming from. All walking hurriedly and bumping against him. After a while he realized that nobody was walking on the other side of the street. (Morrison, 2004, p. 86)

Under the pressure of the world outside, he still insists on his own way, which shows the awakening of the independent consciousness of Milkman, and he begins to think his role in the family and the relationship of people around him, which is a sign for him to grow.

After stealing from Pilate's house, the shameful sense of Milkman is another evidence of his spiritual awakening. He begins to think as a living and normal man with reflection and conscience. At the same time, he finds that his shorter left leg (which also represents his defective personality) returns to a normal length, indicating the end of id-dominated stage of Milkman and the awakening of his ego. Once driven by the id to pursue pleasure and satisfaction, after the enlightenment of his ego, he begins to care about the people around him and the real world he lives in, which means he transforms to the ego stage guided by the reality principle.

The ego-dominated Milkman begins to get rid of the oppressive atmosphere of his family and search for a new life in the future, so he leaves home for the journey to the south in search of gold, expecting an independent life on himself. In the process of looking for gold, Milkman begins to quest his family history and meanwhile is attracted by the traditional African culture. He begins to discover his real self in the inner world with the awakening of his ethnic consciousness and will achieve the sublimation of his personality on his following trip.

3. Milkman Who Achieves Self-sublimation in the Pursuit of His Superego

The superego has the mission of supervising the ego. It obeys the principles of conscience and morality, brings a sense of guilt and shame, and has the function of self-reflection and self-planning. On his way to the south, Milkman gradually reaches the highest level of personality structure—superego.

Milkman goes south to search for gold in order to gain independence himself and be free from financial dependence on his father. In the process of looking for the cave hidden with gold, Milkman crosses the stream by taking off the shoes and socks, and his shirt is also wet with water, which means that he is taking off the burden of pursuing materials. In addition, he loses an expensive watch once very important to him unknowingly but he doesn't care it at all. All of these indicate that he begins to be away from his previous materialistic life and approach spiritual freedom step by step.

Helping an old man lift a heavy crate onto a weighing platform is another evidence of Milkman's personality development. He begins to learn to help others and integrate into his black community unconsciously.

His growing interest in his ancestors and his urgent pursuit of his identity and ethnic culture drive him on his way to Shalimar of Virginia. On the way of hunting in Shalimar, Milkman realizes that all the things he brings from home are useless here, "where all a man had was what he was born with, or had learned to use" (Morrison, 2004, p.227). This indicates that he is getting rid of the redundant things he once had, and he gets closer and closer to the spiritual freedom. In contact with his black compatriots in the south who are enthusiastic and kind to him, he begins to rethink his family and understand his parents and sisters. His mother is tormented by the lonely and miserable life without sex and regards him as the only relief of her life. His father Macon Dead Jr. who is greedy for money just wants to protect his labor fruits like his father Macon Dead. And his lover Hagar becomes abnormal because of his irresponsibility. His gentleness to another woman Sweet indicates that he begins to respect women. At last he repents his ruthlessness to Hagar and shows respect to her by carrying a box with Hagar's hair after her death. Milkman is ashamed of his selfish and indifferent actions, which indicates that he finds his conscience and reaches a new level of personality structure, his superego.

When he hears the song of children in Shalimar: "Solomon don't leave me here... These children were singing a story about his own people" (Morrison, 2004, p.304) for many times, Milkman finally discovers his family history through traditional oral folk songs sung from generation to generation. The understanding of family history makes him gain his rebirth. He's not the man that he used to be. After experienced confusion, joy and pain of growing up, he begins to think and reflect under the control of his superego. He finally changed from a childish and defective person to a mature and responsible man and he gets closer and closer to his self-sublimation.

Although Pilate, his spiritual mother is dead, Milkman knows "without ever leaving the ground, she could fly" (Morrison, 2004, p.340). When he realizes that his great-grandfather Solomon could fly, he is very excited. "My great-grandfather could fly! Could fly! He didn't need no airplane. Didn't need no fuckin tee double you ay. He could fly his own self!" (Morrison, 2004, p.328). At last he chooses to jump to fight with Guitar, to fly like his great-grandfather Solomon, because he knows "if you surrendered to the air, you could ride it" (Morrison, 2004, p.337). Solomon's legend great inspired him who is always ashamed of his family before. Some researchers think: "Although Milkman didn't find the legendary gold. However, he found his family history which he was proud of and the spiritual fortune which could let him fly" (Liu, 2014, p.16). It is the pursuit of spiritual fortune symbolizing his pursuit of the superego that makes him fly and complete the sublimation of his life. Milkman's whole life proves that seeking roots of one's ethnic history and traditional culture is the way to sublimate one's personality and the way to become a mature and integrated person.

IV. THE CHARACTERS WHO INFLUENCE MILKMAN'S PERSONALITY DEVELOPMENT

A. *The Parents' Influence on Milkman's ID*

Macon Jr. and Ruth are Milkman's parents. Their defective spiritual world seriously influences their son's personality development and results in his defective personality, which is dominated by the id in his early life.

Macon Jr. is Milkman's father, but does not take a father's responsibility. The responsibility mentioned here is not material, but spiritual. Filled with greed and indifference to others, Macon Jr.'s spiritual world is governed by his id to satisfy his desire for money and property. As a father, his behaviors and values influence Milkman in his boyhood. Macon Jr. is a cold, selfish, ruthless slumlord whose only concern is making money. His selfishness is reflected in his attitude towards the people around him. For whatever reason, if the tenants can't afford the rent, he will not hesitate to evict them. One of his tenants, Mrs. Bains, says about Macon Jr.: "A nigger in business is a terrible thing to see" (Morrison, 2004, p.22). He calls his own sister Pilate a treacherous snake and hinders the relationship between Milkman and Pilate. He gets married only for wealth, because his bride is the daughter of the richest and most prestigious black doctor in the Michigan town. But he makes her spend the married life without love and even "His hatred of his wife glittered and sparked in every word he spoke to her" (Morrison, 2004, p.10). His two daughters First Corinthians Dead and Magdalene Dead are accustomed to making artificial roses due to the lack of warmth and love in the family. When they are middle-aged, Macon Jr. still stops them from trying to love, leaving the two sisters in a depressed life. Macon Jr. makes the family members feel no love at all.

Macon Jr. in the id stage and the depressed family environment cause Milkman to have a defective personality. Macon Dead I's death of gunshot leave psychological trauma on Macon Jr. and he has never fully recovered from witnessing his father's death. No longer an innocent young man, he has changed to a person of selfishness, arrogance and irresponsibility. Just as Macon Jr. inherits the spiritual burden from his father, so does Milkman. Like his father, Milkman is also selfish and indifferent to others, who only pursues his own pleasure. The father in the family plays a role of keeping the relationship of family members harmonious, which affects the personality of children. If a father has the authority to be respected by his children, the children will have a good model to follow. Children who grow up in a caring and tolerant family atmosphere tend to have an honest and frank heart. However, Macon Jr. lacks the responsibility as a father and is not a good guide, which results in Milkman's deformity in personality.

Ruth who is also in the id stage influences Milkman's personality development as well. Although born in a rich family, after her father's death, she doesn't feel the warmth of love in her married life. Ruth has been oppressed by

Macon Jr. and she lives in a family life completely without herself. The water mark on the table assures her that “she was alive somewhere, inside, which she acknowledged to be true only because a thing she knew intimately was out there, outside herself” (Morrison, 2004, p.11). When Ruth is twenty years old, Macon Jr. refuses to live with her any more. Therefore Ruth, who is short of love, is eager to find something to fill her heart’s emptiness. She misses her father and feels that only her father really loves and cares for her in the world. And after her father’s death, she regularly lays secretly on her father’s grave to look for comfort in the midnight. The abnormal intimacy between daughter and father confuses her husband’s thinking about their relations. Besides, she breast-feeds Milkman to get the satisfaction of love, even though her son is not a baby anymore. The nickname of “Milkman” is from the fact that she feeds her son milk until he is six years old. Because of this, the personality development of Milkman is slow, and “he had stretched his carefree boyhood out for thirty-one years” (Morrison, 2004, p. 98).

Ruth’s family status has a subtle influence on the way Milkman treats women unconsciously. As for Macon’s neglect, Ruth’s actions in silence and obedience convey the idea that women are in a state of oppression. They are confined in the house to do their family duties, and they are often neglected by the men. Thus Milkman has a feeling of superiority to women at first, and he treats a woman randomly. Therefore, he only enjoys the care of his mother and two sisters, but never shows love and respect to them. Similarly, he does not reciprocate the love to his lover—Hagar, and does not care about her inner aspiration. After he is tired, he just abandons her, which leads to Hagar’s death. Milkman only pursues his pleasure but doesn’t care about the others. His coldness, shallowness, selfishness is manifestation of his personality’s deformity, which is in some degree due to Ruth who spoils Milkman and does not build an independent woman’s image, resulting in Milkman’s irresponsibility and ignorance of how to treat women who love him.

B. *Guitar’s Influence on Milkman’s Ego*

Guitar’s spiritual world is mixed with the domination of his id and ego, which has an impact on Milkman’s personality development. Compared with the influence of Macon Jr. on Milkman’s id, the influence of Guitar has a more significant influence on Milkman’s ego. In the first half of the novel, Guitar makes a balance of his id and the superego and he is in the ego stage.

When Milkman was twelve years old and in sixth grade, he met Guitar and they became friends. Guitar is older and more mature than Milkman, and he guides Milkman as a wise elder brother. Guitar helps Milkman in his daily life. They discuss various topics together, such as the widespread racial inequality and the unfair treatment to black people in the United States. Milkman often pours out his emotional troubles to Guitar, and Guitar always gives his philosophical answers. Milkman tells Guitar that he has hit his father, Guitar explains that “the cards are stacked against” the hearts of black people and sometimes black people are even forced to hurt each other. Guitar also teaches Milkman some life principles, and he scolds Milkman who lives a freewill and frivolous life. He takes Milkman to visit Pilate, which plays a vital role in the development of the personality of Milkman. He also comforts Hagar who was lost and collapsed after being abandoned by Milkman. Guitar feels very sorry for her experience and drives her home. All the way he advises her that she should never ruin herself because of Milkman.

When confused about why a peacock with a tail full of “jewelry” cannot fly better than a chicken, Milkman is enlightened by Guitar’s answer: “Too much tail. All that jewelry weighs it down, like vanity. Can’t nobody fly with, all that shit. Wanna fly, you got to give up the shit that weighs you own” (Morrison, 2004, p.179). Guitar’s view of life without any burden has a strong impact on Milkman. He realizes that he is the peacock with a heavy tail occupied by vanity and desire, which is enlightenment for him to get rid of the physical desire of the id and begin to pursue a more realistic life guided by the ego. Only by this can Milkman fly higher and grow to be a mature man. So in the first period of Milkman’s personality development, Guitar’s guide is an important reason for Milkman to achieve the ego stage.

C. *Pilate’s Influence on Milkman’s Superego*

Pilate, Milkman’s aunt, more like his spiritual mother, has a great influence on Milkman’s personality development, especially on the development of his superego.

Pilate’s father gives her that name. He “Chose a group of letters that seemed to him strong and handsome; saw in them a large figure that looked like a tree hanging in some princely but protective way over a row of smaller trees” (Morrison, 2004, p. 18). We understand what “Pilate” means more accurately as a homonym for “Pilot”. In fact, Pilate does play the role of moral leadership in the novel.

After Ruth turns 20, she and Macon Jr. stopped the sexual life. It is Pilate who tells Ruth the way to have a baby. Macon Jr. abuses pregnant Ruth, and it is also Pilate who finds methods to protect the baby. It could be said that Pilate gives life to Milkman. Although Macon Jr. bans the relationship between Milkman and Pilate, the magic of bloodline and charm of Pilate deeply attract Milkman to come closer to her. The song of Pilate reproduces the past of their family: “Sugarman done fly away/ Sugarman done gone/ Sugarman cut across the sky/ Sugarman gone home” (Morrison, 2004, p.54). Milkman gets some information about family history from her songs and begins his own search in Virginia. In the process of Milkman’s personality development, Pilate leads Milkman to find his true self and contributes to the transformation of his personality. Milkman becomes a mature youth from a childish teenager to a mature adult.

In the process of getting along with Pilate, Pilate’s independence, bravery and love of national culture have affected Milkman slowly but permanently. When Milkman was a baby, Pilate often told stories and sang folk songs to him beside his bed. As he grew older, Milkman often went to Pilate’s house to eat the delicious food cooked by her. It was

Pilate who taught him to appreciate the beautiful scenery of the clear blue sky where Milkman was looking forward to approaching, representing his desire for pursuing spiritual freedom.

In the end when Pilate is wrongly killed by Guitar, Milkman realizes and understands why he loves her so much. He knows although she is dead, “without ever leaving the ground, she could fly” (Morrison, 2004, p.340), which means Pilate realizes her spiritual freedom by finding the family history. Facing the threats of the dark where Guitar is hidden, he is fearless with a mature heart. At last he chooses to jump to the dark to fight with Guitar, flying like his ancestor Solomon. He discovers the secret of flying or growing, “if you surrendered to the air, you could ride it” (Morrison, 2004, p.337). At this moment, Milkman finds his own cultural root and understands the meaning of one’s true self. Milkman’s last flight is a sign of the completion of his personality transformation. Milkman reaches the highest level of personality structure — the superego, achieves his self-sublimation by the guide of Pilate who is also in the superego stage.

V. CONCLUSION

Song of Solomon vividly exemplifies initiation novel and it is also an excellent demonstration of Freud’s personality theory. This paper firstly explores the protagonist Milkman’s growing process, which is roughly accords with the plot of initiation novel, then mainly analyzes Milkman’s personality development in his growth progress and the influence of other characters as growth guiders on his personality development.

On Milkman’s way of finding his family history, he “goes into the earth and later walks its surface. He twice enters water. And he flies in the air. When he walks the earth, he feels a part of it, and that is his coming of age, the beginning of his ability to connect with the past and perceive the world as alive” (Taylor-Guthrie, 1994, p.124). Although undergoing numerous pain and difficulties, Milkman has experienced a growing progress physically and spiritually. His personality which is controlled by the id following the pleasure principle at first, gradually transforms to the ego which is guided by the reality principle, and finally achieves its sublimation, getting to the stage of superego. Milkman’s growth progress proves that being rooted in the nation’s history and culture is the way to sublimate one’s personality and the way to become an integrated and real mature person.

By describing the growing process of an ordinary black young man, Morrison conveys the confusion, pain and joy in the process of growing and self-exploration. Through the “flying” (self-sublimation) of Milkman, Morrison expresses that the real growth is to understand and cherish the root of one’s national culture and tradition. At the same time, she appeals to black people to find their true self by identifying with their ancestors, ethnic culture and fellowmen. Only in this way can ethnic people build their true identities, achieve real independence and strive for more equality and freedom in American mainstream society. Meanwhile Milkman’s spiritual growth also inspire those who live in the spiritual crisis to find one’s true self and build one’s spiritual homeland in the modern society.

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Instruments of Symbolic Violence in George Orwell's *Animal Farm*

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Abstract—This research focused on the discussion of symbolic violence in George Orwell's *Animal Farm* with respect to Bourdieu's theory of symbolic violence. *Animal Farm* is a satirical novel written by George Orwell and first published in England in 1945. The underlying theme is a criticism of communism, or at least of the way communism was implemented in the Soviet Union. This study discusses symbolic violence in Bourdieu's theory, and aims to uncover the instruments of symbolic violence in George Orwell's *Animal Farm*. By using Ricoeur's hermeneutic method, the researchers analyze the instruments of symbolic violence as practiced in this novel. The results show that two instruments of symbolic violence are used in this novel, namely oral discourse and written discourse. This article also aims to present the reader with a novel perspective that they can adopt when analyzing literary work.

Index Terms—animal farm, symbolic violence, instrument, hermeneutic

I. INTRODUCTION

The development of literature and literary works plays an important role in relation to social phenomena. Literary works can reflect a particular condition of a society or social environment and the various dynamics there in (Meirysa & Wardarita, 2021, p. 745). Literary work is a reflection of the thoughts and conditions of society as outlined by the author in his work. *Animal Farm* is no exception, a literary work that is full of social and political criticism. The literary genre may be satire, social criticism, or the heroic story of a character in his time. Literature can also be in the form of historical fiction of the past that tells of a condition of society. From here, specific conditions and problems pertaining to a certain period or society can be understood through the use of literary instruments written consciously by the author including a critical look at the environment in which the author lived as well as by looking at the society in question from another point of view.

Literature is born from people's lives and also influences society. According to Rahman et al. (2019, p. 67) reading literary fiction can expand our perspectives, enable a greater appreciation of life, provide virtual experiences, aid in problem-solving in particular situations, inspire and motivate readers in their endeavors, and help readers to recognize the cultural traits of other people. Reading literature can certainly have a positive impact on the continuity and life of human beings and can touch the real life of society in many ways.

Literature is supposed very closely related to the dynamic frame of mind of the author when composing the text. A story or phenomenon that is represented in the text of a literary work is often able to describe a writer's anxiety over the social conditions they experience or witness. Literary works are capable of being an intellectual product and can reflect or catalyze economic and political processes. For example, a literary work may tell of a social struggle between the dominant class and the dominated class. Such class struggles have existed since humans recognized private property and endure to this day.

Animal Farm is a novel written by an English writer, George Orwell, who was born in India in 1903. This literary work was written in 1945, and remains a phenomenally popular work to this day. This novel tells about a practice of politics and domination which is depicted through animal characters. Translated into many languages, this novel has never lacked fans around the world because the portrait of life in the novel continues to describe and reflect the state of the world as experienced by each new generation.

This novel tells a process of social struggle between a dominant class and a dominated class, reflecting the fight for private ownership and political power, with its impacts on culture, ideology, economy and material wellbeing that has never stopped and continues to this day. It can be considered a general social law that there will always be a struggle for dominance within the structure of any given society. In the novel *Animal Farm* by George Orwell, humans co-exist with animals that are dominated and oppressed by humans. The humans can control whatever is inherent to the animals for the sake of human beings. *Animal Farm* of the title is the scene of animal rebellion to the subordinate position under

which they have been exploited by humans for a very long time. The animals ultimately agree to abolish this oppression by adopting the concept of 'Animalism'. Although the resistance of the animals resulted in victory, this is the beginning of a new system of subtle oppression that makes the victim unaware of the oppression by using subtle language media. This use of language as an instrument of oppression is called Symbolic Violence.

The researchers consider that the story portrayed in this novel reflects the general habit and tendency of authorities to engage in oppression and violence. One aspect of particular interest to the researcher is that the violence that occurs in the life of the animals is not the kind of violence that human beings use towards animals, but this violence is so crucial that causes the victims to be lulled, with their critical faculties falling asleep, and to become unconscious of their oppression. The media of the violence used is not a physical thing but the use of language to dominate. Based on these reasons, the researchers became interested in analyzing and translating the way in which symbolic violence is portrayed. In this context, the researchers also used Paul Ricoeur's hermeneutic approach to analyze the written text of the novel *Animal Farm*.

The research questions were formulated as follows: (1) what instruments of symbolic violence are practiced in George Orwell's *Animal Farm*; (2). How to interpret the symbolic violence in the novel hermeneutically.

II. SYMBOLIC VIOLENCE

Symbolic violence is a specific term used and coined by Pierre Bourdieu, a prominent 20th-century French sociologist. The term appeared in his work as early as the 1970s (Bourdieu & Passeron, 1990, p. 110). In the early 1990s, social science researchers and literary and cultural researchers began to use this term after they observed that what Bourdieu proposed with the term symbolic violence was not a deliberate act by a hegemonic power, but an unconscious treatment of the status quo, especially by those perpetuating a norm in social stratification. Symbolic violence might happen or be manifested across different social domains such ethnicity, gender, social stratification and even nationality (Connolly & Healy, 2004, p. 17).

Bourdieu's theory of symbolic violence further elaborates and develops Max Weber's thinking about the role of legitimacy in domination (Bourdieu, 1990, p. 160). Power requires justification and conviction. The concept of symbolic violence was created to state that the hard or overt use of power or might is not sufficient to exercise power effectively. In addition, symbolic violence is expressed through body language, behavior, self-presentation, language-based expression, and slogans.

Since the emergence of the term in the sociological lexicon, symbolic violence has been applied in various social science disciplines and in a variety of case studies. This study applies the concept to symbolic violence in the 1984 novel *Animal Farm* by George Orwell. Analyzing a literary work through Bourdieu's theory of symbolic violence demonstrates that this theory does not only apply to social studies but can also apply to literary and cultural studies. At the same time, it demonstrates that literary works can be a reflection of social life as observed by the author.

III. OBJECTIVES OF THE STUDY

The objectives of this study are formulated as follows: 1) to elucidate the symbolic violence as practiced in George Orwell's *Animal Farm* (2) to interpret this symbolic violence hermeneutically in relation to the social interactions between the characters.

The first objective can be achieved by displaying text data in the form of extracts picked up from the novel. The data were analyzed by de-contextualization. In other words, each extracted text becomes a new discourse in the frame of discussion. The second goal can be achieved by discussing the presentation of the data through the interpretation method of the symbolic violence hermeneutically in relation to the social interactions between the characters in this novel.

The researchers expect that this research can serve as an instrument of knowledge and information for readers and students everywhere who have an interest in researching the concept of symbolic violence, Paul Ricoeur's hermeneutics, and *Animal Farm* as one of the most phenomenal literary works of the modern era. This research may become authentic reference in literary research approaches, using Paul Ricoeur's Hermeneutic approach to dissect the text in the novel *Animal Farm* to analyze a form of subtle violence, namely symbolic violence that can occur during struggles within social structures.

IV. LITERATURE REVIEW

A social instrument is a tool used to measure and assess a social phenomenon that occurs in society. Such an instrument can play a very important role because it can become a very influential tool in social interaction. In this study, the role of a social instrument as a tool of power and violence is seen to play an important role in *Animal Farm*. Hermeneutics can be interpreted as the theory of the operation of understanding in relation to the interpretation of texts (Ricoeur, 1981, p. 37). As a form of philosophical study that differs from the workings of epistemology in general which emphasizes the concepts of truth and scientific rationality, hermeneutics has the ability to understand texts that are set in the cultural and historical relativity space of every human discourse. In hermeneutical theory, the process of reflective activity in human knowledge and work is always related to the questions of time, place, the

creator of the text, and the subject of interpretation.

According to Berensmeyer (2009, p. 11), the reader-oriented theories in the widest possible sense are geared towards the meditation between texts and readers. Historically speaking, they begin with hermeneutics – the art of interpretation. According to Ricoeur (1981, p. 18) and Fashri (2014, p. 9), hermeneutics is the theory of the workings of understanding in interpreting texts. So, the key idea is the realization of discourse as text, while the deepening of the categories of text will be the object of further study. Autologically, understanding is no longer considered merely a way of knowing but should be a way of being and dealing with everything that exists. As described above, he defines hermeneutics as the theory of the workings of understanding in interpreting texts. The methodical steps of Paul Ricoeur's hermeneutic understanding of text include:

A. *Realization of Language as a Discourse*

According to Ricoeur (1981, p. 18) and Fashri (2014, p. 9) when discourse is understood as an event assuming "something happens when one speaks", in the sense that discourse is an event with four accompanying traits. These are: 1) Discourse is always related to a particular place and time; 2) Discourse always has a subject in the sense of who speaks, an event occurs when someone presents a language in a particular time and place; 3) Discourse always refers to something being discussed, referring to the world it is describing; and 4) Discourse is the locus for the process of communication, the exchange of messages and events.

B. *Speech Discourse Change into Written Discourse*

According to Fashri (2014, p. 7), he explained that interpretation is not only dealing with the verbal statements compiled into one sentence, but also confronted with writings composed of many sentences. It is known and accepted that what drives the change of discourse into a work is the dialectic between the two poles of events and meanings.

C. *Text as the Core of Hermeneutics*

Text refers to the content of the manuscript, something abstract that can only be imagined. The difference between manuscript and text becomes clear when there is a new manuscript but it contains old text. The text consists of the content, the ideas or the message the author wishes to convey to the reader in particular forms: the story in a readable and learned text traces various approaches through flow, character, language, etc. (Baried, 1985, p. 70).

Based on this concept, the research in this study adopts Ricoeur's hermeneutical approach to text interpretation in the case of the work *Animal Farm*. This study does not merely present Orwell's work as it is, but performs a thematic analysis of the conceptual keywords that construct George Orwell's political thinking. In line with the spirit of Ricoeur's hermeneutic approach (Geanellos, 2000, p. 117). The researcher as the interpreter does not attempt to interpret the text as George Orwell desired as the author. According to Forceville (2013, p. 254), he concludes that symbolic violence is a form of subtle, invisible violence that hinders to conceal the practice of domination. In this study, the authors also use the theory put forward by a French sociologist, Pierre Bourdieu who examines the internal violence that is used by the rulers to wield power and violence; this theory also deserves to be used in researching *Animal Farm* because the language used includes symbolic violence. Due to the process of distortion, Bourdieu's work becomes open to various interpretations. Thus, the authors as readers aim to treat the openness of the text by George Orwell and have the independence to provide meaning and make references in accordance with the capacity of the author/reader as an interpreter (appropriation).

Symbolism embodied in everyday life is one form of propaganda from the class that offers these symbols to the general public. Although the visible symbols are offered in a subtle form and as if the form and meaning of the symbols are plausible and appropriate to every class of society, behind every symbol there is a hidden meaning, so that the visible or overt meaning does not represent the true meaning of the symbols, which is the meaning used to dominate other social classes.

The symbolic system does not only act as a medium of understanding, but also has the power to give meaning to and influence social reality. Through the imaging process, the symbolic system gains abstract power to change meanings, leading the way to influence the practices of a person or a social group (Fashri, 2014, p. 7). The meaning of the symbolic system produced by the dominant class and consumed by the middle class and lower classes is as a symbol to propagate the dominant class habitus; the lower classes will consume the symbolism along with the underlying meaning that the dominant class has created to turn social practices into a dominant class advantage (Mills, 1988, p. 170).

Salomon (2002, p. 120) explains that a symbol is a medium that mediates the meaning contained in something, producing and changing the true or underlying meanings. A symbolic system is capable of doing all this because it operates as a representational system. Symbols in the text (e.g. specific words, phrase, sentences, expression, images, and the like) are used to stimulate thoughts, concepts, and ideas about things. The meaning of something depends on the interpretation and argumentation. Symbolic violence as proposed by Pierre Bourdieu is an overtly gentle, invisible form of violence, misrecognized as such, chosen as much as it is submitted to; it is a form of violence of confidence, of personal loyalty, of hospitality, of the gift, of the debt, of manipulating the ethics of honor (Bourdieu, 1987, p. 20). In the development of globalization, all forms of social practice, including violence, undergo rapid changes that make them more difficult to see, including new forms of what Bourdieu calls as a symbolic violence.

V. SKETCH OF THE WORK

Animal Farm is Orwell's most famous work and is an in-depth critic of the history and rhetoric of the Russian Revolution using the medium of a fable. This work depicts the coming to power of the dictator Joseph Stalin. In this novel, the resistance to Mr. Jones by the Animal Democratic Coalition paved the way for the consolidation of power among pigs. The feud that arose between Leon Trotsky and Stalin is reflected in the rivalry between the pigs Snowball and Napoleon. It is clear in both historical and imaginary cases that the idealists (Trotsky and Snowball) were less powerful politically and were eventually expelled from the revolutionary state by ruthless (evil and cruel) usurpers (Stalin and Napoleon). The novel is full of irony that stands out as a feature of the work. Orwell describes an animal form of the corruption of power, where *Animal Farm* doesn't overtly condemn tyranny or despotism at all as true hypocrisy. However, through the fable medium, this novel criticizes the violence of the Stalinist regime against the people it leads and also shows how the violence of Soviet communism could be enacted against logic as well as against humanitarian language and ideals.

Some of the following sketches– *Animal Farm*: George Orwell) can help to illustrate the themes presented in *Animal Farm*. They are the societal tendency towards class stratification, the danger of a naïve working class, the abuse of language as a tool to achieve the abuse of power, the links between corruption and power, the failure of intellect, and the exploitation of animals by humans (or of one group by another).

A. The Societal Tendency towards Class Stratification

Animal Farm is a story about the rise of tyranny and the tendency of humans to establish a class structure even in societies that allegedly stand for total equality. This novel clearly illustrates how classes can be unified to face a common enemy, as the animals are against the humans in this book. The classes can become divided internally when those enemies are eliminated. The expulsion of Jones created a vacuum of power after which it took some time before the next oppressor managed to gain totalitarian control.

B. The Danger of a Naïve Working Class

One of the most impressive achievements of this novel is the depiction not only of powerful figures but also of people who are extraordinarily oppressed. From the storytelling aspect, this novel is not written from the viewpoint of certain characters. *Animal Farm* successfully demonstrates how the inability to protest against authority and to avoid the oppression of ruling groups can arise.

C. The Abuse of Language as a Tool for the Abuse of Power

One of Orwell's hallmarks as a writer, particularly in *Animal Farm*, is the way language is manipulated as a means of control. In *Animal Farm*, the pigs gradually twist and distort the rhetoric of the initial egalitarian (socialist) revolution to justify their behavior and render the other animals incapable of doing anything to resist their new oppression. For example, it is instructive to look at how the animals wholeheartedly supported Major's struggle for the cause of socialism. However, after Major died, the most powerful or power-hungry elements slowly changed the meaning of his words. As a result, the other animals became deceived and were unable to fight the pig Napoleon, let alone challenge the "alternate reality" presented to them. Orwell makes excellent use of language deviation in the words attributed to the characters at *Animal Farm*, with allegorical events recognizably reflecting real world processes and events.

D. Corruption and Power

Animal Farm is predicated on the idea that power is always corrupt or always corrupts. The heavy use of foreshadowing in the novel, especially in the opening chapter, creates the impression that the events in this story are unavoidable. Not only was Napoleon's rise to power inevitable, the novel strongly suggests that other potential rulers would be just as bad as Napoleon.

E. The Failure of Intellect

This novel demonstrates in various ways that intelligence fails to be useful or to be used for good. Benjamin was a literate man, but he vehemently refused to read, thereby showing that intelligence is meaningless without the moral sense or strength to get involved in politics and the courage to act. The dogs were all nearly as literate as the pigs, but they were "not interested in reading anything but the Seven Commandments".

F. The Exploitation of Animals by Humans

Besides being an allegory about how humans exploit and oppress each other, *Animal Farm* also presents an argument in a literal manner: humans exploit and oppress animals. Furthermore, animal revolts are generally judged to be comical in tone, ending on a serious note when they "wipe the last traces of the government that Jones hates. Everything changed: the armor room at the end of the stable was broken into; the cut, the nose ring, the leash, the cruel knife that Mr. Jones used to castrate pigs and sheep, all thrown into the well." In this way *Animal Farm* demonstrates a strong allegorical relationship between the exploitation of animals and the exploitation of human workers.

VI. METHODS AND DATA COLLECTION PROCEDURES

In this research, the researchers applied analytical descriptive methods using a hermeneutic approach and the symbolic violence concept. A library research method was also used to collect supporting data related to this research from books, journals, articles, and from the internet. Data in this research were divided into two categories: the primary data is from 'George Orwell's novel *Animal Farm*, and the secondary data are any data which support the analysis, namely books, journals, and articles.

In this research, the techniques used in collecting data were: (1) finding and identifying the symbolic violence used in the novel by reading the novel carefully and comprehensively; (2) identifying the language used in the text; (3) classifying the language discourse and symbolic violence; and (4) hermeneutical interpretation of the symbolic violence.

The data collected were analyzed using the hermeneutic approach of Paul Ricoeur combined with the theory of symbolic violence by Pierre Bourdieu. The researchers did not analyze all the text but only the text (discourse) related to dominance and containing symbolic violence.

The analysis also aimed to describe the interaction between the dominant class and the subordinate class of characters in the novel. The researchers highlighted extracts from the novel indicating symbolic violence. In turn, these extracts were interpreted using a hermeneutic approach to the symbolic violence theory.

VII. FINDINGS AND DISCUSSION

A. Findings

The novel *Animal Farm* tells about a farm initially managed by Mr. Jones. Due to the arbitrary treatment they receive, the animals in the farm feel they have to fight the oppression they are experiencing. An animal rebellion against humans is the beginning of the conflict in this story. This idea of resistance was first put forward by Major, an old pig, and he called his theory or movement "Animalism".

After the animals had won the battle against the humans, the animals celebrate their victory with joy. However, after this victory a new oppression will begin. Napoleon, a pig, seized power, creating hegemony of pigs to control *Animal Farm*, changing the meaning of Animalism according to his perception or to suit his needs. The way in which Napoleon exerts his leadership and the actions of several other animals includes for the practice of symbolic violence to dominate and control the farm.

1. Oral Discourse

The practice of symbolic violence in this novel in the form of an oral discourse instrument is employed by Snowball. The practice of oral discourse can be seen as follows:

Extract 1

The distinguishing mark of man is the hand, the instrument with which he does all his mischief (Orwell, 2021, p. 13).

Hands are the human appendage seen as a key part of the identity of humans but the discourse put forward by Snowball above equates the hand with evil. If this discourse is understood as true, then all human beings are evil. If this understanding is accepted by all animals then they will be hostile to all humans. This discourse is used to change perceptions or ways of thought.

By presenting human organs as identical to being human, this discourse is made to lead the listener to conclude that the human hand was created or meant to commit crimes. This term makes humans who have hands as a tool for their activities become a symbol of violence. In this way, humans are now considered as beings that are intrinsically and forever very close to violence. This oral discourse certainly aims to instill hatred for humans in all animals on the farm, so they will be inclined to hate and fight humans in any way.

This oral discourse is disseminated through oral text and disseminated to all animals. This discourse later became an ideology that was used to build strength against humans who were claimed to be creatures who were only capable of causing damage on earth. By using this instrument, the other animals do not realize that, in order to get rid of humans, they are being moved or set on the road towards the hegemony by Snowball. Symbolic violence in the form of oral discourse instruments can also be seen as follows:

Extract 2

...."No sentimentality, comrade!" cried Snowball from whose wounds the blood was still dripping. "War is war. The only good human being is a dead one.".... (Orwell, 2021, p. 17)

The statement by Snowball is trying to convince the other animals that it would be better if the humans all died rather than leaving them alive. Dead people are good people can also be interpreted as meaning that living humans are bad humans. This discourse contains a symbolic violence that tries to change the view of other animals that humans can never be good if they live, on the contrary it will be very good if humans die. Then the war against humans can be justified and continued.

Another character, Napoleon, also practices symbolic violence in the form of oral discourse:

Extract 3

... Napoleon took them away from their mothers, saying that he would make himself responsible for their education... (Orwell, 2021, p. 13)

Some of the young animals born on the farm were later taken by Napoleon. Taking the child was coercion by

Napoleon. But by saying that the children would be educated and Napoleon would be responsible for their education is a discourse to cover up a practice of violence by Napoleon when seizing the children of animals and separating them from their mothers. In the end, the children were used as soldiers to subdue their own mothers and fight the other animals. In another discourse it is stated that:

Extract 4

...Napoleon was now never spoken of simply as "Napoleon." He was always referred to in formal style as "our Leader, Comrade Napoleon," and the pigs liked to invent for him such titles as Father of All Animals, Terror of Mankind, Protector of the Sheep-fold, Ducklings' Friend, and the like.... (Orwell, 2021, p. 34)

This discourse was designed to raise and defend the position and power of Napoleon, by making the discourse present Napoleon as a responsible and responsible leader, to support and defend his position as ruler. This oral discourse is used to give the impression that Napoleon has always been a protector of animals and has always fought humans. But in fact, Napoleon actually oppressed other animals and made friends with humans. This discourse instrument is used indirectly to maintain Napoleon as a ruler on the farm at the expense of the other animals.

2. Written Discourse

The instrument of written discourse is also evident in the practice of symbolic violence that occurs in this novel. Written discourse can be seen in the following examples:

Extract 5

"FOUR LEGS GOOD, TWO LEGS BAD", was inscribed on the end wall of the barn, above the Seven Commandments and in bigger letters... (Orwell, 2021, p. 13).

Four Legs Good, Two Legs Bad is a discourse that contains elements of symbolic violence. Four legs good is a discourse that indicates that all living beings that walk on four legs (i.e. animals) are good beings. While any creature that walks on two legs is bad is a discourse which attacks the creature called human, as only human beings walk on two legs. Man is considered a bad creature or intrinsically evil in nature, simply because he walks on his two feet, in other words he is evil because he is different. This discourse is used by the hegemony to make the other animals willing to fight and eliminate the "other", i.e. humans, who are claimed to be intrinsically bad creatures.

This discourse is not only used to convey the meaning that humans are evil creatures and must be exterminated from the face of the earth, but also to convey the idea that all animals that have four legs are good creatures even though some animals practice violence, in particular the members of the hegemony. Another example of symbolic violence found is shown below:

Extract 6

...Clover asked Benjamin to read her the Sixth Commandment, and when Benjamin, as usual, said that he refused to meddle in such matters, she fetched Muriel. Muriel read the Commandment for her. It ran: "No animal shall kill any other animal without cause." Somehow or other, the last two words had slipped out of the animals' memory. But they saw now that the Commandment had not been violated; for clearly there was good reason for killing the traitors who had leagued themselves with Snowball... (Orwell, 2021, p. 34)

From the author's side, a written order or rule is now changing. The rule that used to prohibit the killing of animals has now changed. The law now allows the killing of some animals. This change means that the practice of killing in this farm can be justified and become something that not only could but should happen – under certain circumstances.

This discourse not only justifies what has been done, but becomes a subtle threat to all animals, as any who dare to fight Napoleon will be killed for any reason that can be made up by the hegemony. The killing of animals that was once strictly prohibited is now changing in line with the interests of those in authority. Finally, murder is permissible if there is a reason.

The original discourse, impressed the meaning that murder should not be done by the animals; but to legalize the actions of Napoleon who had killed some rebels, he used the discourse "No animal shall kill any other animal without cause" which means that killing is permissible if there is a cause, and therefore, the murder committed by Napoleon was legal. Other symbolic violence instruments practiced are illustrated below:

Extract 7

But a few days later Muriel, reading over the Seven Commandments to herself, noticed that there was yet another of them which the animals had remembered wrong. They had thought the Fifth Commandment was "No animal shall drink alcohol," but there were two words that they had forgotten. Actually the Commandment read: "No animal shall drink alcohol to excess."... (Orwell, 2021, p. 40)

In order that Napoleon's habit of drinking alcohol can be considered legal, Napoleon alters the Animalism principle of "No Animal shall drink alcohol" to "No animal shall drink alcohol to excess". Of course this altered rule will not hinder his new habit, and will enable Napoleon to keep drinking alcohol, because Napoleon can say that he only drank low quantities of alcohol. This rule then legalizes the habit of Napoleon. Animals will assume that drinking alcohol originated in a natural way.

In the statement, Muriel realized that the rule that prohibits animals from drinking alcohol like humans has now changed to legalize the consumption of alcohol. By changing the rules to allow animals to drink alcohol but not to excess, this amended rule legalizes the practice of drinking alcohol by the group in power or hegemony in this novel. Finally, drinking alcohol which was previously prohibited is now allowed but by using an ambiguous instrument that it

is only allowable to drink if not to excess, the ruling class get to decide what is excessive. This discourse is symbolic violence which in effect conveys the meaning that if the ruler drinks alcohol then it does not violate the rules of Animalism.

B. Discussion

After carefully reading *Animal Farm*, the researchers found six figures who practiced symbolic violence; they were Major, Snowball, Moses, Napoleon, Squealer, and Minimus. The researcher simply looked for symbolic violence practices in dialogues between characters and descriptions to find incidences of the practice of symbolic violence, of which a selection are presented above.

As explained earlier, there are two types of discourse, namely oral discourse and written discourse. Oral discourse can be in the form of communication interactions (in literary works, interactions between characters) that can cause violence, while written discourse can be in the form of announcements, slogans and or notices from certain parties to other parties which also contains elements of violence. The concept of *symbolic violence* in this research is used to explore the ways in which the *discourses* are used in practice, as the way some people are *spoken* to is different.

By combining the hermeneutic approach of Paul Ricoeur and the theory of Symbolic Violence of Pierre Bourdieu, symbolic violence in this novel can be seen to be practiced through text (dialogues between characters) which is then converted into either Oral Discourse or Written Discourse.

1. Oral Discourse Aspects

Oral discourse can be found in *Animal Farm*, as illustrated by the examples are shown in this article. The practice of symbolic violence in this novel can be seen in the oral discourse attributed to Snowball, for example his statement that "The distinguishing mark of man is the hand, the instrument with which he does all his mischief" (see extract 1 above).

From the semantic aspect, the word hand can mean a tool to control other people. And this is interpreted as such, even though the hands can also be used to help. Compare that to the text "*No sentimentality, comrade!*" cried Snowball from whose wounds the blood was still dripping. *The only good human being is a dead one*" (extract 2). On the one hand, this rallying cry can be seen as a really a stupid statement; but on the other hand it can be perceived as highly motivating.

The next illustration of symbolic violence can be found in extract 3 where Napoleon also practices symbolic violence in the form of oral discourse. By saying that the children would be educated and Napoleon would be responsible for their education, this discourse is designed to cover up a practice of violence carried out by Napoleon, by seizing the children of the animals. Not only were they separated from their mothers, but they were coerced by Napoleon into becoming soldiers to subdue their own parents and fight for the hegemony against the other animals. In another discourse, it is stated that "...Napoleon was now never spoken of simply as 'Napoleon.' He was always referred to in formal style as 'our Leader, Comrade Napoleon,' and this pigs liked to invent for him such titles as Father of All Animals, ..." Thus, once again, this statement contains elements of symbolic violence in the context of oral discourse, as it implies the dominance of Napoleon and reinforces the power of the hegemony.

2. Written Discourse Aspects

Symbolic violence in the form of written text is called the written discourse aspect (see extract 5 above). It is clear that "FOUR LEGS GOOD, TWO LEGS BAD" was inscribed on the end wall of the barn in capital letters. Another example is found in extract 6, where one of the rules or Commandments of Animality is changed to read "No animal shall kill any other animal without cause." The animals were led to believe that they had been mistaken, that "somehow or other, the last two words had slipped out of the animals' memory". This gaslighting tactic was used to normalize the conduct and power of the hegemony, as the animals "saw now that the Commandment had not been violated", and thus accepted the oppression and violence perpetrated by the new ruling class.

A further clear incidence of the practice of written discourse as a symbolic violence instrument can be seen in the change made to the Fifth Commandment (extract 7). This commandment was originally written as "No animal shall drink alcohol". However, once again the animals were led to believe that "there were two words that they had forgotten". As the new written version of the Commandment read: "No animal shall drink alcohol to excess", thereby effectively normalizing the drinking of alcohol, at least by the leaders, as they could determine what constituted an allowable level or an excess.

Based on the discussion above, it is clear that the principles enable a clear distinction between oral discourse and written discourse. These principles can then be used to interpret any specific occurrence of symbolic violence by utilizing two theories, namely the Hermeneutic interpretation theory of Paul Ricoeur and the theory of Symbolic Violence of Pierre Bourdieu.

VIII. CONCLUSION

Based on the discussion above some points are highlighted: a) social discrimination; b) the mistreatment of oppressed groups; c) injustice; and d) human rights. The researcher concluded that the novel *Animal Farm* by George Orwell tells a story illustrating social conflicts where the actors use symbolic violence in social practice. In the world of the novel,

the dominant classes use the practice of symbolic violence to dominate, seize power and retain power.

This symbolic violence occurs over both oral and written domains of discourse communication. The discourse is organized in ways involving the creation, reinforcement and retention of the power to dominate other classes so that the goals of the leaders (hegemony) can be achieved.

In this novel, in addition to the upper class struggle to dominate or control the lower classes, symbolic violence is also used within the same class, i.e. within the dominant class, where the success or failure of the efforts to dominate others depend on how much capital each rival would-be hegemonic group can gain and retain.

The results of this study indicate that the instruments of symbolic violence in this novel are oral discourse and written discourse, both of which are used by animals to control and practice violence against other animals. Violence is practiced so subtly that the victims do not realize that they are becoming the victims of this symbolic practice of violence. The implication of this study is that, after reading this literary work, the reader will find new perspectives from seeing the relation between the literary work and social life.

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Translation Performance in Intuitive and Sensing-Type Personalities

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Abstract—This study uses the Myers-Briggs Type Indicator, the American Translator Association assessment framework, and error categories to explore the differences between sensing and intuitive-type translators. Using English-Arabic as a language pair, the study investigates whether sensing-types are poor translators compared to intuitive-types as claimed by previous studies. The findings show that sensing-type translators may struggle with their writing and translation skills. According to the analysis outcomes, intuitive-type translators scored lower in essential error categories for translation, including cohesion and misunderstanding of the source text, as compared to sensing-type translators. Based on the study's findings, recommendations for overcoming the challenges encountered by sensing-type translators are suggested.

Index Terms—sensing-type, intuitive-type, translation quality, Myers-Briggs Type Indicator

I. INTRODUCTION

Like any other professionals, translators and interpreters differ in their expertise, background knowledge, and personality types. Few studies have been conducted to examine the relationship between translation performance, parts of the personality that are associated with perception, and the way people process information. The Myers-Briggs Type Indicator (MBTI) has been used globally to identify individuals' personality types based on their instinctive preferences of four dichotomies linked to personal energy, perception, decision making, and managing lifestyles (Jung 1921/1971).

According to the MBTI, there are two styles of perception, namely, sensing and intuition. Sensing refers to "processing data through the five senses. People with this style tend to focus on the present and prefer to learn by doing rather than thinking it through. They are concrete thinkers who recognize details. They are more energized by the practical use of an object/idea rather than the theory behind it" (Wang et al., 2012, p.11). In contrast, there are people who instinctively use intuition as their perception style. They are recognized to be "keen to the meaning and patterns behind the information. They are more focused on how the present would affect the future. Intuitive-type individuals are readily able to grasp different possibilities and abstract concepts. They easily see the big picture rather than the details" (Wang et al., 2012, p.11).

This study investigates whether translators' perception styles influence their performance. This paper will focus on whether sensing personalities are unsuccessful in English-Arabic translation compared to intuitive ones, and underscore errors and quality points that may make them unique amongst other types.

II. LITERATURE REVIEW

Among the few studies that have earlier been conducted in this field, four are briefly highlighted here. Hubscher-Davidson (2009) conducted a study with 20 participants to explore the effect of MBTI personality traits on French-English translation performance using a piece of literary text. The author conducted the analysis, placed special emphasis on the difference between sensing-type and intuitive-type translators, and reported that the latter outperformed the sensing-type translators. In this regard, Hubscher-Davidson (2009) indicates that "the five students who were most successful in the task, according to the markers' assessments, were all intuitioners, whereas the five weakest students in the study were all sensors" (p. 185). On the one hand, the study's findings show that the sensing-type translators' work contained serious mistakes in semantics, and that their translations according to the markers were inaccurate and vague. On the other hand, markers gave positive comments on the intuitive-type translators' imagery mastery and stylistic sensibility during translation (p. 186).

Karimnia and Mahjubi (2013) conducted numerous experiments and analyzed whether there was a significant association between translation quality and personality traits using the MBTI. Their study involved different text types to measure participants' performance and the quality of their translations.

The researchers reported that almost all personality types translated operative and informative texts in the same manner. Their findings observed a remarkable difference between intuitive and sensing types when it came to literary genre translation as the former obviously outperformed their peers (p. 47). Additionally, they observed that sensing-type individuals lack good writing skills and self-confidence as reflected in their tasks as well as their exit surveys (pp.

48/49). They also highlighted that sensing-thinking (ST) and sensing-feeling (SF) type participants have limitations in their reading skills that result in unwanted complexity which could hamper the successful completion of tasks (p. 49).

Karimnia and Mahjubi (2013) underscore that the absence of originality and imagination in the sensing-type translators' personalities might be behind their failure to translate well (p. 50).

Shaki and Khoshsalighehi (2017) studied the connection between translation quality and different personality types using Persian and English as the language pair. Their findings stated that intuitive-thinking (NT) types outperformed all other types (p. 130). They highlighted that participants with sensing personality types performed poorly in the translation of all text types. They also pointed out that a part of their problem is linked to the absence of essential skills (i.e., reading and comprehension skills) especially while handling the source text (p. 131).

On the contrary, Al-Ismail (2020) conducted an observational study to explore the personality variations and translation quality. The study's findings show that intuitive types outperformed all other types in the translation of all texts. In addition, sensing-type participants obtained mid-average level scores when it came to translation quality. The author states: "findings also highlight that sensing personalities are also amongst best performers" (p. 34). However, this study did not focus on the detailed exploration of the performance of sensing-types in Arabic-English translation.

Thus, this study essentially aims to explore sensing-type translators' performance in terms of assessment elements. We focus on several error categories relating to meaning transfer and mechanical errors. The points in the micro-analysis will include error categories such as ambiguity, cohesion, literalness, word choice, grammar, spelling, and usage. This study intends to provide further conclusive remarks and investigate sensing-type translators and their performance in-depth to corroborate the findings of previous studies.

III. METHODOLOGY

A. Participants and Materials

The research included 44 level five undergraduate translation students (male) who had completed a variety of foundational courses in translation. Each participant demonstrated an interest in the research and provided informed consent. Throughout this study, participants will be referred to as sensing-type and intuitive-type translators. There were two distinct rounds of data collection: 1) personality assessment using MBTI, and 2) translation tasks. Translation tasks included two different types of text. The two texts were referred to as *Text 1* (informative) and *Text 2* (expressive).

B. Procedures

In stage 1, the MBTI assessment was used to determine participants' personality types. All types were verified by a certified MBTI practitioner. The second stage involved translation tasks in which participants were asked to translate various texts from English to Arabic. Participants were allowed to use the internet to access online dictionaries and other useful resources to help in the translation process in a self-paced timed session. The assessment was conducted by a certified professional translator using the American Translator Association (ATA) assessment framework.

C. Results

Translator types were sorted into two main categories: sensing-type and intuitive-type, and included 34 and 10 participants respectively.

The hypothesis of this study states that sensing-type participants may not be as successful as intuitive-type participants with regard to English-Arabic translation performance. Thus, this paper will use the ATA error parameters to micro-analyze sensing-type individuals' performance reports in order to determine whether they fall within the category of unsuccessful translators and writers as argued by Karimnia and Mahjubi (2013), and Shaki and Khoshsalighehi (2017). This study also compares sensing-types' performance with their counterpart, the intuitive-types.

Assessment Elements¹

This section presents assessment factors for participants' tasks according to their ATA assessment sheets. Since the number of participants was small (44), manual analysis was conducted to ensure fairness and consistency. Subsections include tables for the following ATA error categories:

- Target language mechanics
- Meaning transfer errors at the word/phrase level (addition, omission, terminology, and verb form).
- Various meaning transfer errors (ambiguity, cohesion, faithfulness, literalness, and misunderstanding of the source text)
- Writing ability errors (usage and text type).

Tables 1 and 2 show participant types and meaning transfer error scores of texts 1 and 2.

¹ ATA assessment factors and explanation of error categories are available at: <https://www.atanet.org/certification/how-the-exam-is-graded/error-categories/>

TABLE 1
MEANING TRANSFER ERRORS AT WORD/PHRASE LEVEL FOR ALL TYPES (TEXT 1)

MBTI Type	Participant	Addition	Omission	Terminology	Verb Tense
Sensing	Participant 1	0	0	0	0
Sensing	Participant 2	0	0	1	0
Sensing	Participant 3	0	0	9	0
Sensing	Participant 4	0	1	1	1
Sensing	Participant 5	0	6	0	2
Sensing	Participant 6	0	8	0	2
Sensing	Participant 7	0	0	2	1
Sensing	Participant 8	0	0	2	0
Sensing	Participant 9	0	0	3	0
Sensing	Participant 10	0	0	9	0
Sensing	Participant 11	0	0	3	0
Sensing	Participant 12	2	0	2	1
Sensing	Participant 13	0	0	5	0
Sensing	Participant 14	0	1	0	2
Sensing	Participant 15	0	0	1	0
Sensing	Participant 16	0	1	0	0
Sensing	Participant 17	0	0	4	0
Sensing	Participant 18	0	0	6	2
Sensing	Participant 19	0	0	0	0
Sensing	Participant 20	0	1	2	0
Sensing	Participant 21	0	0	3	0
Sensing	Participant 22	0	0	5	1
Sensing	Participant 23	0	1	1	0
Sensing	Participant 24	0	0	6	0
Sensing	Participant 25	0	4	1	2
Sensing	Participant 26	0	0	0	0
Sensing	Participant 27	0	0	1	0
Sensing	Participant 28	6	5	4	2
Sensing	Participant 29	0	0	5	1
Sensing	Participant 30	0	4	0	0
Sensing	Participant 31	0	45	0	0
Sensing	Participant 32	0	0	2	0
Sensing	Participant 33	0	0	5	0
Sensing	Participant 34	0	0	0	0
Intuitive	Participant 35	0	0	0	3
Intuitive	Participant 36	0	0	0	2
Intuitive	Participant 37	0	0	4	0
Intuitive	Participant 38	0	0	0	0
Intuitive	Participant 39	0	0	0	0
Intuitive	Participant 40	0	0	4	0
Intuitive	Participant 41	1	0	0	0
Intuitive	Participant 42	0	0	4	0
Intuitive	Participant 43	0	0	0	0
Intuitive	Participant 44	0	0	5	0

TABLE 2
MEANING TRANSFER ERRORS AT WORD/PHRASE LEVEL FOR ALL TYPES (TEXT 2)

MBTI Type	Participant	Addition	Omission	Terminology	Verb Tense
Sensing	Participant 5	0	0	5	0
Sensing	Participant 6	0	15	15	0
Sensing	Participant 7	0	0	5	0
Sensing	Participant 8	0	0	1	0
Sensing	Participant 9	0	0	10	0
Sensing	Participant 10	0	1	0	0
Sensing	Participant 11	8	0	6	0
Sensing	Participant 13	0	0	2	0
Sensing	Participant 14	0	0	5	0
Sensing	Participant 15	0	0	2	0
Sensing	Participant 16	0	0	4	0
Sensing	Participant 17	0	1	0	0
Sensing	Participant 18	0	0	0	0
Sensing	Participant 19	0	0	2	0
Sensing	Participant 20	0	0	1	0
Sensing	Participant 21	0	0	8	0
Sensing	Participant 22	0	0	8	0
Sensing	Participant 23	0	0	0	0
Sensing	Participant 24	0	0	5	0
Sensing	Participant 25	0	0	3	0
Sensing	Participant 26	0	0	4	0
Sensing	Participant 27	0	0	1	0
Sensing	Participant 28	0	1	2	0
Sensing	Participant 29	0	0	5	0
Sensing	Participant 30	0	0	1	0
Sensing	Participant 31	0	0	7	0
Sensing	Participant 32	0	0	3	0
Sensing	Participant 33	0	0	6	0
Sensing	Participant 34	0	0	5	0
Sensing	Participant 35	0	0	4	0
Sensing	Participant 36	0	0	6	0
Sensing	Participant 37	0	0	6	0
Sensing	Participant 38	0	0	2	0
Sensing	Participant 39	0	0	3	0
Intuitive	Participant 40	0	0	0	0
Intuitive	Participant 41	0	0	2	0
Intuitive	Participant 42	0	0	6	0
Intuitive	Participant 43	0	0	5	0
Intuitive	Participant 44	0	0	4	0
Intuitive	Participant 1	0	0	1	0
Intuitive	Participant 2	0	0	4	0
Intuitive	Participant 3	0	0	5	0
Intuitive	Participant 4	0	1	2	0
Intuitive	Participant 12	0	0	3	0

As for other meaning transfer error categories, Table 3 shows the results for texts 1 and 2:

TABLE 3
MEANING TRANSFER ERRORS AT VARIOUS LEVELS (TEXT 1)

MBTI Type	Participant	Ambiguity	cohesion	Faithfulness	Literalness	Misunderstanding
Sensing	Participant 5	0	10	0	0	0
Sensing	Participant 6	1	0	0	0	0
Sensing	Participant 7	3	0	0	0	0
Sensing	Participant 8	0	0	0	0	6
Sensing	Participant 9	0	0	0	0	5
Sensing	Participant 10	0	0	0	0	15
Sensing	Participant 11	4	0	0	0	4
Sensing	Participant 13	0	0	0	0	7
Sensing	Participant 14	0	0	0	0	3
Sensing	Participant 15	8	0	0	0	5
Sensing	Participant 16	0	0	0	0	11
Sensing	Participant 17	0	2	0	3	1
Sensing	Participant 18	4	0	0	10	0
Sensing	Participant 19	2	0	0	0	4
Sensing	Participant 20	0	0	0	0	0
Sensing	Participant 21	0	0	0	0	2
Sensing	Participant 22	3	0	0	0	0
Sensing	Participant 23	0	0	0	0	2
Sensing	Participant 24	0	4	0	0	3
Sensing	Participant 25	0	0	0	0	0
Sensing	Participant 26	0	0	0	1	0
Sensing	Participant 27	4	0	0	0	8
Sensing	Participant 28	0	0	0	0	0
Sensing	Participant 29	0	0	0	0	0
Sensing	Participant 30	3	0	0	0	5
Sensing	Participant 31	12	3	0	0	4
Sensing	Participant 32	4	0	0	0	5
Sensing	Participant 33	0	0	0	0	0
Sensing	Participant 34	0	0	0	0	5
Sensing	Participant 35	0	0	0	0	5
Sensing	Participant 36	0	0	0	0	0
Sensing	Participant 37	14	0	0	0	0
Sensing	Participant 38	0	0	0	0	0
Sensing	Participant 39	2	0	0	0	10
Intuitive	Participant 40	4	0	0	0	5
Intuitive	Participant 41	0	0	0	0	0
Intuitive	Participant 42	0	0	0	0	0
Intuitive	Participant 43	4	3	0	0	0
Intuitive	Participant 44	3	0	0	0	0
Intuitive	Participant 1	0	0	0	0	0
Intuitive	Participant 2	6	0	0	0	3
Intuitive	Participant 3	0	0	0	0	0
Intuitive	Participant 4	0	0	0	2	0
Intuitive	Participant 12	0	0	0	0	0

TABLE 4
MEANING TRANSFER ERRORS AT VARIOUS LEVELS (TEXT 2)

MBTI Type	Participant	Ambiguity	Cohesion	Faithfulness	Literalness	Misunderstanding
Sensing	Participant 5	2	0	0	2	0
Sensing	Participant 6	0	5	0	0	15
Sensing	Participant 7	0	5	0	0	0
Sensing	Participant 8	0	0	0	0	8
Sensing	Participant 9	0	0	0	0	0
Sensing	Participant 10	1	0	0	2	4
Sensing	Participant 11	0	0	0	0	0
Sensing	Participant 13	0	0	0	0	0
Sensing	Participant 14	0	5	0	0	0
Sensing	Participant 15	0	0	0	0	0
Sensing	Participant 16	2	5	0	2	1
Sensing	Participant 17	0	0	0	0	6
Sensing	Participant 18	2	0	0	0	10
Sensing	Participant 19	0	0	0	1	0
Sensing	Participant 20	0	0	0	0	9
Sensing	Participant 21	9	3	0	0	15
Sensing	Participant 22	0	0	0	0	12
Sensing	Participant 23	0	4	0	0	3
Sensing	Participant 24	0	0	0	0	10
Sensing	Participant 25	2	0	0	0	0
Sensing	Participant 26	0	2	0	2	4
Sensing	Participant 27	0	0	0	2	0
Sensing	Participant 28	0	0	0	0	0
Sensing	Participant 29	0	0	0	0	4
Sensing	Participant 30	0	0	0	0	4
Sensing	Participant 31	0	2	0	0	0
Sensing	Participant 32	0	0	0	0	11
Sensing	Participant 33	0	0	0	0	5
Sensing	Participant 34	0	0	0	0	0
Sensing	Participant 35	0	0	0	0	0
Sensing	Participant 36	0	0	0	0	13
Sensing	Participant 37	3	0	0	0	5
Sensing	Participant 38	0	0	0	0	4
Sensing	Participant 39	0	0	0	1	7
Intuitive	Participant 40	0	0	0	0	0
Intuitive	Participant 41	0	0	0	0	0
Intuitive	Participant 42	5	0	0	2	0
Intuitive	Participant 43	4	0	0	0	0
Intuitive	Participant 44	0	3	0	3	0
Intuitive	Participant 1	0	0	0	0	0
Intuitive	Participant 2	3	0	0	0	0
Intuitive	Participant 3	0	0	0	0	0
Intuitive	Participant 4	0	0	0	0	0
Intuitive	Participant 12	0	0	0	0	0

Tables 5 and 6 show the results of errors concerning the target language mechanics for texts 1 and 2, respectively. Language mechanics include errors associated with syntax, grammar, word form, punctuation, and spelling.

TABLE 5
TARGET LANGUAGE MECHANICS (TEXT 1)

MBTI Type	Participant	Grammar	Syntax	Word Form	Punctuation	Spelling
Sensing	Participant 5	0	14	0	0	11
Sensing	Participant 6	0	0	0	0	0
Sensing	Participant 7	0	2	0	0	0
Sensing	Participant 8	0	0	0	0	3
Sensing	Participant 9	2	0	0	0	0
Sensing	Participant 10	0	0	0	0	0
Sensing	Participant 11	0	0	0	0	0
Sensing	Participant 13	0	1	0	0	6
Sensing	Participant 14	0	0	0	0	0
Sensing	Participant 15	5	4	0	0	15
Sensing	Participant 16	0	0	0	0	15
Sensing	Participant 17	0	1	1	0	4
Sensing	Participant 18	1	0	0	0	4
Sensing	Participant 19	0	0	0	0	0
Sensing	Participant 20	0	0	0	0	5
Sensing	Participant 21	1	0	0	0	1
Sensing	Participant 22	0	0	0	0	2
Sensing	Participant 23	0	0	0	0	3
Sensing	Participant 24	0	0	0	0	0
Sensing	Participant 25	0	0	0	0	2
Sensing	Participant 26	0	0	0	0	4
Sensing	Participant 27	0	0	0	0	15
Sensing	Participant 28	0	0	1	2	0
Sensing	Participant 29	4	3	0	0	0
Sensing	Participant 30	0	0	0	0	0
Sensing	Participant 31	0	0	0	0	0
Sensing	Participant 32	0	0	0	0	0
Sensing	Participant 33	0	3	0	0	1
Sensing	Participant 34	0	0	0	0	1
Sensing	Participant 35	0	0	0	0	2
Sensing	Participant 36	0	0	0	0	0
Sensing	Participant 37	0	0	0	0	2
Sensing	Participant 38	2	0	0	0	0
Sensing	Participant 39	0	0	0	0	5
Intuitive	Participant 40	0	0	0	0	14
Intuitive	Participant 41	2	0	0	0	2
Intuitive	Participant 42	0	0	0	0	5
Intuitive	Participant 43	2	0	0	0	0
Intuitive	Participant 44	0	2	0	0	2
Intuitive	Participant 1	0	2	0	0	0
Intuitive	Participant 2	0	2	0	1	0
Intuitive	Participant 3	0	0	0	0	6
Intuitive	Participant 4	0	2	0	5	0
Intuitive	Participant 12	0	0	0	0	15

TABLE 6
TARGET LANGUAGE MECHANICS (TEXT 2)

MBTI Type	Participant	Grammar	Syntax	Word Form	Punctuation	Spelling
Sensing	Participant 5	1	0	0	0	0
Sensing	Participant 6	15	0	0	0	3
Sensing	Participant 7	0	14	0	0	11
Sensing	Participant 8	3	0	0	0	2
Sensing	Participant 9	7	0	0	0	8
Sensing	Participant 10	0	0	0	0	5
Sensing	Participant 11	4	0	0	0	11
Sensing	Participant 13	4	2	0	0	13
Sensing	Participant 14	0	14	0	0	11
Sensing	Participant 15	3	0	0	0	0
Sensing	Participant 16	0	2	0	5	0
Sensing	Participant 17	0	0	0	0	0
Sensing	Participant 18	0	0	0	0	5
Sensing	Participant 19	3	0	0	0	0
Sensing	Participant 20	1	0	1	0	1
Sensing	Participant 21	0	0	0	0	5
Sensing	Participant 22	3	0	0	0	0
Sensing	Participant 23	0	0	0	0	0
Sensing	Participant 24	8	0	0	0	0
Sensing	Participant 25	0	1	0	1	1
Sensing	Participant 26	4	1	0	0	0
Sensing	Participant 27	4	0	0	0	1
Sensing	Participant 28	1	0	0	1	1
Sensing	Participant 29	7	0	0	0	0
Sensing	Participant 30	3	0	0	0	10
Sensing	Participant 31	1	0	0	0	1
Sensing	Participant 32	0	0	0	0	2
Sensing	Participant 33	2	4	0	0	13
Sensing	Participant 34	2	0	0	0	10
Sensing	Participant 35	2	2	0	0	6
Sensing	Participant 36	2	2	0	0	2
Sensing	Participant 37	0	0	0	0	1
Sensing	Participant 38	4	2	0	0	5
Sensing	Participant 39	4	0	0	0	0
Intuitive	Participant 40	4	0	7	0	8
Intuitive	Participant 41	2	0	0	0	2
Intuitive	Participant 42	0	0	0	0	6
Intuitive	Participant 43	3	0	0	0	0
Intuitive	Participant 44	2	0	0	0	3
Intuitive	Participant 1	1	0	0	0	0
Intuitive	Participant 2	6	4	0	0	0
Intuitive	Participant 3	0	0	0	0	10
Intuitive	Participant 4	1	0	0	1	1
Intuitive	Participant 12	0	0	0	0	6

Additionally, results of the writing ability error for both texts are given below in Tables 7 and 8. This includes errors associated with usage and text type. According to the ATA assessment framework, it is considered a usage error when terminology or phrase conventions of the receptor language are not followed. A text type error arises when parts of the translation are either unsuitable for the intended audience or do not meet the standards given in the ATA translation instructions.

TABLE 7
WRITING ABILITY ERROR SCORE (TEXT 1)

MBTI Type	Participant	Text type	Usage
Sensing	Participant 5	0	0
Sensing	Participant 6	0	1
Sensing	Participant 7	0	2
Sensing	Participant 8	0	0
Sensing	Participant 9	0	2
Sensing	Participant 10	0	0
Sensing	Participant 11	0	1
Sensing	Participant 13	0	1
Sensing	Participant 14	0	2
Sensing	Participant 15	0	0
Sensing	Participant 16	0	0
Sensing	Participant 17	0	1
Sensing	Participant 18	0	0
Sensing	Participant 19	0	2
Sensing	Participant 20	0	1
Sensing	Participant 21	0	1
Sensing	Participant 22	0	0
Sensing	Participant 23	0	0
Sensing	Participant 24	0	2
Sensing	Participant 25	0	0
Sensing	Participant 26	0	3
Sensing	Participant 27	0	0
Sensing	Participant 28	0	1
Sensing	Participant 29	0	0
Sensing	Participant 30	0	1
Sensing	Participant 31	0	0
Sensing	Participant 32	0	1
Sensing	Participant 33	0	0
Sensing	Participant 34	0	0
Sensing	Participant 35	0	3
Sensing	Participant 36	0	0
Sensing	Participant 37	0	0
Sensing	Participant 38	0	0
Sensing	Participant 39	0	7
Intuitive	Participant 40	0	0
Intuitive	Participant 41	0	0
Intuitive	Participant 42	0	0
Intuitive	Participant 43	0	0
Intuitive	Participant 44	0	0
Intuitive	Participant 1	0	4
Intuitive	Participant 2	0	0
Intuitive	Participant 3	2	0
Intuitive	Participant 4	0	0
Intuitive	Participant 12	0	0

TABLE 8
WRITING ABILITY ERROR SCORE (TEXT 2)

MBTI Type	Participant	Text Type	Usage
Sensing	Participant 5	0	0
Sensing	Participant 6	0	3
Sensing	Participant 7	0	0
Sensing	Participant 8	0	0
Sensing	Participant 9	0	3
Sensing	Participant 10	0	0
Sensing	Participant 11	0	3
Sensing	Participant 13	0	0
Sensing	Participant 14	0	0
Sensing	Participant 15	0	0
Sensing	Participant 16	0	0
Sensing	Participant 17	0	2
Sensing	Participant 18	0	0
Sensing	Participant 19	0	4
Sensing	Participant 20	0	7
Sensing	Participant 21	0	7
Sensing	Participant 22	0	2
Sensing	Participant 23	0	1
Sensing	Participant 24	0	0
Sensing	Participant 25	0	0
Sensing	Participant 26	0	2
Sensing	Participant 27	0	0
Sensing	Participant 28	0	1
Sensing	Participant 29	0	0
Sensing	Participant 30	0	0
Sensing	Participant 31	0	0
Sensing	Participant 32	0	2
Sensing	Participant 33	0	0
Sensing	Participant 34	0	1
Sensing	Participant 35	0	3
Sensing	Participant 36	0	0
Sensing	Participant 37	0	0
Sensing	Participant 38	0	0
Sensing	Participant 39	0	0
Intuitive	Participant 40	0	0
Intuitive	Participant 41	0	0
Intuitive	Participant 42	0	0
Intuitive	Participant 43	0	0
Intuitive	Participant 44	0	0
Intuitive	Participant 1	0	1
Intuitive	Participant 2	0	0
Intuitive	Participant 3	0	0
Intuitive	Participant 4	0	0
Intuitive	Participant 12	0	3

IV. DISCUSSION

Findings showed that meaning transfer errors at word/phrase levels for all types have an interesting pattern in favor of intuitive types. The average of each meaning transfer error element was counted. Findings showed that for text 1, sensing-types incurred a higher rate of errors than intuitive-type participants. Moreover, the average rate of addition errors (adding extraneous components to the meaning) for sensing-types is 0.23 and for intuitive-types is 0.1.

As for terminology errors, sensing-type participants scored 2.44 while intuitive-types scored 1.7. This category of errors reflects the translator's terminological competence regarding the choice of the right terms for the text (Martinez & Faber, 2009). In this context, intuitive-types performed better than the sensing-types. However, the two types obtained the same score in the verb form error category (0.5). Results of the omission error category show that sensing-types scored an average value of 2.08 whereas their counterparts scored 0.

Meanwhile, data from text 2 show that intuitive-type participants scored higher in the average addition errors than the sensing-types (intuitive: 0.8, sensing: 0). However, sensing-type participants scored higher in other error categories in this area, namely, omission (0.52) and terminology (3.94). Figures 1 and 2 visually display the aforementioned results.

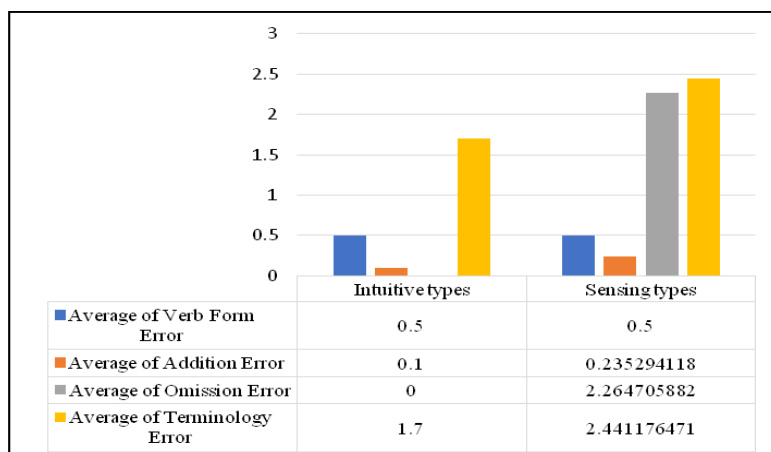


Figure 1. Meaning Transfer Errors at the Word/phrase Level for Intuitive and Sensing Types (text 1)

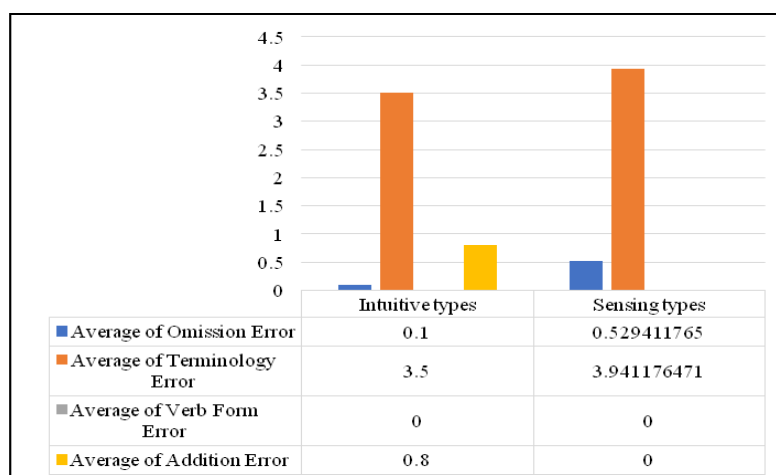


Figure 2. Meaning Transfer Errors at the Word/phrase Level for Intuitive and Sensing Types (text 2)

As for the other levels of errors in the category of meaning transfer, results indicate that the average error rate values for sensing-type participants surpass those of the intuitive participants, which denotes that sensing participants may have challenges when it comes to writing and translation skills. This supports the findings of Hubscher-Davidson (2009), Karimnia and Mahjubi (2013) and Shaki and Khoshsalighehi (2017). This study's results show that sensing-type individuals obtained the highest average rate of errors associated with misunderstanding the source text while translating text 1, whereas intuitive participants scored less than half of what sensing-type individuals scored in the same category (Figure 3). Moreover, findings show that sensing-type participants obtained high scores in all other error categories except faithfulness; namely, ambiguity, literalness, and cohesion.

Results for text 2 show that sensing-type participants still scored higher in the error categories associated with cohesion and misunderstanding of the source text (0.93 and 4.41, respectively), in comparison with intuitive-type participants who obtained 0.3 and 0 in those categories, respectively. Nonetheless, results show that intuitive-type participants had higher average rates for errors related to literalness and ambiguity as displayed in Figure 4 below.

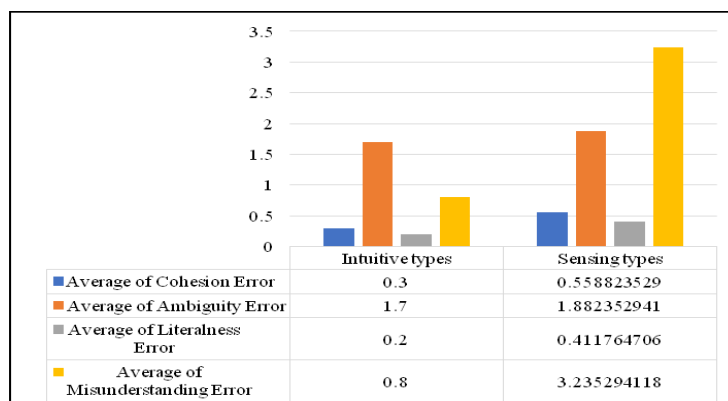


Figure 3. Other Meaning Transfer Error Categories (text 1)

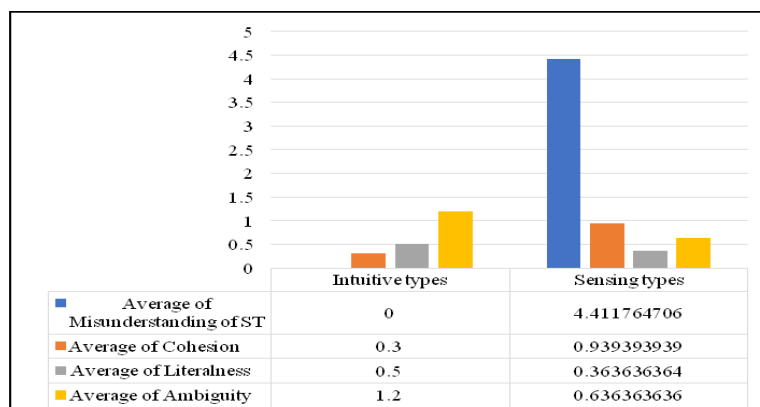


Figure 4. Other Meaning Transfer Error Categories (text 2)

Regarding the writing ability assessment elements, results for text 1 show that intuitive-type participants scored higher in the text type error category. Their average error score value was 0.2, and that of the sensing participants was 0. According to the ATA, this error category, refers to when a translator does not keep the target readership in mind while translating the target text. These results, to some extent, contradict the findings of Hubscher-Davidson (2009), Karimnia and Mahjubi (2013), Shaki and Khoshsalighehi (2017), and Al-Ismail (2020) that underscore how intuitive-type translators are good at translation as compared to other types of translators.

However, data shows that sensing-type participants tend to score high (0.94) in the average number of errors category when it comes to usage errors, as shown in Figure 5. This category essentially indicates:

A usage error occurs when conventions of wording or phrasing in the target language are not followed (“We don’t say it that way”). Correct and idiomatic usage of the target language is expected. This category includes definite/indefinite articles, idiomatic use of prepositions (e.g., “married to,” not “with”), and collocations (“committed a crime,” rather than “performed a crime”) (<https://www.atanet.org/> Accessed 25 Dec. 2021)

Data for text 2 show that sensing-type participants scored higher than their counterparts in the error category of usage (writing ability, 1 versus 0.4). However, both types scored 0 in the text type error category (Figure 6).

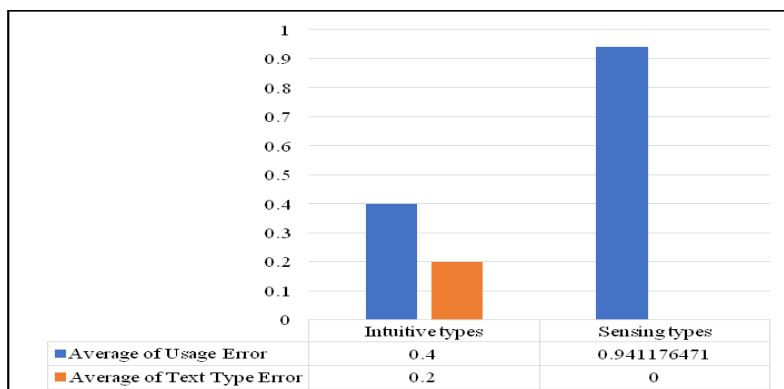


Figure 5. Writing Ability Error Categories (text 1)

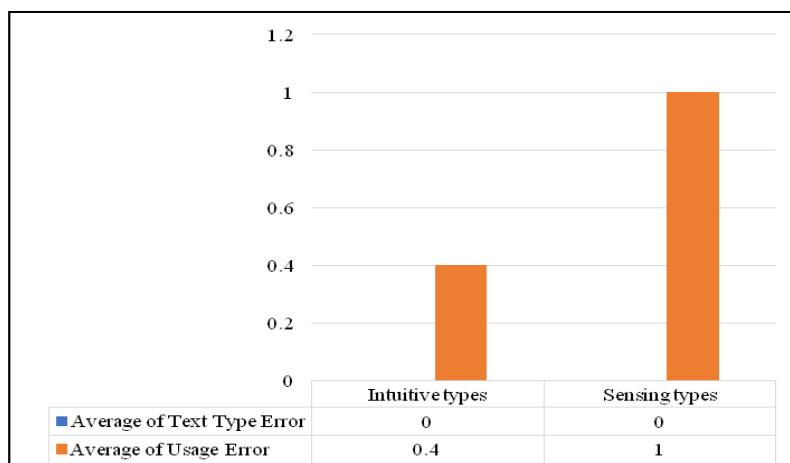


Figure 6. Writing Ability Error Categories (text 2)

Finally, target language mechanics (Figure 7) includes errors in grammar, syntax, word form, spelling, and punctuation. This study's results show that intuitive-type participants obtained the highest average scores for spelling errors in the target language (Arabic, 4.4) while sensing-type participants obtained a score of 2.9. As for other categories, both types scored below 1. Regarding grammar, intuitive-type participants scored 0.40, and sensing participants scored 0.44. In terms of syntax, both types obtained similar scores (intuitive: 0.80 and sensing: 0.82).

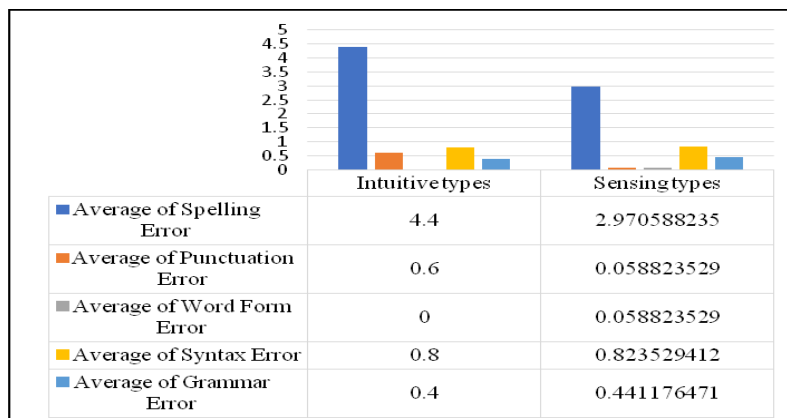


Figure 7. Target Language Mechanics (text 1)

Results show that intuitive types surpassed the sensing-types in punctuation errors. However, sensing-type participants scored 0.05 in errors concerning the word form while intuitive-type participants scored 0. These results illustrate that intuitive-type participants performed more poorly than sensing-type participants in target language mechanics (details), which may impact the final product of translation. However, the tendency of intuitive types to make spelling and punctuation mistakes may be linked to their MBTI personality types. According to Myers and Briggs, intuitive-types intrinsically prefer handling interrelationships and patterns by looking at the big picture while sensing-types are more concerned with specifics and rely on their senses (Myers et al., 1998, p. 6).

Moreover, intuitive-type participants still scored high in the spelling error category for text 2 and sensing-type participants scored the highest in other categories, as shown in Figure 8.

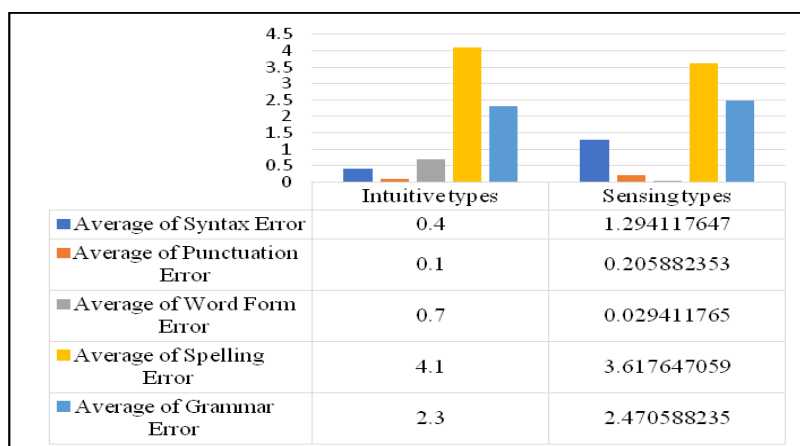


Figure 8. Target Language Mechanics (text 2)

V. CONCLUSION AND FUTURE RESEARCH

Using the MBTI and the ATA assessment framework for translation quality, this study attempted to investigate whether sensing-type participants perform poorly in writing and translation tasks. Using expressive and informative text, we highlight substantial differences of writing and translation skills between intuitive and sensing-type participants.

Despite the small sample size, our findings show that sensing-type participants lack the essential skills to handle the translation of texts coherently and cohesively as compared to intuitive-type participants. Moreover, with regard to translation and writing, our findings show that five major factors may be contributing to the challenges faced by sensing-type individuals. These error categories are omission, terminology, usage, misunderstanding of the source text, and cohesion. Table 9 shows a comparison of the results obtained between sensing and intuitive-type participants for both texts.

TABLE 9
SUMMARY OF RESULTS FOR BOTH TEXTS

	Type	Omission	Terminology	Misunderstanding	Usage	Cohesion
Text 1	Sensing	2.26	2.4	3.23	0.95	0.55
	Intuitive	0	1.7	0.8	0.4	0.3
Text 2	Sensing	0.52	3.9	4.41	1	0.93
	Intuitive	0.1	3.5	0	0.4	0.3

Therefore, the findings of this study show that sensing-type translators may not be as efficient as intuitive-type translators. It is recommended that sensing-type translators take the time to carefully read the text before translation. Further, at the beginning of their course, it is suggested that instructors identify learners' personality types and conduct surveys to determine the translators' strengths and weaknesses. This way, educators and instructors may be able to adjust the course components in order to better achieve the desired objectives.

This study's findings corroborate the results of previous studies that highlight the limitations of sensing-type translators. More importantly, further studies with a larger sample are needed to confirm such findings. Experiments using different text types such as operative and literary texts may be conducted by future researchers to further the findings of this study. Investigating the performance of sensing versus intuitive-type interpreters is another possible area of future research.

APPENDIX. SOURCE TEXTS

Text 1

"The City of New York is the most populous city in the United States. With an estimated 2017 population of 8,622,698 distributed over a land area of about 302.6 square miles (784 km²), it is also the most densely populated major city in the United States. Located at the southern tip of the state of New York, the city is the center of the New York metropolitan area, the largest metropolitan area in the world by urban landmass and one of the world's most populous megacities, with an estimated 20,320,876 people in its 2017 Metropolitan Statistical Area and 23,876,155 residents in its Combined Statistical Area. A global power city, New York City has been described as the cultural, financial, and media capital of the world, and exerts a significant impact upon commerce, entertainment, technology, politics, tourism and others. The city's fast pace has inspired the term New York minute" (Source: https://en.wikipedia.org/wiki/New_York_City, Retrieved 25 November 2021).

Text 2

"A son took his old father to a restaurant for an evening dinner. Father being very old and weak, while eating, dropped food on his shirt and trousers. Other diners watched him in disgust while his son was calm.

After he finished eating, his son who was not at all embarrassed, quietly took him to the washroom, wiped the food particles, removed the stains, combed his hair and fitted his spectacles firmly. When they came out, the entire restaurant was watching them in dead silence, not able to grasp how someone could embarrass themselves publicly like that. The son settled the bill and started walking out with his father.

At that time, an old man amongst the diners called out to the son and asked him, "Don't you think you have left something behind?"

The son replied, "No sir, I haven't".

The old man retorted, "Yes, you have! You left a lesson for every son and hope for every father." (Source: <https://www.moralstories.org/evening-dinner-father/>, Retrieved 25 November 2021).

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Chinese EFL Teachers' Cognition of CLT in Elementary Schools

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Abstract—This study investigates Chinese elementary school teachers' cognition of CLT (communicative language teaching). Prepared interviews were conducted with eight Chinese teachers who teach English in different elementary schools in China, with the interviews being translated and transcribed in English. Through repeated reading of the transcripts, the participants' thinking about the main features of CLT was analysed from a linguistic perspective to determine their attitudes towards and knowledge of CLT, their view of language acquisition, and their practice in real life. The results indicate that EFL teachers hold positive attitudes towards CLT in elementary school teaching in general; their divergences from the principles of CLT are caused by their previous experience, their knowledge of CLT and considerations that affect teaching practice in classrooms. The study provides a lens for future teachers' training adaption and exposes the limitations of the current teaching curriculum in China.

Index Terms—teachers' cognition, communicative language teaching, teaching curriculum, English language teaching

I. INTRODUCTION

Communicative language teaching (CLT) has enjoyed recent popularity in China, and the current teaching curriculum encourages teachers to adopt CLT and task-based language teaching (TBLT) to develop students' communicative competence (Zheng & Borg, 2014). In English language classrooms in primary schools, textbooks have adopted CLT principles and contain social activities which allow students to use English in real-life situations. However, in China, language learning is exam-oriented; therefore, the question of how to follow CLT methods in such a context is for teachers a question worth discussing. To investigate teachers' practice, this study aims to explore their belief in CLT from the linguistic perspective, as teachers' thinking is an important component of their practice (Borg, 2003). This exploration in turn allows further investigation of the factors that affect their cognition and teaching practice.

II. LITERATURE REVIEW

A. Teacher Cognition

Teacher cognition, or teacher thinking, has been studied effectively for more than three decades (Burns et al., 2015). This term refers to the mental work of teachers, which is a complex system combining beliefs, knowledge, attitudes, assumptions and so on, all of which influence teaching practice (Borg, 2003). According to Clark and Peterson (1986), teaching is a reflection of teachers' decision making: teachers make judgements and process information based on their cognitive thinking, both in preparation before class and in the classroom. This idea emerged in the 1960s when cognitive psychology was developed and the teachers' role was highlighted (Borg, 2006). The study of teaching was also affected by the model proposed by Dunkin and Biddle (1978), which examines the influence of context, process, product and presage on teaching, using a product-process approach to establish the relationship between teachers and learners, in which teachers are the performers in class while learners receive knowledge. However, this is limited as a way of understanding teachers' cognitive processing, as it interprets teaching to be the behaviour rather than the reflection that takes place within teachers' minds. Later, in the 1990s, the number of studies of teacher education increased rapidly, and these studies could be divided into three broad streams examining teachers' education, the role of the teacher, and actual teaching practice. These studies focused on the role of teachers as thinkers and decision-makers, thus emphasising the mental work and individual value of teachers more than in previous studies, which had considered teachers to be guided by national education policy (Freeman, 2007). Since then, research in this field has steadily gained interest.

The nature of teacher cognition in language teaching is diverse and dynamic, based on a review by Borg (2003) of work published between 1976 and 2002. On the one hand, the concept of cognition is controversial, with 'cognition' also being referred to as 'knowledge', 'beliefs', 'theories' and so on. Some researchers define cognition as thinking and belief, as distinct from knowledge, while others argue that knowledge and belief are basically integrated (Tsui, 2011).

Ellis (2012) distinguishes between three kinds of cognition, suggesting that ‘belief’ means ‘subjective opinions’, ‘assumption’ refers to the acceptance of an unproven fact; and ‘knowledge’ is the embracing of an accepted fact. However, the boundaries are not clear, as indicated by Woods’ (1996) system of BAK, which refers to belief, assumptions and knowledge, three factors that are considered not separate but intertwined.

The areas of study within teacher cognition research are diverse, ranging from teaching language skills (Meijer et al., 2001) and the language-learning process (Peacock, 2001) to pedagogical practices (Breen et al., 2001). This range confirms that teacher cognition is a complex system influenced by several factors and affecting teaching practice in turn. Richards (1996) regards teachers’ own experience, personalities, principles and approaches as the factors that could affect teacher cognition. Ellis (2012) argues that belief consists of prior classroom experience as a student, teacher education and language learning. Therefore, to better study teaching practice, it is significant to investigate teacher cognition to understand why and how teachers make decisions in their teaching processes.

B. Language Teaching Methodology and Teacher Cognition

Methodology, in the Longman Dictionary of Applied Linguistics, is explained as ‘the study of the practices and procedures used in teaching, and the principles and beliefs that underline them’ (Richards et al., 1986, p.106). According to Nunan (1991), methodology refers to how to select and arrange learning tasks and activities.

Investigation of teacher cognition in language teaching dates from the 1970s, when the audio-lingual and direct method (ALDM), based on the idea that learning is a way of forming habits, was popular in language classrooms. In this method, the teacher was considered the director of learning behaviour and the source of the target language for students to imitate (Larsen-Freeman, 2000). Incorporating the principles of behavioural psychology (Skinner, 1957), learning a language was regarded to be behavioural and structured automatically so that students receive knowledge conveyed by teachers without independent thinking; teachers’ thinking was not included either. This behaviourist view of language learning was rejected by Noam Chomsky, who argued that it is impossible that language is learned through habit formation alone, based on the evidence of poverty of the stimulus (PoS) suggesting that people can speak languages which they have not heard before. Chomsky argued that language is learned innately by knowing the rules, that is, through universal grammar (Cook & Newson, 1996). Along with this opinion, in the 1980s, innovative methods were developed (Blair, 1982) with diverse groupings of pedagogical theories and practices, including community language learning (Curran, 1976), Gattegno’s Silent Way and the natural approach (Krashen & Terrell, 1983); each methodology had its own rationale of language teaching and teacher thinking. This time period, according to Freeman (2016), was the first generation of the thinking movement, which represented a shift toward encouraging teachers to think methodologically in response to classroom practice. It was in the 1980s that teacher thinking became a part of classroom teaching (Freeman, 2007). Following this step, the work of the second generation was to think synthetically, with the emergence of electronic teaching and communicative language teaching, which reflected the idea that teacher thinking should be synthetic, combining the selection of teaching materials with principles. In this way, teacher cognition could be highlighted, as classroom teaching activities were chosen by teachers based on their individual thinking. The growing study of teacher cognition in this time period was caused, to some extent, by research suggesting that it is impossible to learn deeply about teachers and teaching without understanding teacher beliefs and thinking.

In this study, the communicative language teaching (CLT) methodology is discussed in terms of its main features and principles. CLT aims to develop students’ communicative competence (Hymes, 1972) in language acquisition and applies the theoretical aspects of the communicative approach by emphasising the connection between communication and language (Larsen-Freeman, 2000). In CLT, function is emphasised over form, and students are encouraged to use the target language to communicate in class (Yuan, 2011). According to Whong (2013), CLT stresses the features of authenticity, fluency, learner autonomy, interaction and task-based activities. Although this method is popular with policymakers for promoting a communicative approach, it has spurred criticism and debate. The first challenge is that teachers who claim to follow the communicative approach are less communicative in class (Nunan, 1987; Gatlinton & Segalowitz, 2005). The second is that CLT is not acceptable or popular in all countries outside the West (Whong, 2013).

Previous studies of teacher cognition, according to Borg (2003), have focused more on grammar and skills instruction. Few studies of teacher cognition and understanding of CLT have been conducted (Tajeddin & Aryaean, 2017). Mowlaie and Rahimi (2010) conducted a quantitative study of teachers’ attitudes toward CLT and their practices in real classrooms in Iran to determine whether teachers supported the principles of CLT and whether there was a gap between cognition and practice. The authors believe that teacher thinking is a determining factor in implementing teaching practice and should be taken into account along with theoretical perspectives.

C. CLT in China

As Wedell (2008) points out, in East Asian countries, the curriculum design differs greatly from the reality of classroom teaching. In China, there is a gap between the expectations set by policy and reality, meaning that some teachers fail to develop students’ communicative competence as they rely heavily on textbooks and focus on grammar, writing and reading proficiency (Wu & Fang, 2002). What is more, under the influence of Confucian culture, teaching in China is considered as the accumulation of knowledge rather than short-term usage. Teaching tends to be traditional and teacher-centred, with the role of the teacher being that of a facilitator and guide to fill a student’s ‘empty vessel’ with knowledge (Kraut & Poole, 2017).

According to Rao (2013), English education in China is affected by the curriculum and educational policies, the history of which can be divided into five stages: before and after 1945, the first renaissance (1956–1966), the period of the Cultural Revolution and the second renaissance (1977–). Traditionally, for English language teaching, the mainstream approach was the grammar-translation method, which prioritises reading and writing over speaking, memorising over communicating, and learning language through translating the foreign language into the native language (Larsen-Freeman, 2000). For a long time, despite the spread of new approaches like the audio-lingual or direct method from the West, due to lack of training and low confidence in these approaches, English teachers still preferred the grammar-translation method (Rao, 2013). To promote English language teaching in China after the 1970s, great changes were made in language education policy as part of the trend of national development. After 1978, with the end of the Cultural Revolution and modernisation reforms, foreign language learning has gradually come into the spotlight for its role in opening up and internationalising the culture (Hu, 2005). In 1979, in the wave of the second renaissance, communicative language teaching (CLT) was introduced by Li Xiaojun and her colleagues, who implemented the project named Communicative English for Chinese Learners (CECL) and developed a series of English language teaching (ELT) textbooks based on the communicative approach (Li, 1984).

This method seeks not only to influence Chinese development policy but also to respond to the disadvantages of the grammar-translation method. In contrast to the grammar-translation method, in which reading and writing are emphasised, Li's method addresses language use in language learning, in terms of using authentic language in real situations in which students have the need to communicate in the foreign language. Under this system, the teaching classroom should provide learners with sufficient authentic input, a real speaking environment and free communication, with learner-centredness featuring more prominently than teacher-centredness (Li, 1984). However, this method does not attract large numbers of Chinese EFL teachers. According to Burnaby and Sun (1989), interviews with 24 Chinese English teachers suggested that many believe that CLT is beneficial to students who are going to go abroad, while for students who stay at home, the traditional language-teaching method is more effective. Furthermore, limited time and large class size constrain the implementation of a communicative approach.

There have been conflicts and doubts about the strength of this method compared to traditional language teaching methods, even though it aims to develop students' communicative competence, which follows the trend of modernisation reform. In a study at Huadong Normal University (a university in China), students who were trained using the CLT method could speak freely and simultaneously but performed worse than those who had received traditional teaching in terms of grammar and vocabulary (Wang, 1999). Therefore, there is no denying that CLT and GTM each have their own strengths and weaknesses and should be treated by considering the real situation. Anderson (1993) also explores the issue of CLT in China in a six-week training programme. The researchers mention that due to the traditional language teaching approach being teacher-centred and book-centred, the textbook, which focuses on grammar, reading and writing, does not promote CLT. Also, in terms of teacher cognition, it has been found that some teachers hesitate to use CLT in class. Kraut and Poole (2017) conducted a survey of 65 Chinese EFL teachers after a month-long training course in CLT to study the teachers' attitudes towards and beliefs about CLT. The results indicate that teachers believe that they should give students more time for target-language output and authentic input and create a positive learning environment. In this study, teachers' cognition and understanding of CLT will be further investigated. Specifically, the study investigates whether teachers are capable of teaching using the communicative approach along with the curriculum in elementary school teaching by exploring three research questions:

What is teachers' cognition of CLT?

What factors do they think affect their cognition of CLT?

What do they practice in real-life teaching?

III. METHODS

A. Participants

The participants in this qualitative study were eight Chinese teachers teaching English in elementary schools and in educational institutions. Convenience sampling was adopted in this study: the participants were selected from the author's university based on two factors. The first is that all of them had obtained education qualification certificates, which meant that they had knowledge of teaching. The second is that they all taught elementary school students in the eastern part of China and knew about the current elementary teaching curriculum, which advocates student-centred and communicative language teaching. Thus, they were suited to take part in the investigation discussed above. All eight teachers were around 23 years old, with a mean of 4 years of experience teaching English. In the study, pseudonyms are used to avoid participants being identified (see Table 1).

TABLE 1
PARTICIPANT INFORMATION

Participants	Age	Years of teaching	Learner levels
Daisy	26	5	Grade 6
Dorothy	23	4	Grade 4–6
Grey	24	4	Grade 1
Selina	23	2	Grade 1–2
Zoey	24	2	Grade 1–2
Leo	24	3	Grade 4
Cheng	24	2	Grade 3–6
Judya	23	5	Grade 1

B. Data Collection and Analysis

Prepared interviews were given to the participants, lasting 35 minutes on average and focusing on teachers' attitudes towards and beliefs about communicative language teaching, in particular how CLT works with Chinese elementary students under the current teaching curriculum. The interviews were audio-recorded with the permission of the participants and were conducted by the author in Chinese and then translated by herself into English. According to Dörnyei (2007), such structured interviews may fail to yield rich data and lead to less flexibility. To solve this problem, some of the questions and the order in which they were asked were adjusted based on the participants (Gass & Mackey, 2013), and sometimes recordings were stopped by the researcher to ask for the participants' interpretation.

The interview data were analysed using emergent thematic analysis (Mackey & Gass, 2005); interviews were categorised according to the questions and read to detect patterns and differences. Overall, the data were analysed inductively through repeated reading of the interview transcripts (more than three times each) to identify the characteristics which reflect teachers' cognition and the factors affecting it.

IV. FINDINGS

According to the interviews, all participants had heard about CLT. They described it as a student-centred class, giving students more chance to communicate and interact, which are indeed some of the basic principles of CLT. Five teachers had heard of CLT from their previous teacher trainers, one had learned this method from teacher guidebooks, and two had received training on the subject in their educational institutions. Overall, among these teachers, only two had received training in the institution in which they worked; most of the teachers had learned teaching by themselves to gain a teaching qualification or from prior learning experience without having received systematic training.

Based on the teachers' definition of CLT, the interview presented several questions about the characteristics of CLT discussed in Whong (2013) and Chen and Wright (2017), including authenticity, interaction, error correction, learner autonomy and fluency. In this section of the paper, teachers' cognition of CLT in relation to these aspects is discussed from a linguistic perspective.

A. Interaction and Meaningful Activities

It is not surprising that all participants addressed the role and importance of interaction and meaningful activities in CLT classes. They stated that there should be more interaction in class, whether it be teacher-student or student-student interaction, to encourage students to speak more. Three teachers emphasised S-S interaction over T-S interaction based on their view of the role of teacher, which was that

the teacher should only be the guide, controller and monitor in class. More chances need to be given to the students to talk to enhance their speaking ability, which is also beneficial to their pronunciation.

However, it is worth noticing that those teachers who emphasised S-S interaction ignored other roles of teachers apart from those of controller, guide and monitor. According to Harmer (1991), the teacher can also be the prompter when students work together, serving as a resource when students need help while working in pairs. The teacher's role should be variable depending on the students' age and standard of English; the teacher can not only guide them but also set them on the right track. Those teachers who supported the idea that there should be more T-S interaction in class noted:

These students are at an early stage of learning the language, and they do not have the ability to speak much. If I give them much time to talk, they may speak Chinese later in the discussion (Daisy & Grey).

Based on the teachers' thinking, it is true that interaction plays an important role in L2 classrooms. From the sociolinguistic point of view, when the students are speaking, they are actually creating their own language resources, and in this process, language is learned through dialogue, which means that language acquisition lies in social interaction rather than, as in the formalists' view, being acquired natively (Artigal, 1992). Apart from this view, as mentioned before, the participants believe that language is a tool for communication; thus, the functionalist point of view could also support their emphasis on interaction.

The role of interaction is significantly addressed in Second language acquisition (SLA) studies. The influential interaction hypothesis proposed by Long (1981) argues that interaction provides learners with input, output and negotiation of meaning, from which learners can learn a language.

Input, the formalists argue, plays the role of a trigger for children to activate their 'internal mechanism' for acquiring

language (Cook & Newson, 1996). Similarly, interaction is also addressed in cognitive linguistics, which holds that it provides input for learners to process through the cognitive mechanism, which works through attention, rehearsal and connecting with previously established knowledge (Ellis, 1994). In the classroom, students are rational learners influenced by frequency, recency and salience. From the input they receive, they can extract schemes from examples, especially those with salience (Ellis, 2006). Thus, in discussion, students can process input information, which can be the output of peers or the teacher, to build up knowledge.

Krashen (1985) has advanced the input hypothesis, proposing the idea of comprehensible input, which refers to input containing information from which students can infer, which means input a little above the students' language standard. From this point of view, T-S interaction is important in the SLA classroom, where teachers' output is slightly above the students' level of competence in English. In addition, in this process, the teacher can give students information to help them test their hypothesis: once the students formulate a hypothesis about language use, one way to examine it is to depend on the input provided by the teacher (Faerch & Kasper, 1983). What is more, this hypothesis also indicates that students should be engaged in meaningful activities at a level slightly above their competence. From the cognitive linguistic perspective, beginners will use most of their resources to process the message and thus will not pay attention to the accuracy of the grammar. Gradually, the information will reflect new knowledge through practice, and eventually, learners will be able to process it automatically (Lightbown & Spada, 2013).

However, it has been argued that SLA classrooms cannot provide adequate input for students to develop their communicative competence, especially in the teacher-fronted classroom, where students react to the teacher's speech, as, in 40–45 minutes of class time, each student has little chance to produce language if they only respond to the teacher. Besides, it is argued that in the discourse between teachers and students in the English classroom, the teacher and the student do not take turns like native speakers. Here is an example:

(1) T: Stop right there. So she found them in a trunk in the attic. Okay, that's two words that we need to discuss right there. Trunk and attic. Now, trunk. A trunk is part of a car. But is a car in the attic?

(2) T: Now what do you think trunk is? [pause] Now, remember, what did she find? They found—she found bracelets and earrings in the trunk? What could it be?

(3) S1: Ummm...

(4) S2: Oooh! [waving his right hand]

(5) T: What would you put bracelets and earrings in?

(6) S4: A box.

(7) S2: In a box?

(8) T: In a box! A trunk is like a –

(9) Ss: Box.

(10) T: A BIG box. Sometimes they're like this big [leans over to show width of a big box] and you open 'em up like this [motion the opening of treasure chest lid]. It's like a treasure chest.

(11) T: There's a—oh! How many of your parents have like a big suitcase? That's like a big box? And something you open it up and it looks like a treasure chest or like—a trunk. A trunk is a what? A big box where you put things. Do any of your families have a trunk? Any big trunks?

(12) T: Yeah. And they're pretty heavy to carry.

(13) Ss: Yeah.

(14) S3: Yep.

(Pacheco & Gurierrez, 2009, p.131)

When the teacher is trying to help students comprehend the passage, instead of telling them what it means, the teacher guides and leads them to understand the meaning, which is beneficial for activating students' thinking. However, the way that teacher and students discuss a problem is different from the interactions between native speakers in authentic conversation because the teacher has the power to dominate the conversation. Thus, considering the teaching environment in China, where the teacher leads the learning and teaches following the book, interaction between peers in class is necessary. Although the study participants' views diverged regarding whether there should be more S-S or T-S interaction, they all acknowledged that in S-S interaction in class, group work and pair work are more effective. They all think individual work is limited because of the lack of interaction and thus will not encourage it in a CLT class. Swain (1985) proposes the comprehensible output hypothesis in response to Krashen's comprehensible input hypothesis, arguing that verbal production can facilitate language processing deeply; thus, when students are required to discuss within groups, they are pushed to produce language and can see the limitations of their interlanguage. Study participants also mentioned engaging students in interaction through meaningful activities that require heavy use of target language communication. These teachers encourage students to do role-play and free talk (Judya) in class, an approach which is influenced by their view of language acquisition and specifically by the fact that they believe, for children, the goal of learning English is to develop their communicative competence:

Language is a tool for people to communicate with others (Zoey), and letting students talk more in class is a good way to keep their interest in English. (Daisy, Judya & Dorothy)

According to Richards and Rodgers (2001), class activities are designed for students to complete tasks in which they can share information or negotiate meaning. When asked about their preference for pair work or group work, five

teachers argued that

group work is more effective as it promotes students to exchange ideas and improve their communicative ability. (Cheng, Judya, Leo, Selina & Dorothy)

Even though these teachers encourage students to exchange ideas through the assigned tasks, some teachers mentioned that when students did not understand, they would tell them the answers rather than involve them in negotiation for meaning. As they believe students do not have the ability to explore the meaning in English with their group members (which goes against the leading principle in CLT) the class remains teacher-centred. This consideration of students' standard of proficiency was also applied by those teachers who favoured pair work over group work, citing, first, the tendency of young learners to talk about other topics in discussion and the fact that pair work is easier for teachers to monitor. The second factor they cited is the need to consider each student. In pair work, every student has the chance to talk, unlike in group discussion, where the leader may be talking and other students may be unwilling to speak. (Daisy, Zoey & Grey)

B. Active Learners

In accordance with the interaction-based view, each study participant believed that learners are active in learning, as they need to communicate more in class, which can only be achieved by themselves. This is consistent with the active principle of CLT, which is that students learn actively in communication tasks rather than receive knowledge passively. This can be linked to the input processing model proposed by VanPatten (1996), which states that active learners are important in language learning. One principle in this model is that learners tend to process meaning before form, which means that they process content words first to acquire the meaning. This is consistent with the functionalist point of view, which assumes that learners learn language through the need to make sense of conversation (Whong, 2013). However, study participants felt that to enact this principle, teacher control is very important, as the learners are elementary school students who have little self-control and whose attention is easily lost. Those teachers who talk more than their students justified doing so by explaining that children do not have the ability to control themselves and concentrate on communicating; therefore, they make teacher control a feature of their classes.

C. Authenticity

One feature of CLT is a preference for the use of authentic language teaching materials as an important aid to second language acquisition. Such materials provide students with opportunities in the learning environment for language use that is linked to the real world (Nunan, 1998). However, study participants expressed different opinions about whether to present the authentic materials to their students. Those who believed it is useful to do so argued that

being exposed to target language usage in daily life is good for their communication skills because they need to know how native speakers communicate and in this way could broaden their view. (Judya, Selina & Cheng)

Given the participants' shared view that the purpose of language learning is to use the target language to communicate, it is important for them to introduce authentic materials to help learners develop their ability to cope with real-world language. Once they enter the target language environment, they can adapt to it and integrate into society with confidence. Canale and Swain (1980) propose four dimensions of communicative competence, including discourse competence, grammatical competence, sociolinguistic competence and strategic competence. In terms of strategic competence, students are required to learn to cope with authentic conversation and keep it going. When they fail to find English language expressions, they should use strategies to maintain the conversation, such as the strategy of reduction to avoid uncertain language forms (Hedge, 2000).

Five teachers argued that it is unnecessary to give authentic materials to students at their age as they may not understand because of their lack of knowledge of vocabulary and grammar. They mention that authentic texts are difficult for learners to understand. These teachers think that adapted books are more suitable for beginners. In this way, selection of the materials is important and teachers should consider the sources of the materials for students' interest.

According to Bax (2003), the learning context plays a vital role in EFL classrooms, and the teacher should design collaborative activities using the coursebook. When asked where they find their teaching materials, all the participants said that they prioritise the coursebook. They think that some activities in the coursebook are suitable for students, and they choose these directly. Apart from this, authentic materials like videos and English songs are also selected from online sources, although these tend to be used as lead-in activities. When teachers use tasks from the textbook, they should connect the activities with daily life to compensate for the lack of authentic materials.

However, there has been debate about whether to use a large number of authentic materials in EFL classes. There is no denying that being exposed to authentic materials is helpful for learning about the target language environment and culture and thus could develop communicative competence. But some researchers argue that this method fails to teach grammatical rules to help learners achieve accuracy and that the lack of systematic grammar teaching may result in inaccurate language usage (Ju, 2013).

D. Fluency and Accuracy

The controversy over authentic materials lacking resources for building knowledge of grammar reflects the fact that, in CLT, the balance between fluency and accuracy is always an issue, as the stress placed on oral production and interaction differs from traditional language-teaching methods in which the written language is taught. CLT focuses on

language comprehension rather than linguistic structure, as learners pay attention to meaning before language structure (Nunan, 1989). However, the emphasis on speaking ability does not mean that accuracy is ignored or is insignificant in language learning. It is true that, especially in speaking, learners' errors can be tolerated only if they do not impede comprehension. This standard may lead to inaccuracy in written language. According to Alamri (2018), in Saudi Arabia, secondary students who are taught using the CLT approach are able to talk fluently in English, but they show worse performance in writing tasks. On this question, whether to focus on fluency or accuracy, the participants had different views. Three teachers believed that fluency is more important for young learners, noting:

Even though students need to learn about linguistic structure, the teacher should not be too strict with them. For young learners, keeping their interest and enabling them to express ideas are the most important things. (Zoey, Selina & Leo)

These teachers think that at the beginning stage, achieving accuracy is difficult. It is important for students to have the confidence to speak English and let their voices be heard. Those teachers who value accuracy mentioned that accuracy is the foundation of learning a language and that students need to learn grammar well to pass their exams in the future.

E. Error Correction

Teachers' views of fluency and accuracy also affected their approach to correcting students' errors. All the teachers understood that in language acquisition, errors are inevitable, especially for beginners. They all regarded errors to be positive, as errors reflect students' knowledge gaps; this perspective differs from the traditional language teaching method, which regards errors as false production. As a result of this perspective, teachers could adjust their teaching plans based on students' learning situations. On the one hand, this is consistent with one feature of CLT, the fact that 'language is created by the individual, often through trial and error' (Richards & Rodgers, 2001). On the other hand, according to the contrastive analysis hypothesis (CAH), learners' errors are influenced by their first language, a phenomenon called language transfer. However, researchers have found that some errors cannot be explained from this perspective. Later, error analysis was developed to help teachers analyse the types of errors students make and thus to provide teachers insight into the learning process and the problems students face. Teachers remarked:

To be honest, I encourage students to make errors because this is the process for them to test their hypothesis of knowledge and thus to examine themselves. By observing the errors they make, I can know how far have they gone. (Cheng, Selina & Zoey)

Selinker (1972) proposes the concept of interlanguage to describe the language that learners currently know. Through analysing students' interlanguage could reflect the first language transfer, the second language knowledge. Thus, for beginners, it is very important for teachers to view errors from different aspects, not only to consider language transfer, but also to analyse in detail and explore students' way of learning.

There has been debate about whether, when students make errors, the teacher should give instruction. One claim is that instruction has no effect on second language acquisition, based on Krashen's input hypothesis, which, as mentioned already, argues that language is acquired through comprehensible input. However, the study participants thought instruction was necessary for students, as they believed that if they did not correct students, they would continue to make errors:

The role of the teacher as a corrector should be emphasised in class since it is the teacher's responsibility to correct students so that they will not make such errors in the future.

This could be explained in light of cognitive psychology, assuming that to effectively draw the attention of speakers to form-meaning links and help them to attend to training and instruction will be helpful for their study (Skehan, p. 47). This idea is debatable from the generativist point of view, which holds that children do not receive or accept negative feedback and that positive evidence is the main source from which children acquire language using the innate language faculty (Cook & Newson, 1996).

The teachers in this study diverged in the modes of correction they adopt, in terms of both the kind of errors they choose to correct and the type of feedback they give. A focus on form approach corrects errors only if they influence comprehension and impede communication. From the interviews, it is obvious that the teachers who emphasise language accuracy tend to correct students' errors of grammar, pronunciation and vocabulary, which is more forms-focused and disobeys the selective correction principle espoused within CLT. Dorothy and Daisy comment:

I will not tolerate the grammar and vocabulary errors they make in class. Grammar knowledge is very important in the examination, and I have taught in class already that if they make such errors of grammar, I will correct them once they finish their speech. I will also not tolerate vocabulary errors in terms of spelling or wrong meaning, as this needs to be memorized outside of class.

Some previous studies investigating correction draw no conclusions regarding types of correction because of a lack of experimental evidence (Russell & Spada, 2006). A later study by Lyster and Saito (2010) mentions three types of corrective feedback: recasts, explicit feedback and prompts. According to the interviews, recasts and explicit correction are the modes of correction most widely applied by teachers in class. For those teachers who favour recasts, such as Zoey, Cheng and Leo, students' confidence is emphasised and prioritised; they think explicit correction may hurt students' feelings and their self-esteem. Although these teachers consider students' personality and motivation, it remains uncertain whether this method of correction is effective since there is growing evidence showing that recasts,

especially of grammar, are unacceptable for young learners in particular (Ammar, 2008). Regarding the effectiveness of explicit feedback, there have been conflicting findings (Ammar & Spada, 2006; Loewen & Nabei, 2007). However, broadly, explicit instruction is favoured in focus on form classes, but it is worth noticing that this is not adopted in absolutely all teaching contexts; thus, the teachers should link to their class in reality.

V. DISCUSSION

Based on the interviews, it was concluded that teachers' cognition of CLT was affected by three elements: their previous learning experience, their view of language acquisition, their knowledge of CLT and the factors influencing their teaching practice. Firstly, according to the interviews, the participants who rejected the traditional language teaching method considered it boring based on their own previous learning experience. Secondly, in terms of the view they adopted of language acquisition, the participants asserted that the goal of elementary school English learning is to develop students' communicative competence, which is consistent with CLT's aim of improving students' ability to communicate. Communicative competence, proposed by Hymes (1972) as a broader concept than Chomsky's linguistic competence (1965), adds 'communicative' to competence, arguing that it is important for learners to apply language knowledge in communication. In this study, the participants' view of language also reflected a functionalist point of view, which holds that language is a system for expressing meanings, an idea which was also emphasised by the participants:

I think one of the advantages of CLT is to give students a chance to express their ideas and exchange with one another. After all, the goal of learning a language is to communicate.

Consistent with the functional view of language acquisition, the common features of CLT raised and acknowledged by the participants in the interviews were interaction, meaningful activities, and the activeness of learners.

Thirdly, the participants diverged in their knowledge of the features of CLT. Since CLT addresses real-life communication, authentic materials are used in class. However, some participants regarded this feature as unnecessary. However, even though some teachers argued that, given the low level of English competence of elementary school students, authentic materials would be difficult for them to understand, it is nonetheless possible to choose materials with easily understood content, which can also be adapted by the teachers. What is more, the participants had different opinions regarding error correction. As mentioned, errors that could impede understanding and communication should be corrected; however, two teachers put more emphasis on errors of vocabulary, pronunciation and grammar, which disobeys the selective error correction principle of CLT.

When discussing attitudes toward CLT and their teaching practice, all participants claimed that for elementary English teaching, they preferred CLT classes for two reasons. Firstly, interest is an important factor in language learning, which can be stimulated through CLT.

For beginners, keeping their interest is the main purpose of language teaching. As this stage lays the foundation for future learning, if they lose interest at the very beginning, it is difficult for them to insist learning later. (Zoey, Judya, Selina, Dorothy & Daisy)

The teachers believed that in CLT, involving students in communicative tasks in which they can speak more of the target language is a good way to keep their interest. According to the interviewees, based on their observations in class, when students are given meaningful tasks which require them to use English to communicate, they seem to be more enthusiastic and active in class, especially in activities like role-play and peer discussion. However, it is worth noticing that for students who are shy or who show worse performance in English, pushing them to use a second language may be a burden for them.

Secondly, apart from interest, developing students' autonomy is another reason for teachers to adopt CLT.

Even though the teachers preferred to adopt CLT when teaching children, they demonstrated that they actually use this method seldom in practice. Here are four reasons cited by all the participants. Firstly, students at a young age are hard to control and are easily distracted.

Students lack self-control, and sometimes they do not even listen to the teacher. Therefore, if they take part in interactive activities, they may get too excited and forget what to focus on in the tasks. They only enjoy playing and having fun. (Grey, Judya & Daisy)

In addition to the characteristics of young learners, the teacher's ability is another challenge to the implementation of CLT named by the teachers interviewed. Grey and Cheng note:

CLT poses a significant challenge for teachers as they need to design the activities and manage time properly. Since there exists much uncertainty in working with children, teachers also need to make sure that the students are on the right track.

Most of the teachers lack confidence in their professional knowledge and capacity to ensure the accuracy of task outcomes while using many communicative activities. Besides, currently in China, according to Dorothy, teachers are not trained or encouraged to use CLT.

The third factor that affects teachers' likelihood of choosing CLT is the importance of passing the exams. This is emphasised more by the teachers of higher grades in elementary school, such as Leo, Dorothy, Daisy and Cheng, given that students in Grades 5–6 will sit the secondary school entrance examination, where getting higher marks can take them to the top schools. Therefore, these teachers focus on grammatical accuracy, which they believe can be achieved

only through paper-based exercises, more than on communicative competence.

Noticeably, the current curriculum of English teaching in China aims to develop students' communicative competence and encourage them to communicate in the target language. What is more, the guidebooks that help teachers obtain teaching qualifications emphasise CLT and task-based teaching approaches. As the participants who are young teachers and have been guided by the new curriculum all pass the teaching examination through self-learning, they should have a systematic knowledge of CLT, which is the approach encouraged by the education ministry. However, according to the interviews, the participants are unclear about the principles in some respects; in practice, most adopt the traditional language teaching method in class in order to help students achieve higher grades. Thus, based on the imbalance between the curriculum and teachers' knowledge and practice, the teachers should accept training and adapt CLT to the exam-based language learning in China.

VI. CONCLUSIONS

The study interviews elementary school teachers to investigate their cognition of CLT in several main features – interaction, active learners, meaningful activities, authenticity, fluency and error correction – and analyse these from a linguistic perspective. The results indicate that the teachers show positive attitudes towards the CLT approach. However, in practice, they still adopt the traditional language teaching method for two reasons: a lack of knowledge of CLT and the exam-oriented Chinese learning situation. Thus, the research indicates that teachers should receive systematic training in CLT and the real reform in English language teaching. The study is limited by the fact that teachers' practice was not directly observed; their practice was presented only through teachers' own accounts in the interviews.

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The Effects of Process Genre-Based Writing and Process Writing Approaches on Asian EFL Pre-University Students' Writing Performance

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Abstract—This study investigated the effects of process genre-based writing (PGBW) and process writing (PW) approaches on 40 Asian EFL pre-university students' academic writing performance in a pre-university writing course. The study employed a quasi-experimental research design by dividing the participants in two classes with equal number: 20 students in the process genre-based writing class consisting of 9 males and 11 females, and 20 students in the process writing class comprising 8 males and 12 females. Students' writing performances were examined using a comparison of their pre- and post-test writing scores. Data analysis revealed that students in both groups showed significant increases in their post-test writing performance after engaging in the PGBW and PW activities; however, learners in the PGBW class obtained higher average mean scores in the post-test writing compared to their peers in the PW class. A significant difference in the overall mean scores for the PGBW and the PW groups after the interventions was at $p\text{-value} < .05$ ($t(38) = 3.17$, $p = .003$). These results suggest that the PGBW approach had a greater positive effect on students' writing performance. Implications of these findings for implementation of the PGBW approach are discussed.

Index Terms—process genre-based writing; process writing, writing performance, Asian EFL pre-university students, EFL students

I. INTRODUCTION

Writing is defined as a thinking process in which a writer's ideas, thoughts, and learning experiences are translated into written form and it is considered one of the most important skills to acquire in an academic setting, particularly in schools from elementary to tertiary level (Mohamadi, 2018; Wingate & Harper, 2021). However, writing is challenging for L2 learners to master and is perceived as the most difficult language skill to acquire. Writing requires a multiplicity of knowledge, which includes content, context, process, register, rhetorical, and other linguistic features (Dobao, 2014; Qiu & Lee, 2020; Zhang, 2018). Writing is an intricate cognitive activity incorporating many processes and strategies (Ahmad, 2020; Chen, 2019). For students to write well, they must pay attention to details and consider their target audience. Because of the perplexing nature of writing, this productive language skill is often neglected in the ESL/EFL classroom and has a minor role in language learning instruction (Coulmas, 2013; Yanguas, 2020).

Second language (L2) writers will often translate texts directly from their mother tongue (L1) to compose texts in the target language (Li & Deng, 2019). L2 learners' cultural background and their native language (L1) greatly influence their L2 writing process when they construct texts in the target language (Yanguas, 2020). The syntactic structures and language styles in L2 are affected by the learners' first language (Darus & Subramaniam, 2009), which results in depreciation in the view of the literate community of the target language. It is essential for non-native language learners to learn appropriate writing strategies (Thongchalerms & Jarunthawatchai, 2020) and master the writing skills of the target language to obtain academic achievement in the tertiary education domain (Bacon et al., 2021; Kitjaroonchai & Suppasetseree, 2021a; Kitjaroonchai & Suppasetseree, 2021b). L2 learners need guidance and proper writing training to become effective writers and be able to express themselves in a more salient and noticeable voice in the target language (Matsuda, 2001).

II. LITERATURE REVIEW

The teaching of writing in EFL classroom contexts has changed drastically over the past three decades. Two major approaches of teaching writing to L2 learners such as process writing and genre-based writing were found to improve writing skills to some extent; however, L2 learners are still in search of writing competency, which calls for more

investigation. The review of literature discussed two major writing approaches and proposed the integration of these two writing approaches, which was employed in the study.

A. *Process Writing (PW)*

Writing is an “exploratory and recursive, rather than linear, pre-determined process, and often peers intervene at one or several points in the writing process” (Polio & Williams, 2009, p. 491). Writing in the process approach is concerned with linguistic skills, such as planning, drafting, and revising, while linguistic knowledge such as grammar and sentence structure may be less emphasized as seen in the product approach (Badger & White, 2000). The process approach puts more emphasis on what writers do as they compose a text, rather than on textual features, and the role of learners is rather that of an independent producer of texts (Curry & Hewings, 2003). Therefore, the writing activities in the process approach promote the development of language use through brainstorming and discussion for content ideas (Hasan & Akhand, 2010; Martinez et al., 2020). According to Curry and Hewings (2003), there are seven primary stages for the process approach model in teaching writing: prewriting, planning, drafting, reflecting, peer/tutor review, revising, editing and proofreading. The seven stages proposed by Curry and Hewings (2003) can be summarized in the following.

Prewriting - Learners are encouraged to generate and brainstorm for ideas, collect information, and make notes of what comes into mind.

Planning - Learners are stimulated to organize and focus on formulated ideas. Useful strategies such as mind mapping, clustering, making an outline for a topic.

Drafting - Learners may work individually or in pairs or groups depending on the nature of the writing task. In a rough draft version, writers should focus mainly on the development of ideas, organization, or information collected from the prewriting stage.

Reflecting – Learners pause for a while in their writing, and reflect on it, before coming back to it with fresh eyes.

Peer/tutor review - Learners have their work read and commented on by peers or instructors to improve their written texts.

Revising - Learners are encouraged to further develop and clarify ideas in the written text as well as improving the structure of the text.

Editing and proofreading - Learners focus on linguistic accuracy, rules of language mechanics, formatting, and footnotes or references used in the content.

The process approach focuses on how texts are produced rather than the outcome. Writing is, therefore, viewed as complex and recursive, but not linear (Martinez et al., 2020). Feedback and revision are perceived as key elements in the process writing approach. However, educators have recognized that explicit teaching of writing is inevitable, whereby forms of different genres are taught to L2 learners to get them assimilated into the target culture and social context (Gibbons, 2014). To some researchers (e.g., Gibbons, 2014; Hyland, 2003b), the process approach is used solely to focus the language skills and processes of writing in the language classroom. As a result, this approach may fail to address social, cultural, and linguistic knowledge, or perceived understanding in a particular culture (Gibbons, 2014). For this reason, educators have adopted a new approach known as the “genre approach” to train writers to get familiar with different types of writing genres.

B. *Genre-based Writing (GBW)*

The genre approach views writing as a social and cultural practice in which learners acquire the knowledge of a particular genre for social and communicative success (Dirgeyasa, 2016; Gibbons, 2014; Hasan & Akland, 2010; Hyland, 2003a). In the view of those promoting the genre-based approach, linguistics becomes a practical tool that language teachers can use in their class and show learners how distinctive patterns of lexis, grammar, syntax, or structure sequentially support each genre (Hyland, 2007). A genre-based approach seeks to accomplish its purpose through being socially accepted by a community of readers who shares the same social norms. This indicates that learners of the language need to produce a written message for the audience which uses the target language (L1). As Munice (2002, cited in Hasan & Akland, 2010) posits, the genre approach draws its focus on the reader and on the conventions that a piece of writing must follow. A genre-based writer, therefore, needs to develop a writing style to meet social norms. Genre-based writing has its own linguistic features such as rhetorical structure, grammatical pattern, language register, or lexical units (Dirgeyasa, 2016; Hyland 2003a), and the writing has distinctive characteristics, produced for a particular target audience with a specific purpose (Coulmas, 2013; Nordin & Mohammad, 2017).

Teaching and learning of writing through a genre-based approach consists of three stages: modeling a text, joint construction, and independent construction of a text (Hyland, 2003a). The flow chart is shown in Figure 1, with cyclic procedures of teaching and learning of writing through a genre-based approach initially developed by linguists and educators in Australia (Gebhard, 2019).

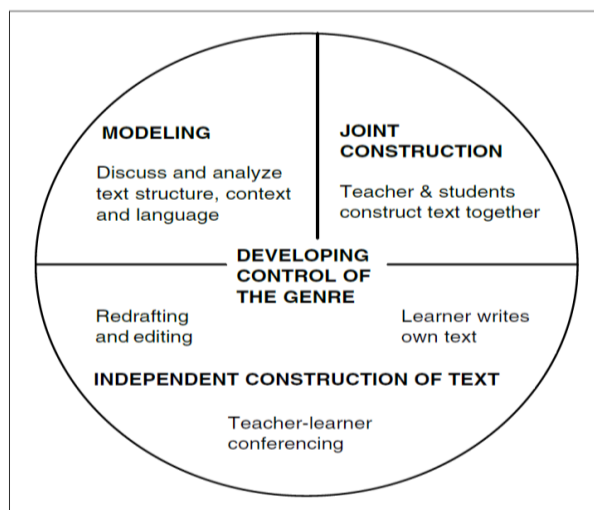


Figure 1. The Teaching and Learning Cycle (Hyland 2003b, p. 21).

The three stages embedded in the GBW are discussed as follows.

Stage 1: Model a text. At this level, the teacher chooses a certain type of genre, choose a sample text, and brings it to class to discuss and analyze text structure with learners. Learners study lexical items, grammatical or structural patterns, and practice the language and textual features used in that genre (Dirgeyasa, 2016; Worden, 2019) to work on their text.

Stage 2: Joint construction. Learners are guided to write by using words or phrases given, and they can modify or manipulate them to fit their context by following the style or the model given. The focal points are on demonstrating the process of producing a text type as well as discussing with learners the language featured associated with the particular genre (Gibbons, 2014).

Stage 3: Independent construction of a text. At this last stage of the genre writing approach, learners discover how to construct a certain type of genre they have learned from the previous stages. However, the teacher must ensure that learners truly understand the features of a particular genre (Dirgeyasa, 2016) to produce appropriate texts acceptable in the target readership.

GBW, therefore, enables learners to write and pursue a specific goal and be accepted by writing communities in different social contexts. It can be thought of as process writing because it has systematic orders to follow (Worden, 2019) and writers need to revise and get feedback from teachers or peers to improve the quality of text to convey the message more effectively and achieve its communicative goal.

C. The Process Genre-based Writing (PGBW)

The integration of the two writing approaches (PW and PGBW) was initially proposed by Badger and White (2000) in which the researchers termed it “the integrated process-genre approach” (p.159) with a belief that a combination of two writing approaches will provide “a range of advantages including more focused use of text models” (Rusinovci, 2015 p. 702) without removing elements of other approaches. In the GBW approach, learners are trained to produce language used in a particular context, whereas the process writing fosters learners development in the use of language and linguistic features observed from peer feedback or instructor’s comments during the writing process. What lies beneath the GBW approach is that the development of writing varies among EFL learners since they are at different stages of writing development and language proficiency as given by their educational backgrounds and practices. The application of the integrated process-genre approach allows learners to observe how a text is constructed based on its purpose. A GBW approach provides learners with specific information concerning language forms and styles, or the syntactical features and the uniformity between texts produced for each writing genre (Uasiriphan & Tangkiengsirisin, 2019). Learners can examine the type of language structure employed, the kind of vocabulary and language register, and how they function to comply with the rhetorical situation practiced by a target community (Badger & White, 2000). As advocated by Humphrey and Macnaught (2011), at least two examples of a particular writing genre should be introduced to learners to demonstrate variations of linguistic features, styles, and writing mode that can guide them to construct their own texts. The PGBW approach combines the two writing approaches discussed previously in that writing encompasses knowledge about language, register, context, purposes, and linguistic competence in expressing thoughts (Huang & Jun, 2020). Thus, the two integrated approaches are viewed as complementing each other.

The integration of the PGBW approach is essential for EFL/ESL writing instructors as it has been shown to enhance academic writing skills (Huang & Jun, 2020). In the present study we modified the model of Huang and Jun (2020) by incorporating the writing process of planning, drafting, revising, peer review and editing. Our modification was planned to encourage learners to study different writing processes and help raise their awareness of the different processes so that they could later use them independently. The procedure of the modified PGBW approach is illustrated in Figure 2.

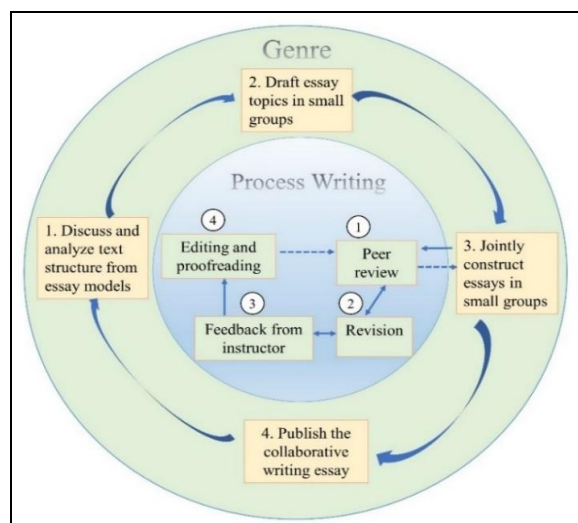


Figure 2. The Adapted Process Genre-Based Writing (modified from Huang & Jun, 2020)

As shown in Figure 2, the integration of PGBW can be interpreted from two planes: the GBW approach and the PW approach. At the initial stage of this integrated writing approach, the instructor introduces a specific genre to the students and elicits to them the text structure, language register, and rhetorical conventions of that specific genre. The instructor leads the students in analyzing written texts, discussing writing style, word choice, or language features used in that genre to build schema and stimulate learners' metacognitive reflection (Humphrey & Macnaught, 2011). After the students learn and adequately absorb the knowledge about the distinct type of essay and its stylistic conventions, the instructor assigns learners in small groups to draft their essay and the instructor assists them with model texts or language features. While drafting the script, learners are urged to revisit the model essays and pay attention to language features. In the joint construction of the essay, students work collaboratively in small groups to compose texts conforming to the style and rhetorical conventions of the target genre. At this stage, learners are guided to the process writing approach of text revision by improving the development of ideas, organization of the essay, and the rhetorical moves in response to the context of the writing genre (Hyland, 2011). During this revision process, the team needs to take note of rhetorical conventions, language features, specific structures commonly used by the target genre. For example, in constructing an argument essay, learners must ensure rhetorical moves, such as developing a strong thesis, making claims, and proposing refutation and rebuttals. After the revision is made, the team seeks further comments and feedback from the instructor. At the last stage of the writing process, the group edit and proofread the text, focusing on language accuracy, mechanics, structure within paragraphs, clarity of writing, and correct use of citations.

The PGBW approach shows the benefits of providing students with a systemic explanation of how to produce texts for communicative purposes. Learners' engagement in the PGBW can improve writing competency concerning content, language styles, and the linguistic knowledge acceptable to a target discourse community. Over the last two decades many scholars have gained merit for implementing the PGBW in the L2 writing classrooms for the benefits it brings to students' academic writing skills (Racelis & Matsuda, 2013). However, the existing body of literature provides scant information on how the PGBW can be implemented in an EFL writing course (Huang & Jun, 2020), particularly in an EFL classroom with culturally diverse learners engaging in group writing tasks. To bridge this gap, we offered a PGBW framework guided by the writing process model (Curry & Hewings, 2003) and the GBW of the teaching and learning cycle developed by Hyland and his students (Hyland, 2003) to investigate the effects of the integrated PGBW approach on Asian EFL learners undertaking an academic writing course at an international university. The following research questions guided our study.

1. Does the process genre-based writing approach improve students' academic writing performance?
2. Are there any differences in writing quality between learners' engaging in the process genre-based writing approach and those who are taught using the process writing approach?

III. METHODOLOGY

The study employed a quasi-experimental research design by collecting data from a pre- and post-test writing to observe changes between two groups that were engaged in different writing approaches to L2 writing practices spanning 15 weeks. This study examined the effects the two writing approaches (independent treatments) had on EFL learners' academic writing performance to better understand the effectiveness of these writing approaches when used in an EFL classroom context.

A. Research Participants

We recruited 40 pre-university students undertaking the Applied Grammar and Academic Writing course in the first semester of the 2021 academic year offered by the English as a Second Language (ESL) program of a private international university in central Thailand. All these participants learned English as a foreign language. According to a pre-study survey, their years of English learning ranged from 9-14 years with a mean score 10.5 years. Based on the university English proficiency test (EPT) scores, the participants' English language proficiency ranged from pre-intermediate to upper-intermediate (comparable to A2 – B2 based on the CEFR scale). We used convenience sampling to divide students into two groups. The PGBW group had 20 students (9 males and 11 females) from China (3), Indonesia (4), Laos (3), Malaysia (3), Myanmar (2), and Thailand (5), while the PW group consisted of 20 students (8 males and 12 females) from China (4), Indonesia (3), Laos (2), Malaysia (2), Myanmar (2), Thailand (5), and Vietnam (2).

B. The Setting and Pre- and Post-Treatment Writing Tasks

The study conducted in the Applied Grammar and Academic Writing class offered to pre-university students (students preparing to enter the international degree programs). This language skill course aimed to develop learners' academic writing skills with an emphasis on writing various types of essays, including description, comparison, cause and effect, and argumentative essays. The pre- and post-treatment writing tasks required students to compose an opinion essay in approximately 250-350 words within a permitted time of 70 minutes without consulting any resources. The topic of the pre- and post-test writing was identical: *All levels of education, from elementary school to university education, should be free of charge for all*, which was adopted from the 2020 International English Language Testing System (IELTS) practice essay questions. The students took the pre- and post-writing tasks in the university computer lab. We used Jacob et al.'s (1981) Composition Analytic Scoring Rubric (a 100-point scale) comprising of five language dimensions: content (13-30 points), organization (7-20 points), vocabulary (7-20 points), language use (5-25 points), and mechanics (2-5 points) to evaluate students' pre- and post-writing tasks. The participants' pre- and post-test scores were rated by three raters (two researchers and a composition instructor). The average scores obtained from the three raters were used for statistical analysis with a paired-sample *t*-test to compare the participants' mean scores and observe their post-test writing performance.

C. Procedures and Instruments

Both groups of the participants were taught using four different types of essays defined by the course description. We used the course textbook "*Great writing 5: From great essays to research, 5th edition*" by Folse and Pugh (2019) to guide our teaching instruction. In both groups, the participants were divided into small groups of three to four members to work on two collaborative writing (CW) tasks: descriptive and argumentative essays. Two other essays (comparison and cause and effect) were constructed individually. The experimental procedure for both groups is illustrated in Table 1.

TABLE 1.
EXPERIMENTAL PROCEDURE

Group	N	week 1	week 2	weeks 3-5	weeks 6-8	weeks 9-11	weeks 12-14	week 15
PGBW	20	Orientation	Sign consent form / take pre-test writing	Descriptive essay (group writing)	Comparison essay (individual)	Cause an effect essay (individual)	Argumentative essay (group writing)	Take post-test writing
PW	20	Orientation	Sign consent form / take pre-test writing	Descriptive essay (group writing)	Comparison essay (individual)	Cause an effect essay (individual)	Argumentative essay (group writing)	Take post-test writing

Although the two groups were exposed to similar treatment in terms of producing four distinctive essay types, the teaching instruction for the PGBW group, however, followed the steps of the PGBW instructional framework while producing their CW tasks (see Figure 2). The teacher-researcher was involved in the intervention and introduced at least three additional essay models for each writing genre to the participants aside from the model essay provided in the textbook. The participants in the PGBW group were also extensively drilled in developing the context, modelling and deconstruction, and then jointly constructing texts with feedback from the teacher-researcher before revising their written text. Likewise, the other two independent essays followed similar steps (see Figure 2), except the independent construction of text as their final product instead of publishing collaborative essays.

For the PW group, the essay writing lessons were given using the conventional way of PW. The writing lesson plans were designed in a similar manner in which the writing instructions guided students to language knowledge. Learners worked in small groups to produce two CW essays like their peers in the PGBW group, while two essays were constructed individually. Their constructed essays went through revision processes with peer and teacher feedback or comments focusing mainly on grammar and sentence structure. The participants did not receive extensive training using additional essay models apart from the textbook, or get exposed to genre knowledge, but only learnt from the essay sample offered in the textbook. A comparison of differences and similarities between the two groups are displayed in Table 2.

TABLE 2
WRITING INSTRUCTIONS FOR PGBW GROUP AND PW GROUP

Focus	Process genre-based writing	Process writing
No. of writing genre	4	4
Types of writing genre	Description; Comparison; Cause and Effect; Argumentation	Description; Comparison; Cause and Effect; Argumentation
No. of hours taught	6-7 hours	5 hours
Content	Theme followed textbook Essay sample from textbook with three additional essay models for each genre taken from other ESL writing textbooks and internet sources	Theme followed textbook Essay sample from textbook only
Input	Model text from textbook and other sources from ESL writing textbooks and online Peers Instructor-researcher	Model text from textbook Peers Course instructor
Practice	Write multiple drafts with extensive drills outside class hours; implement recursive writing	Write one or two drafts; no extensive practice; implement recursive writing
Model text use	Texts from essay models for each writing genre is studied as a resource for developing students' essay in terms of content, organization, language features, and rhetorical devices. Model texts are compared to guide in group/individual essay construction	Texts from essay sample from textbook are used as a resource to guide in group/individual essay construction
Writing strategy	Emphasis on explicit instruction in constructing an essay that follows process genre-based writing: discuss and analyzing text structure, draft out the essay, jointly construct the essay, review and revise the essay within group, get feedback and comment from instructor-researcher, edit and proofread the essay, publish the essay	Follow the process writing but no explicit instruction
Feedback	Self-evaluation/peer evaluation Peer feedback Instructor-researcher feedback (Explicit feedback including metalinguistic information, content, organization, language features, and rhetorical devices)	Peer feedback Instructor feedback (Focus on grammatical errors only)

IV. RESULTS

To respond to Research Question 1: Does the PGBW approach improve students' academic writing performance?, we used the average scores of learners' pre- and post-test writing scores rated by three raters (two researchers included) to determine if the participants improved their writing after engaging in the PGBW approach compared to those who were involved in the PW group. We employed the paired samples *t*-test to observe differences between the learners' pre-test and post-test scores in both groups. Table 3 displays the differences between the learners' pre-test and post-test scores.

TABLE 3
RESULTS OF WRITING PERFORMANCE IN PRE AND POST-TEST (PGBW GROUP AND PW GROUP)

Group(s)	Writing Performance	N	M	SD	MD	<i>t</i>	df	<i>p</i>
PGBW (Experimental Group)	Pre-test	20	56.65	4.44	13.52	-8.06	19	.000
	Post-test	20	70.17	6.58				
PW (Comparison Group)	Pre-test	20	58.25	5.03	5.70	-7.47	19	.000
	Post-test	20	63.95	5.79				

Note. * $p < .001$ (2-tailed)

The analysis revealed that learners in both groups showed significant increases in their post-test writing performances: (t (19) = -8.06, $p < .001$) after engaging in the PGBW activities, or 13.52 points increase in the mean scores, and (t (19) = -7.47, $p < .001$) for those who participated in the PW activities, or 5.7 points increase in the mean scores. However, learners in the experimental group obtained higher mean scores in the post-test writing (M = 70.17, SD = 6.58)

compared to learners in the comparison group ($M = 63.95$, $SD = 5.79$). The mean difference (MD) of the post-test score between the two groups was 6.22 points indicating that learners in the PGBW group performed slightly better in their post-test writing. From the standard deviation (SD) it can be implied that learners in the PGBW group's post-test scores were more heterogeneous compared to their peers in the PW group. To further examine if the participants in both groups improved on each language domain after engaging in the PGBW and PW approaches, the dependent t -test was used to analyze data. The results of each language domain performed by both groups are presented in Table 4.

TABLE 4
GROUP MEANS AND STANDARD DEVIATIONS OF PRE- AND POST-TEST SCORES BY LANGUAGE DOMAIN

Components	Group	N	Pre-test		Post-test		
			M	SD	M	SD	MD
Overall	PGBW	20	56.65	4.44	70.17	6.58	13.52
	PW	20	58.30	5.03	64.00	5.78	5.70
Content	PGBW	20	14.67	1.84	20.87	1.55	6.20
	PW	20	15.35	2.15	17.15	2.64	1.80
Organization	PGBW	20	12.60	1.36	15.05	1.64	2.45
	PW	20	12.87	1.33	14.32	1.71	1.45
Vocabulary	PGBW	20	12.55	0.91	14.37	1.52	1.82
	PW	20	12.75	1.27	14.10	1.40	1.35
Language	PGBW	20	14.15	1.79	16.72	2.39	2.57
	PW	20	14.57	1.70	15.37	1.45	0.80
Mechanics	PGBW	20	2.67	0.43	3.15	0.40	0.47
	PW	20	2.70	0.61	3.00	0.58	0.30

Note. PGBW = Process Genre-Based Writing Group; PW = Process Writing Group; SD = Standard Deviation; MD = Mean Difference

As indicated in Table 4, the paired samples t -test results showed that the participants in both groups' post-test writing performance scores increased significantly in all components ($p < .001$) compared to their pre-test writing scores; however, learners in the PGBW group performed better than their peers in the PW group as evidenced by their higher average scores in all language domains (overall MD = 7.82; content MD = 4.40; organization MD = 1.00; vocabulary MD = 0.47; language MD = 1.77; and mechanics MD = 0.17). Noticeably, the increased scores observed from the mean difference (MD) between the pre-test and post-test of the PGBW group were higher in every language domain compared to the MD scores performed by learners in PW group. Figure 3 visualizes the line graph demonstrating differences between the two groups' mean scores from the pre-test and post-test.

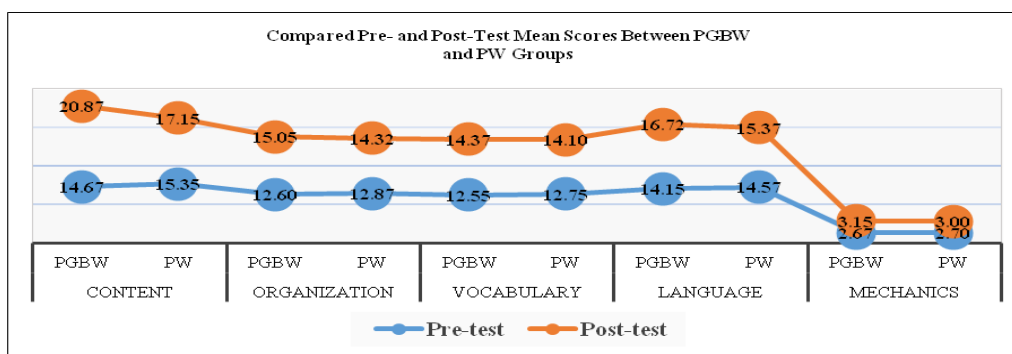


Figure 3. Process Genre-Based Writing Group and Process Writing Group Pre-and Post-Test Scores

As shown in Figure 3, the mean scores for the PGBW group's pre-test writing were slightly lower than their peers in the PW group's pre-test writing scores in all language domains (see line graph in blue), but their mean scores for post-test writing outperformed their peers in the PW group in all components (see line graph in orange). The overall mean scores performed by the two groups are illustrated in Figure 4.

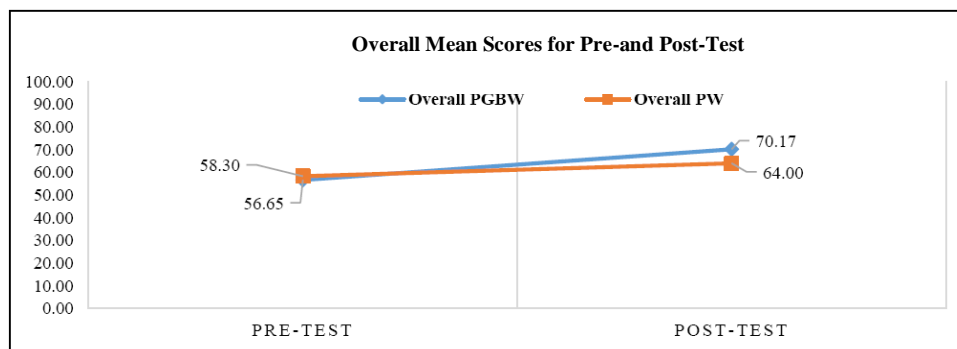


Figure 4. Overall Mean Scores for Pre-and Post-Test Performed by PGBW and PW Groups

As indicated in Figure 4, the mean score for pre-test performed by learners in the PGBW group is 1.65 points lower than the mean score for pre-test produced by learners in the PW group; however, the PGBW group's mean score for post-test was 6.17 points higher than the mean score for post-test exhibited by their peers in the PW group. This implies that learners who were taught using the PGBW approach improved their writing performance slightly better than the group that received merely PW instruction. We may state that both the PGBW and PW approaches could enhance learners' writing performance; however, the PGBW played a more prominent role in improving learners' writing skills as determined by the greater increase of their mean scores after engaging in the PGBW activities.

To further investigate if there are any significant differences in writing quality between learners' engaging in the PGBW approach and those who are taught using the PW approach, we addressed our second research question, by using an independent samples *t*-test to examine the differences between the two groups. The results of the independent samples *t*-test statistical analysis are presented in Table 5.

TABLE 5
INDEPENDENT SAMPLES *T* TEST RESULTS (PGBW AND PW GROUPS)

Group	Writing Performance	N	M	SD	<i>t</i>	df	<i>p</i>
PGBW	Pre-test overall score	20	56.65	4.44	-1.065	38	.294
PW		20	58.25	5.03			
PGBW	Post-test overall score	20	70.17	6.58	3.175	38	.003*
PW		20	63.95	5.79			
PGBW	Pre-test content	20	14.67	1.84	-1.065	38	.294
PW		20	15.35	2.15			
PGBW	Post-test content	20	20.87	1.55	5.428	38	.000*
PW		20	17.15	2.64			
PGBW	Pre-test organization	20	12.60	1.36	-0.644	38	.523
PW		20	12.87	1.33			
PGBW	Post-test organization	20	15.05	1.64	1.363	38	.181
PW		20	14.32	1.71			
PGBW	Pre-test vocabulary	20	12.55	0.91	-0.571	38	.572
PW		20	12.75	1.27			
PGBW	Post-test vocabulary	20	14.37	1.52	0.593	38	.557
PW		20	14.10	1.40			
PGBW	Pre-test language	20	14.15	1.79	-0.767	38	.448
PW		20	14.57	1.70			
PGBW	Post-test language	20	16.72	2.39	2.151	38	.038*
PW		20	15.37	1.45			
PGBW	Pre-test mechanics	20	2.67	0.43	-0.148	38	.883
PW		20	2.70	0.61			
PGBW	Post-test mechanics	20	3.15	0.40	0.946	38	.351
PW		20	3.00	0.58			

Note. **p* < .05

An independent samples *t*-test analysis revealed that overall, learners in the PGBW group' post-test writing score increased significantly compared to their peers in the PW group's post-test writing score. The significant difference in the overall scores for PGBW group ($M = 70.17$, $SD = 6.58$) and PW group ($M = 63.95$, $SD = 5.79$) intervention was $t(38) = 3.17$, $p < .05$. These results suggest that the PGBW approach has a positive effect on writing performance. In terms of language domains performed by learners in the PGBW and PW groups, significant differences were found in their post-test writing content and language use: PGBW ($M = 20.87$, $SD = 1.55$) and PW ($M = 17.15$, $SD = 2.64$) for content; $t(38) = 5.43$, $p < .001$; PGBW ($M = 16.72$, $SD = 2.39$) and PW ($M = 15.37$, $SD = 1.45$) for language; $t(38) = 2.15$, $p < .05$. As seen in Table 5, the results revealed that prior to the intervention, learners in the PGBW group and the PW group were similar as shown by their overall scores. The overall mean score of participants in the PW group ($M = 58.25$, $SD = 5.03$) was slightly higher than the overall mean score of the PGBW group ($M = 56.65$, $SD = 4.44$) prior to the intervention, although the variation in mean scores showed no statistically significant difference. These findings

imply that using the PGBW approach in the EFL classroom as an intervention could significantly improve learners' writing content, language use, and overall writing quality compared to using the PW approach alone. Answering the second research question whether there are any differences in writing quality between learners' engaging in the PGBW and PW approaches, the simple response is yes. In general, learners in the PGBW group produced better writing quality than their peers in the PW group. In terms of language domains, statistically significant differences ($p < .05$) were observed from their writing content and language use although other components (e.g., organization, vocabulary, and mechanics) showed no significant difference.

V. DISCUSSION

The present study aimed to investigate the effectiveness of the PGBW approach on the writing performance of EFL pre-university students who undertook an English writing course at an international university in central Thailand. The intervention group received the integrated PGBW instructions spanning one semester, whereas the comparison group was taught using the PW approach spanning the same time frame.

The first guiding research question was: Does the PGBW approach improve students' academic writing performance? The answer to this is yes. It was found that the post-test scores of the students in both groups increased significantly, with a p value $< .001$; however, the intervention group (PGBW) had a post-test mean score slightly higher than their peers' in the comparison group ($MD = 6.17$) despite their similarity in terms of language proficiency level (see the pre-test scores of both groups). As well, the group's post-test means scores for language domains, including content, organization, vocabulary, and language use, were slightly higher than their peers' in the comparison group. This implies that the PGBW approach is able to improve EFL learners' writing performance in a pre-university writing course. Such findings are congruent with the previous studies (e.g., Huang & Zhang, 2020; Thongchalerms & Jarunthawatchai, 2020; Ueasiriphan & Tangkiengsirisin, 2019). These researchers reported that the PGBW approach improved students' writing quality including language subcategories (e.g., content, organization, vocabulary, and language knowledge). Students' improved writing quality might be from their learning through observation and analysis of the model essays introduced in the classroom. In the PGBW approach, learners were trained to practice composing texts by relating the objective of writing to the subject matter (Rusinovci, 2015), so they learned how texts are written according to their purpose by following the forms and language structures applicable to that purpose. Additionally, the combined writing approach followed a rigorous process in which learners were exposed to the organization and structure of model essays, and they composed similar texts in small groups and went through a process of multiple drafts before their final version. Through this detailed process of writing, peer scaffolding and resource sharing provided by more knowledgeable partners during group work, individual learners could enhance their understanding by synthesizing and assimilating the accumulated information (Kitjaroonchai & Suppasetseree, 2021b), and subsequently improve their writing performance when the work was carried out on an individual basis. This occurrence was explained as "internalization" when the process of mental function manipulated or stored the acquired information and useful resources for future utilization (Lantolf & Thorne, 2007) after learners were exposed to CW practice. Further, the integration of the CW process in the PGBW approach promoted learners' awareness of regulating self and other's cognitive functions (Huang & Zhang, 2020). They were taught to compose texts more purposively, by undertaking the recursive writing process. Thus, students were able to learn writing techniques introduced in CW practice and improve their individual writing. Similar findings were discussed in Chen's (2019) study when EFL learners engaging in CW tasks could exchange ideas in meaningful and contextual ways, and subsequently improve their writing when they performed individual tasks.

The second research question examined the differences in writing quality between learners who were taught using the PGBW approach and those that were taught by the PW approach. The findings revealed that learners in the PGBW class performed significantly better than their peers in the PW class, comparing the overall writing quality, as evidenced by the difference in mean scores. In the area of language domains that were defined in Jacob's (1981) Composition Analytic Scoring Rubric, there were two differences in the post-test writing between the two groups: these are in content and language use. However, there was no difference in relation to organization, vocabulary, and mechanics produced by learners between the two classes in their post-test. Such findings suggest that the PGBW approach had slightly greater impact on improving content and language use in student writing performance over the PW approach, but there was no significant difference between them in terms of organization, vocabulary, and mechanics. This occurrence might be because learners had extended exposure to distinctive linguistic features and grammatical patterns, and they practiced composing texts with rich content in the PGBW class (Dirgeyasa, 2016). The findings were congruent with Thongchalerms and Jarunthawatchai (2020) who found that EFL university students who were exposed to genre-based instruction could improve their writing ability in the area of content of the passage, grammatical units, and sentence structure. In the present study, learners had to revise multiple drafts to follow the steps of the writing process. With such a recursive process learners experienced in both the PGBW and PW interventions could improve their individual writing ability as observed from the increased post-test scores. The plausible explanation for this increase in post-test scores in both groups could be due to learners' exposure to writing practice, receiving peer scaffolding and instructor's comments or feedback provided during the writing process (Rusinovci, 2015). As advocated by Lantolf and Thorne (2007), in learning environments, when students received positive language scaffolding, they would make use of linguistic inputs, and their learning continuum could enable them to gain

knowledge for future use. Peer feedback and instructor's comments implemented in the process genre-based writing approach in academic writing could enable learners to subsequently employ language features when writing texts on an individual level. Our findings confirmed Nordin and Mohammad (2017) who asserted that a process writing approach and genre-based approach in an ESL or EFL writing classroom can be viewed as complementing each other in supporting and developing L2 learners' writing skills. The two approaches when integrated into an EFL writing classroom could empower students to write more effectively by consulting potential resources from their teacher, knowledgeable peers, and models of writing from the target genre. This accumulated learning experience, therefore, supports learners to employ more appropriate language features and rhetorical devices when constructing their own text (Badger & White, 2000), as evidenced by our present study.

VI. CONCLUSION AND IMPLICATION

This empirical study sought to measure the effects of the PGBW and PW approaches on Asian EFL pre-university students' academic writing performance in a pre-university writing course by employing a quasi-experiment. The researchers divided the participants in two groups with equal number. The major findings revealed that overall learners who were taught using the PGBW approach significantly outperformed their peers in the PW class as marked by their increase in overall scores. However, in terms of language domains defined by the analytic scoring rubric, including content, organization, vocabulary, language use, and mechanics, the results showed that two components, namely, content and language use, the learners in the PGBW class significantly outshone their peers who were taught using the PW approach. Other language elements (e.g., organization, vocabulary, and mechanics) showed no significant differences in the participants' post-test scores although the increase in mean scores for learners in the PGBW class was slightly higher than their partners in the PW group.

This study sheds light on some pedagogical implications in supporting EFL writing instructors to design L2 writing tasks by integrating the PGBW approach to enhance academic writing skills. Such a writing approach provides abundant opportunities for learners to improve their language acquisition and linguistic resources by actively engaging in the writing process, interacting with peers during the CW process, and studying the models of writing from the target genre. The PGBW approach encourages learners to pay attention to rhetorical features by patterning model texts, receiving language scaffolding from more knowledgeable partners or taking comments or advice from the instructor, and evaluating the written texts to conform to the writing genre. The PGBW approach provides explicit linguistic features to learners when they are guided through the modeling and construction stages. Furthermore, during the collaborative construction of texts, learners could share ideas and gain confidence in knowledge acquisition. As seen, employing the PGBW approach in an EFL writing classroom requires a collaborative effort from both teachers and students, but the hours invested for honing learners' writing skills is worthwhile as learners are guided through meticulous writing processes to produce a finely crafted writing product. Instructor's comments and peer feedback provided during the process of writing give an opportunity to enhance learners' academic writing performance. The reason is that more sets of eyes can detect errors that a writer might overlook. Additionally, we should note that writing is perceived as a social act in which writers ought to be aware that their constructed messages are to be read by others. Therefore, we strongly recommend that peer review and editing workshops should be incorporated extensively into academic writing subjects as an integral element of writing course design in pre-university or university programs. This would help EFL learners to be more critical and analytical writers as well as establish self-confidence in fulfilling the purpose of writing and sharing their worldviews to the target audiences of their discourse community.

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Hybrid Learning or Virtual Learning? Effects on Students' Essay Writing and Digital Literacy

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Abstract—This study compared the effect of a hybrid learning model and a virtual learning model on Saudi secondary school students' essay writing and digital literacy skills. The study employed the quantitative quasi-experimental design. The sample comprised 56 Saudi secondary school students divided into two experimental groups: hybrid learning group (n=29) and virtual learning group (n=27). A hybrid model learning and a virtual learning model were designed for the study purposes. Data sources included a pretest and posttest for essay writing and a questionnaire for assessing pre and post-digital literacy skills. Results indicated statistically significant differences in favor of the students in the hybrid learning model with large effect sizes in all essay writing domains. In addition, the hybrid learning model positively improved the students' digital literacy skills compared to the virtual learning model. The findings were discussed, and implications and further research were recommended.

Index Terms—digital literacy, essay writing, hybrid learning, secondary school, virtual learning

I. INTRODUCTION

Writing is a complex process that involves cognitive abilities, techniques, and strategies that should be learned to support students during the writing process. It is the most challenging skill in learning English as a foreign or second language because it requires a mastery of different linguistic elements, techniques, and abilities (Manik & Sinurat, 2015). Students are expected to produce written products that are acceptable, accurate, and culturally appropriate (Ghulamuddin et al., 2021). Furthermore, writing is not a linear process; it is a recursive process, "in which the writer is constantly drafting, editing, and revising throughout the writing event" (Pytash & O'byrne, 2014, p.183). It is a strategic and multidimensional process that includes planning, transforming ideas into a text, and revising the product (Harris et al., 2010). For advanced students, writing an essay is a challenging task that requires a well-informed argument, evidence-based development, coherence based on the relationship between ideas, logical order, formal tone, and specific syntactic features, including embedded phrases, complex phrasal structures, and hierarchical structure (Maamuujav et al., 2021). Therefore, it is a difficult task to produce a coherent, fluent, and extended piece of writing even for second language learners (Nunan, 1999).

Literature suggests that online learning environments such as virtual learning and hybrid learning can be helpful approaches to facilitate essay writing (e.g., Aghajani & Adloo, 2018; Shin et al., 2021). Virtual learning is a form of online learning that utilizes digital platforms for delivering learning materials through the web (Abdullah et al., 2021). It allows a "wide range of interactions and knowledge sharing with other participants with an access to a wide range of resources" (Mane et al., 2021, p. 175). Virtual learning may help students overcome difficulties in learning to write through collaboration and increasing understanding of the writing process. On the other hand, hybrid learning can be viewed as "a mixture of collective learning and individual learning, a mixture of synchronous learning and asynchronous learning, a mixture of self-learning and collaborative learning, and also a mixture of formal learning and informal learning" (Qi & Tian, 2011, p. 554). Hybrid learning organizes how students, teachers, space, technology, process, and content interrelate in a contextualized mode (Arnab, 2020). Hybrid foreign language instruction has shifted from the Web 1.0 applications to embrace Web 2.0 online technologies such as wikis, blogs, online community sites, mind-mapping tools, block-diagramming, and collaborative writing tools. These tools provide creativity or innovation in designing hybrid language learning environments and enhance students' achievement and attitudes (Kovacic, 2016). Since writing is an asynchronous activity that is not restricted to a particular time and space, it can be practiced at any time and place using technology-based tools and applications in hybrid environments (Shin et al., 2021).

Virtual learning and hybrid learning not only assist learning but also promote the ability to use digital tools as a communication method is crucial for digital literacy. Digital literacy for writing activities involves using technology for searching and evaluating resources to find valid and relevant information to communicate through the writing process (Shin et al., 2021). Research suggested that digital literacy assists the use of e-learning and should be considered when investigating the impact of e-learning on performance (Mohammadyari & Singh, 2015). Therefore, digital literacy is needed for students to succeed in virtual and hybrid learning. Nonetheless, students lack the required digital literacy skills for digital learning (Anthonysamy, 2019) because students mainly use technologies for entertainment and communication but not for learning (Prior et al., 2016). Students' deficiencies in digital literacy include lacking the critical skills needed for finding, analyzing, and evaluating digital information and contents (Shariman et al., 2012;

Tohara et al., 2021), lacking knowledge on the technical details (Ting, 2015), not understanding ownership and copyright issues (Shariman et al., 2012; Williams et al., 2014), and difficulties in Internet access and platforms (Williams et al., 2014).

Although many studies have investigated the impact of virtual and hybrid learning on language skills, few studies have focused on essay writing (e.g., Faridi et al., 2020; Syuhida et al., 2017) or digital literacy (Sutisna & Vonti, 2020). These studies focused mainly on undergraduate learners and compared hybrid learning to traditional face-to-face learning. Research has yet to establish the effectiveness of virtual learning compared to hybrid learning on developing essay writing and digital literacy at the secondary school level. Therefore, there is a research gap in understanding the impact of virtual learning compared to hybrid learning in developing essay writing and digital literacy. Thus, the current study aims to address this research gap by investigating the effect of a virtual learning model versus a hybrid learning model on Saudi secondary school students' essay writing and digital literacy.

II. LITERATURE REVIEW

A. Writing Instruction

Writing instruction in traditional classrooms is consistently taught using model examples in limited learning environments in which "little attention is given to the substance of the students' writing, depriving them of opportunities to create their own meanings or be part of a writing community that supports, guides and motivates their development of personal voice" (Kiss & Mizusawa, 2018, p. 61). Traditional teaching practices affect students' motivation and attitudes towards writing. These practices consider students passive listeners and encourage memorization for testing purposes (Salem, 2018). Negative attitudes towards writing significantly affect students' writing achievement and limit students' participation in writing (Graham, 2018).

Contrary to such traditional practices, students should be guided to plan, analyze and participate in the writing process in a rich learning environment that motivates students and fosters their autonomy and involvement. Kansizoglu and Comert (2021) state that systematic review and meta-analysis studies include practical solutions to insufficient writing instruction; they include increasing students' knowledge of writing, providing sufficient time and feedback on writing; teaching students how to plan, draft and edit, creating supportive writing environments, adopting a process-based writing approach, and emphasizing metacognitive skills. Purpose, context, and audience are complexly related; students must know why they are writing and their intended audience (Pytash & O'byrne, 2014). Writing is an essentially social activity in at least three ways. First, writers write for an audience that significantly influences how they write and what to write, so writing is a social transaction between writers and readers. Second, writers involve others in the process of writing, whether in traditional classrooms or digital environments. Third, writing conventions, forms, and rules are socially constructed, and they evolved over time due to writing purposes (Yagelski, 2018).

B. Hybrid and Virtual and Writing Instruction

Writing is a social activity situated within specific communities shaped by political, cultural, social, institutional, and historical influences (Graham, 2018). Technological advancements have shaped writing instruction since they create social contexts and environments for teachers and students to practice writing. From a social perspective, integrating technology in writing instruction might lead to better outcomes since writing is a social act in nature. L2 writers' digital practices have become communicative, interactive, interest-driven, purposeful, and embedded in authentic contexts (Zheng et al., 2018). Furthermore, information and communication technologies are changing writing instruction practices since they provide "a wealth of tools for the teaching of second or foreign language writing" (Li et al., 2020, p. 77).

Hybrid learning is a model that combines the advantages of face-to-face (F2F) instruction and technology-based learning (Shang et al., 2008). Hybrid learning is different from blended learning in that the latter is a simple combination of face-to-face instruction with e-learning. In contrast, hybrid learning combines a standard instructional setting and online and offline activities outside the classroom in a well-designed system (Barenfanger, 2005). It is a flexible learning model that includes multiple modes of information; it involves writing using various modes of communication, including language, videos, images, and other resources to produce a written text in explicit social contexts (Pytash & O'byrne, 2014). In the hybrid learning contexts, teaching is not coordinated by place and time; teachers could organize collaborative activities that might include synchronous applications such as video conferencing, instant chat, and asynchronous tools such as e-mail, blogs, wikis, or forums (Hijon-Neira et al., 2010). Limited studies have investigated utilizing hybrid learning in writing instruction. Faridi et al. (2020) investigated the impact of hybrid learning and critical thinking skills on Indonesian undergraduate learners' writing performance. Results revealed that hybrid TBLT had a significant impact on students writing performance. In addition, Syuhida et al. (2017) conducted a study to determine the impact of a learning model and self-regulated learning on the writing skills of the first-year students at a vocational high school in Indonesia. Results indicated that hybrid learning was effective in developing students' writing skills. Balzotti and Hansen (2019) conducted a study to define and introduce a hybrid learning experience for students to participate in a fictional narrative through a simulated environment and engage in classroom activities and lessons through in-game and out-of-game experiences to improve technical writing. Students responded positively to Microcore since it provided an authentic context for students to grapple with purpose, audience, and genre.

On the other hand, virtual learning is a model that enables teachers and students to attend synchronous classrooms to interact, discuss a lesson, communicate, and share resources. It helps students be motivated and provided with rich experiences that facilitate their learning (Herrera, 2017). Using virtual classrooms provides an easy access to various educational resources at any time. They promote self-learning and allow students to collaborate with others via different tools. Virtual learning encourages students to develop their writing skills through the implementation of interactive tools "that combine the Internet and the synchronization of instant messages, e-mails, forums, videos, audio among other resources that innovate the learning process of the English writing skills" (Freire Nieto, 2018, p. 10). Hashemi and Moghaddam (2014) investigated the impact of virtual instruction on 50 Iranian EFL learners' essay writing. They divided that sample into two equal groups: experimental and control, and employed the quasi-experimental design. The result revealed that virtual learning was not statistically significant, but it turned to be useful if combined with conventional classes. In addition, Khoshshima and Sayadi (2016) investigated the impact of virtual language learning on the writing ability of Iranian EFL learners. They divided 20 students into two groups: an experimental which studied via virtual learning and a control group that followed the conventional method. A writing posttest was administered, and the findings revealed both groups had some improvement, but the experimental group significantly outperformed the control group. Jamian et al. (2018) examined the impact of the Frog Virtual Learning Environment on 60 Malaysian students' essay writing performance. The quasi-experimental design was employed to assess essay writing, grasping the main idea and contents. Findings indicated that the Frog VLE significantly improved students' essay writing and contents but did not improve grasping the main idea.

C. Hybrid Learning, Virtual Learning, and Digital Literacy

Digital literacy is one of the crucial skills in the technological era. It plays a crucial role in digital learning environments (Anthonysamy, 2019). Digital literacy includes "all aspects of developing the knowledge, skills, competencies, confidence, and capabilities needed to use, interact with, communicate through, learn with, work with, and create with digital technologies" (White, 2015, p. 10). Within educational contexts, digital literacy encompasses cognitive, technical, and social-emotional aspects of learning with both offline and online digital technologies (Ng, 2012). Vuorikari et al. (2016) updated and published the European Commission's Digital Competency Framework (DigComp 2.0) that comprised five elements: information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving. These elements provide clear guidance to foster digital literacy education and afford a basic standard to determine digital literacy learning objectives and activities (Hsu, 2019). This framework guides this study to develop digital literacy in a hybrid learning environment. Virtual and hybrid learning embrace integrating technology in the learning/teaching process. In such environments, students are not only required to master the contents, but they have to be digital literates to deal with technology effectively and safely. Therefore, hybrid learning is an ideal model for fostering digital literacy. Besides, language skills embedded in hybrid English classrooms affect digital literacy because English is the main language on the Internet (Murtafi'ah & Putro, 2018). Students who have low proficiency in English face challenges in digital literacy since the technological skills are underpinned by English language proficiency (Hepworth & Walton, 2013; Lwoga, 2014; Shariman et al., 2012). Therefore, writing instruction in hybrid learning environments provides a remarkable opportunity for students to be digital literates since there is a positive relationship between digital literacy and academic writing performance in digital environments (Hamouma & Menezla, 2019).

Several studies have investigated the impact of hybrid learning on digital literacy in language learning contexts. Sutisna and Vonti (2020) investigated the impact of hybrid learning on the digital literacy of fifteen undergraduates in an English Language Study Program. The result showed that the process of hybrid learning improved the students' digital literacy. In addition, Vonti and Grahadila (2020) conducted a study to explore the effect of hybrid learning on grammar and digital literacy. Results revealed that hybrid learning positively impacted students' grammar achievement and digital literacy. In addition, a substantial amount of research focused on examining the impact of blended learning or a single application on digital literacy across disciplines. Patmanthara and Hidayat (2018) investigated the impact of blended learning on 172 vocational high school students' digital literacy and found statistically significant differences in digital literacy between the study groups in favor of the experimental group. Hsu et al. (2019) examined digital literacy (DL) development among 32 elementary-level students, and the results indicated statistically significant increases in digital literacy practices.

Few studies have investigated the impact of virtual learning on digital literacy. Niemi et al. (2014) stated that "the new virtual learning environments comprise more spaces and practices in which digital resources, tools, and applications are used" (p. 357). They recruited 319 students and 28 teachers from three countries, and they analyzed their digital literacy. They concluded that students enjoyed creating their stories and learned many 21st-century skills. Besides, Novo et al. (2016) analyzed students' perceptions in relation to their digital literacy in a virtual environment. Results indicated that students significantly improved their digital literacy in virtual environments.

D. The Present Study

Research on writing instruction in hybrid environments only focused on designing hybrid courses (e.g., Balzotti & Hansen, 2019) or students' attitudes in hybrid writing environments (e.g., Fithriani & Alharbi, 2021; Keiner, 2017). Despite the positive effect of hybrid learning and virtual learning on writing skills, there has been little research

regarding the effect of hybrid learning compared to virtual learning on secondary students' essay writing. Regarding digital literacy, few studies examined the impact of different blended learning models (e.g., Hsu et al., 2019; Patmanthara & Hidayat, 2018) on digital literacy. Little research has been found on the impact of hybrid learning and virtual learning on digital literacy (Sutisna & Vonti, 2020; Vonti & Grahadila, 2020).

In conclusion, although the effects of hybrid learning and virtual learning on writing skills have been the focus of a large body of research, a comparison of their effects on essay writing and digital literacy has not been investigated yet. Thus, the following research questions were formulated:

1. Is there a difference between the effects of hybrid learning and virtual learning on secondary school students' essay writing?
2. Is there a difference between the effects of hybrid learning and virtual learning on secondary school students' digital literacy skills?

III. METHODOLOGY

A. Method

This quantitative study adopted the quasi-experimental design to investigate the effect of hybrid learning versus virtual learning on Saudi secondary school students' essay writing and digital literacy skills. Two groups were chosen randomly: the first experimental group was taught via hybrid learning, and the second experimental studied the same content via virtual learning. Both groups teaching was supported with digital literacy activities. The experiment lasted ten weeks for both groups. The two groups had the same pretest and posttest essay writing test. They also completed a questionnaire to assess their digital literacy skills before and after the experiment.

B. Participants

The participants in this study were third-year secondary school students. All participants were male students studying an English course called "Mega Goal level 5". The study sample comprised 56 students divided randomly into two groups: the first experimental group (n=29) studied via the hybrid learning model, and the second experimental group (n=27) studied via the virtual learning model. The participants were 16-17 years old of public schools in Taif, Saudi Arabia. They were all native speakers of the Arabic language. In addition, all students have studied English for more than eight years and shared the same cultural, social, and economic background.

C. Instruments and Materials

1. The Essay Writing Test

The two experimental groups participants were given two different topics to write a short essay of 150-200 words; one for the pretest and one for the posttest. In addition, all the participants were asked to write an essay on "A common technology tool" for the pretest, and they were asked to write an essay on "An animal tale" for the posttest at the end of the experiment. These two topics were chosen from the English language textbook (Mega Goal level 5) assigned for the third-year secondary grade. Students were given a time limit of 40 minutes to write each essay.

2. The Writing Scoring Rubric

The study adopted Jacobs et al.'s (1981) scoring rubric for scoring the essays. The rubric consists of five domains: Content, Language use, Organization, Vocabulary, and Mechanics. The rubric comprises a 100-point scheme in which 30 points were given to content, 25 points to language use, 20 points to organization, 20 points to vocabulary, and 5 points to mechanics. In addition, students were given instructions on how their essays would be rated.

3. Digital Literacy Skills Test

A questionnaire was developed to assess the digital literacy skills of the two experimental groups before and after the experiment. The questionnaire was based on the European Commission's Digital Competency Framework DigComp 2.0 (Vuorikari et al., 2016). It comprised five elements: Information and data literacy (3 items), Communication and collaboration (6 items), Digital content creation (4 items), Safety (4 items), and Problem-solving (4 items). The questionnaire was translated to Arabic to help the students respond to the items correctly. In this process, the questionnaire was first translated to Arabic and back-translated to English to ensure validity and reliability of the translated version. Three experts in educational technology confirmed the content validity of the questionnaire. After the draft was revised and verified, a pilot study was conducted to compute the reliability of the questionnaire. Thirty students participated in the pilot study; their comments helped modify the confusing items. The Cronbach's alpha coefficient was 0.79, which indicated that the questionnaire was suitable for data collection. The questionnaire was a 5-point Likert scale ranging from strongly disagree (1 point) to strongly agree (5 points).

4. The Proposed Hybrid Learning Model

The model utilizes online and offline activities inside and outside the classroom. These activities include online meetings, blogs, forums, e-dictionaries, and discussions supported by digital literacy guidelines and commands. In addition, the writing genres and the process-based approach are integrated to produce quality writing. The model has

five phases: prewriting, drafting, revising, editing, and publishing. These phases integrated writing genres, writing skills, and digital literacy guidelines and commands (Figure 1).

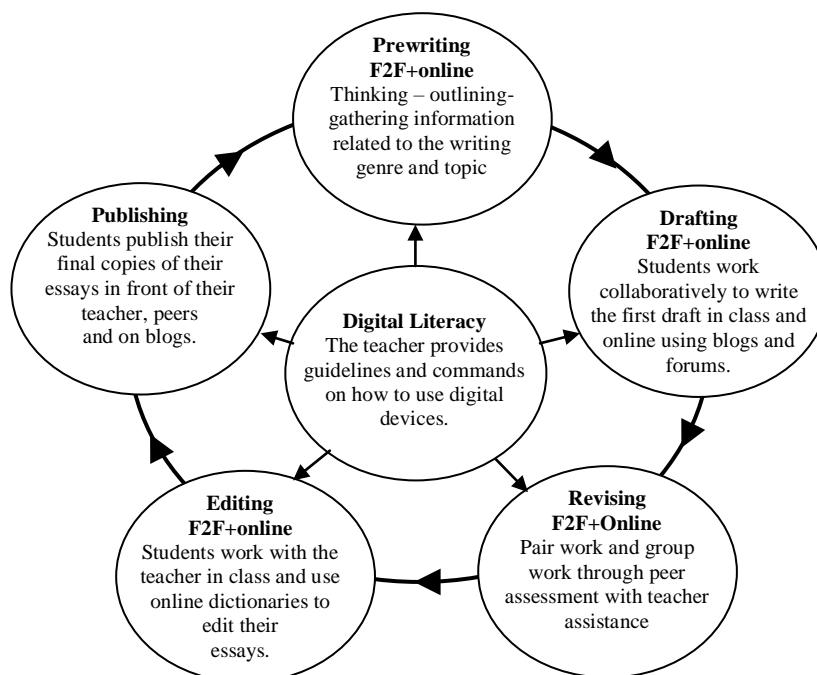


Figure 1: The Hybrid Learning Model

In the first phase, students were taught through face-to-face activities that were carried out to help students understand the writing topic. Then, they were given online activities to practice the writing processes and the element of the essay (introduction, body, conclusion). First, the teacher assisted students in thinking of the writing task, outlining, and gathering information related to the topic. Then, students had to search the Internet to have an idea about the topic being discussed.

The second phase was assigned to write the first draft. The teacher gave students the link to the task blog, and they collaboratively wrote the first draft. Students were advised to read their peers' works and comment on them. Then, they had to put ideas generated in the first phase in sentences to create an essay. The teacher commented on the students' drafts regarding content, organization, and vocabulary use. Again, students were free to comment and give peer feedback. The teacher instructed students to focus on ideas rather than spelling, grammar, or mechanics.

In the third phase, students were divided into groups to revise their peers' drafts in an online classroom. They were instructed to revise the content and how the ideas were organized. The teacher gave feedback and reminded students of the frequent errors in content and organization. Students who had difficulties were referred to online resources outside the classroom.

The fourth phase focused on editing grammar, spelling, and mechanics. Online classes were assigned to instruct students on finding and using free e-dictionaries and digital writing assistants such as Grammarly to correct their grammar, mechanics, and spelling mistakes.

Students were recommended to publish their essays in class and on social media platforms in the fifth phase. Again, the teacher evaluated the essays and considered students' peer assessments. Students who could not write a good essay were instructed to go back to the writing steps and re-write the essay.

Above all, during each phase, the teacher provided students with digital literacy guidelines and commands such as searching methods, plagiarism, safety, resource evaluation, tips on using online classes, solving technical problems as they appeared to foster students' digital literacy skills.

5. The Proposed Virtual Learning Model

In the virtual learning model, students were taught the writing prompts via fully virtual classrooms. The model integrated the writing genres and the writing process model. The model has five phases: The model has five phases: prewriting, drafting, revising, editing, and publishing (Figure 2). The teacher helps students when they face technical problems.

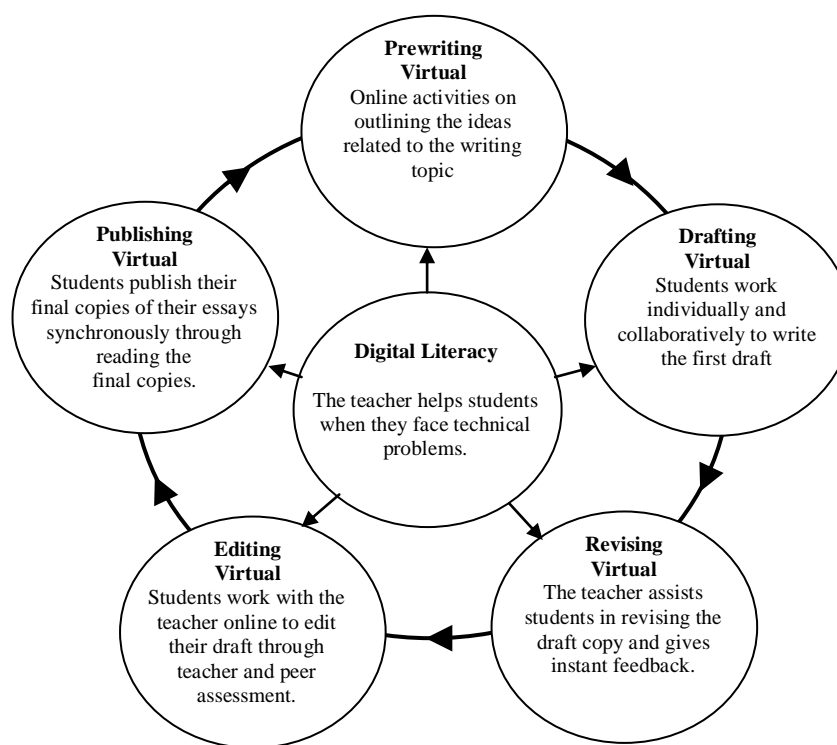


Figure 2: The Virtual Learning Model

In the first phase, students were given war-up activities on the writing topics. The teacher provided online activities to help students practice the writing processes and the element of the essay (introduction, body, conclusion). Then, the teacher presented the topic and asked the students to outline the main ideas individually and collaboratively. In the second phase, the teacher asked students to write the first draft. Students began to write, and the teacher gave them instruction during class time. Then, students shared their first draft, and the teacher provided instant feedback regarding content, organization, and vocabulary use. In the third phase, students were asked to revise the content and the generated ideas. The teacher provided necessary feedback and shared the common mistake with the students. During the fourth phase, students were asked to edit grammar, spelling, and mechanics. Teacher and peer assessment were utilized to correct these mistakes to produce the final copy of the essay. Finally, in the fifth phase, some students were chosen to read their essays while the teacher pointed out the mistakes and evaluated their essays online. During each phase, the teacher instructed students on the technical problems they faced and solved them. He also advised students on how to use the tools when needed.

D. Data Collection Procedure

Before the treatment, the two experimental groups participants were given the same topic, *A common technology tool*, as a pretest to assess their essay writing. Students were given 40 minutes to complete the writing task, but most spent 25-30 minutes finishing the task. In addition, the participants in the two experimental groups were given the digital literacy questionnaire as a pretest. The participants were instructed to read each item carefully and rate each one using a 5-point-Likert.

Two qualified teachers taught the two experimental groups with almost the same experiences. The participants in the first experimental group were taught the assigned writing prompts in four units of Mega Goal 5 (Unit 2: Rags to Riches, Unit 3: What will they think of next?, Unit 4: The world of TV and Unit 5: Do you really need it?) via the proposed virtual learning model and the second experimental group were taught the same content through the hybrid learning model.

The treatment lasted ten weeks for both groups. At the end of the tenth week, all participants were given another writing topic, *An animal tale*, to write a short essay as a posttest. Participants were given 40 minutes to complete the task. In addition, the digital literacy questionnaire was delivered again to the participants in the two experimental groups as a posttest.

E. Data Analysis

For scoring the essays, the researcher and an independent writing teacher used the same scoring rubric to rate a sample of ten essays to ensure inter-rater reliability of the scoring procedure. The inter-rater reliability between the independent teacher and the researcher was measured for each writing domain and the whole writing test. The average

inter-rater correlation coefficient reached 0.92, indicating a high degree of reliability. Then the two raters rated the 112 essays produced by the 56 participants from the pretest and the posttest.

The data were analyzed using SPSS (version 22). Arithmetic means and standards deviations for each writing domain were calculated. The pretest scores were used as covariates to control the effect of the pretest. One-way Multivariate Analysis of Covariance (MANCOVA) was performed to determine whether there were statistically significant differences between the scores of the two groups in the posttest essay writing domains. In addition, the mean scores and standard deviations of the digital literacy skills were calculated. The pretest scores were used as covariates to control the effect of the pretest. Then, one-way MANCOVA was run to determine whether there were statistically significant differences between the scores of the two groups in each domain of the posttest digital literacy skills test.

IV. RESULTS AND DISCUSSION

A. Results

To examine the effect of the hybrid learning model versus virtual learning on students' essay writing, the descriptive statistics of the essay writing domains were presented in Table 1. The findings in Table 1 show that the means of the essay writing posttest on the five domains of the first experimental group (hybrid learning) were higher than the means of the second experimental group (virtual learning).

TABLE 1
DESCRIPTIVE STATISTICS OF THE ESSAY WRITING POSTTEST (MAX. SCORE=100, MIN. SCORE=0)

Domains	Group	N	Mean	Std. Deviation
Content	hybrid	29	22.86	3.17
	virtual	27	16.19	4.67
Language use	hybrid	29	16.06	1.82
	virtual	27	9.49	3.77
Organization	hybrid	29	11.86	1.59
	virtual	27	7.31	3.15
Vocabulary	hybrid	29	12.45	1.58
	virtual	27	7.73	4.15
Mechanics	hybrid	29	3.72	.46
	virtual	27	1.83	1.22
Total Score	hybrid	29	66.95	7.02
	virtual	27	42.55	10.41

To test the homogeneity of the test scores, Levene's test of equality of error variances was run as presented in Table 2. The findings show that the values were not statistically significant, indicating that the test scores were homogeneous.

TABLE 2
LEVENE'S TEST OF EQUALITY OF ERROR VARIANCES OF THE ESSAY WRITING TEST

Domains	F	df1	df2	p value
Content	.296	1	54	.589
Language use	.921	1	54	.341
Organization	.282	1	54	.597
Vocabulary	.097	1	54	.756
Mechanics	1.816	1	54	.183

A one-way MANCOVA test was used as presented in Table 3 to examine whether there were significantly significant differences between the mean scores of the two groups in the essay writing posttest. Essay writing pretest scores were used as covariates.

TABLE 3
MANCOVA RESULTS OF THE PRETEST AND POSTTEST OF THE ESSAY WRITING TESTS

Source	Domains	Type III Sum of Squares	df	Mean Square	F	p value	Partial Eta Squared
Corrected Model	Content	1130.215	6	188.369	9.888	.000	
	Language use	972.845	6	162.141	13.460	.000	
	Organization	612.069	6	102.011	11.351	.000	
	Vocabulary	633.306	6	105.551	11.815	.000	
	Mechanics	63.831	6	10.639	16.590	.000	
Intercept	Content	651.898	1	651.898	34.220	.000	
	Language use	392.446	1	392.446	32.579	.000	
	Organization	171.375	1	171.375	19.069	.000	
	Vocabulary	207.444	1	207.444	23.220	.000	
	Mechanics	17.577	1	17.577	27.411	.000	
Group	Content	499.10	1	499.10	26.20	.000	.35
	Language use	507.02	1	507.02	42.09	.000	.46
	Organization	257.36	1	257.36	28.64	.000	.37
	Vocabulary	258.29	1	258.29	28.91	.000	.37
	Mechanics	42.74	1	42.74	66.65	.000	.58

Table 3 shows that there were statistically significant differences between the two groups in the essay writing posttest scores in favor of the hybrid learning in all essay writing domains: Content [$F= 26.20$, $p=.000$; partial Eta squared: .35], Language use [$F= 42.09$, $p=.000$; partial Eta squared: .46], Organization [$F= 28.64$, $p=.000$; partial Eta squared: .37], Vocabulary [$F= 28.91$, $p=.000$; partial Eta squared: .37], and Mechanics [$F= 66.65$, $p=.000$; partial Eta squared: .58].

To examine the impact of the hybrid learning model versus virtual learning on the posttest of students' digital literacy skills, the descriptive statistics of the digital literacy skills were presented in Table 4. The findings show that the means of the digital literacy skills on the five domains of the first experimental group (hybrid learning) were higher than the means of the second experimental group (virtual learning).

TABLE 4
DESCRIPTIVE STATISTICS OF THE DIGITAL LITERACY SKILLS POSTTEST (MAX. SCORE=5, MIN. SCORE=1)

Domains	Group	N	Mean	Std. Deviation
Information and data	hybrid	29	4.02	.612
	virtual	27	3.45	.801
Communication and collaboration	hybrid	29	3.26	.533
	virtual	27	2.76	.713
Content creation	hybrid	29	2.69	.570
	virtual	27	2.25	.639
Safety	hybrid	29	2.97	.669
	virtual	27	2.47	.830
Problem solving	hybrid	29	3.10	.769
	virtual	27	2.56	.933
Total Score	hybrid	29	3.18	.364
	virtual	27	2.67	.653

Levene's test of equality of error variances was run as presented in Table 5 to test the homogeneity of the digital literacy skills scores. The findings show that the values were not statistically significant, indicating that the questionnaire scores were homogeneous.

TABLE 5
LEVENE'S TEST OF EQUALITY OF ERROR VARIANCES OF THE DIGITAL LITERACY SKILLS

Domains	F	df1	df2	p value
Information and data	2.748	1	54	.102
Communication and collaboration	3.024	1	54	.088
Content creation	.530	1	54	.470
Safety	2.558	1	54	.116
Problem solving	2.664	1	54	.108

To examine whether there were significantly significant differences between the mean scores of the two groups in the digital literacy skills posttest, a one-way MANCOVA test was run as presented in Table 6. Digital literacy skills pretest scores were used as covariates.

TABLE 6
MANCOVA RESULTS OF THE PRETEST AND POSTTEST OF THE DIGITAL LITERACY SKILLS TEST

Source	Domains	Type III Sum of Squares	df	Mean Square	F	p value	Partial Eta Squared
Corrected Model	Information and data	8.448	6	1.408	3.403	.007	
	Communication	5.353	6	.892	2.368	.044	
	Content creation	7.201	6	1.200	3.899	.003	
	Safety	6.300	6	1.050	1.994	.085	
	Problem solving	11.271	6	1.878	3.117	.011	
Intercept	Information and data	5.282	1	5.282	12.765	.001	
	Communication	2.449	1	2.449	6.499	.014	
	Content creation	1.776	1	1.776	5.768	.020	
	Safety	.373	1	.373	.707	.404	
	Problem solving	.048	1	.048	.080	.779	
Group	Information and data	5.019	1	5.019	12.130	.001	.20
	Communication	3.751	1	3.751	9.956	.003	.17
	Content creation	2.680	1	2.680	8.707	.005	.15
	Safety	3.766	1	3.766	7.151	.010	.13
	Problem solving	4.898	1	4.898	8.127	.006	.14

Table 6 shows that there were statistically significant differences between the two groups in the posttest of digital literacy skills in favor of the hybrid learning in all digital literacy domains: Information and data [$F= 12.13$, $p=.001$; partial Eta squared: .20], Communication and collaboration [$F= 9.96$, $p=.003$; partial Eta squared: .17], Content creation [$F= 8.71$, $p=.005$; partial Eta squared: .15], Safety [$F= 7.15$, $p=.010$; partial Eta squared: .13], and Problem solving [$F= 8.13$, $p=.006$; partial Eta squared: .14].

B. Discussion

The current study aimed at investigating the effect of the hybrid learning model versus virtual hybrid learning on secondary school students' essay writing and digital literacy skills. Furthermore, the result revealed that the hybrid learning model significantly improved students' essay writing and digital literacy skills compared to the virtual learning model. The effect sizes of the hybrid learning model were large in all essay writing and digital literacy domains, indicating the statistical and practical significance of the model.

Integrating the writing process and writing skills in the hybrid model was effective since it helped students provide richer content. Students had the opportunity to outline, organize, and search for ideas related to the writing topic. They also benefited from the advantages of mixing face-to-face instruction and online experiences and had invaluable opportunities to produce and generate related ideas during the pre-writing process. Online resources facilitated students' brainstorming and gathering information that ultimately improved the content of the writing genres (Rashtchi & Porkar, 2020; Shin et al., 2021). Moreover, the hybrid learning model developed students' language use since it provided opportunities for students to work individually and collaboratively inside the classroom and online. This indicated the importance of linguistic tools as e-dictionaries and Grammarly in helping students initiate their essays during the draft phase.

Regarding essay organization, the model effectively improved the essay writing organization for several reasons. During the drafting stage, the hybrid model helped students generate clear topic sentences supported by clear details. Students were motivated to search for main and supporting ideas and connect them following a logical progression to form the introductory paragraph, the body, and the conclusion. Collaboration and e-resources were also beneficial in reducing the cognitive burden to focus on the writing organization.

In addition, during the revising and editing phases, the hybrid model improved students' vocabulary and writing mechanics. It is an expected result since mixing face-to-face instruction, and online classes provided additional opportunities to correct their mistakes. Besides, the e-dictionaries and linguistics tools that utilized artificial intelligence, such as Grammarly, were helpful in determining vocabulary and mechanics mistakes and providing suggestions to students to improve their writing outcomes. In the hybrid learning model, students had an opportunity to focus on organizing their ideas that decreased the burden of grammar, vocabulary, and mechanics, while students using the virtual learning model were restricted to the teacher instructions that were not sufficient for correcting their mistakes.

In addition, utilizing blogs and synchronous tools in the hybrid model was helpful during the publishing phase. As a result, students felt confident and motivated when they finally published their work and had informative feedback from their teacher and peers. In conclusion, since the hybrid model combined face-to-face learning, online resources, and writing assistant tools, it was superior to the virtual model, which focused on the teacher's instructions and comments as a source of information.

These findings went in line with the findings of the previous studies (e.g., Faridi et al., 2020; Syuhida et al., 2017), which showed the positive effect of hybrid learning on essay writing. The findings also indicated that all five writing domains were improved since the writing process integrated into the hybrid learning model helped students follow the assigned procedures step by step. In addition, this approach increased students' cognitive and metacognitive awareness of the writing process and their writing skills, which resulted in relatively accurate essays.

On the other hand, the hybrid learning model effectively fostered students' digital literacy skills. The domains of information and data, communication and collaboration, content creation, safety, and problem solving were positively improved due to the careful integration of digital literacy skills in the hybrid learning model. In each phase of the hybrid model, the teacher provided some guidelines and commands as necessary to help students overcome the e-learning pitfalls, search for information, evaluate the resources, collaborate with peers online and offline, respect the ethics and copyrights of the resources on the Internet, and apply safety requirements to save their data and hardware. The findings indicated that digital literacy skills were developed in digitally language learning connected environments (Son et al., 2017), and they are connected to academic essay writing (Hamouma & Menezla, 2019). The findings also were consistent with previous literature (e.g., Hsu et al., 2019; Patmanthara & Hidayat, 2018; Sutisna & Vonti, 2020; Vonti & Grahadila, 2020), which indicated that hybrid learning positively improved language learners' digital literacy.

V. CONCLUSION, LIMITATIONS, AND FURTHER RESEARCH

The study findings revealed a positive effect of the hybrid learning model versus the virtual learning model on students' essay writing. Therefore, it is essential to encourage writing teachers to create hybrid learning environments that help students focus on the writing process, which is a powerful approach to enhancing writing skills. In addition, teachers are required to integrate the writing process in a hybrid writing classroom using various tools such as e-resources, e-dictionaries, blogs, and digital writing assistants. These tools can be integrated into writing classes as needed; some tools can be used in planning such as searching writing resources, in drafting such as blogs and writing forums, in revising such as online discussion, in editing such as e-dictionaries, and in the publishing stage such as blogs and websites.

On the other hand, the hybrid learning model showed a positive effect on digital literacy skills. Integrating digital literacy in writing hybrid learning encouraged students to foster their digital literacy. Since many courses are delivered online, most students have essential digital skills. Teachers are advised to provide some guidelines and commands on dealing with technology. They have to facilitate students' participation in e-learning environments since sufficient

language learning requires a deep understanding of digital literacy skills. Students' digital literacy enables them to focus on the content and helps them deal safely with the digital learning environments. Some teachers consider digital literacy an extra duty, but it represents an essential ability in the 21st digital century. Therefore, enhancing students' digital literacy is one of the most crucial responsibilities teachers must burden.

The study has some limitations. First, the model was designed to integrate hybrid learning, writing, and digital literacy. This complicated process needs more empirical investigations with more proficient students and teaching using different writing genres. Second, since face-to-face learning was suspended, the COVID19 pandemic necessitates comparing the hybrid model to virtual learning. Thus, more studies were required on examining this model versus face-to-face learning. Third, the textbook assigned for this study is a general course designed to teach all four skills. Therefore, the hybrid learning model should be assessed in pure writing courses to provide enough time to practice writing skills.

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An Investigation of Culture Presentation in ELT Textbooks in the Context of English as an International Language*

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Abstract—English is assuming the role of an international language in the world. Based on the contemporary context of English as an international language, this study establishes an analytical framework based on Yuen's classification criteria for cultural content and draws on Kachru's concentric circle model to analyze the features of culture presentation in the new edition of China's senior high school English textbooks. It was found that the cultural content in the new edition of China's senior high school English textbooks is no longer dominated by Inner-Circle culture, and the proportion of Chinese culture is almost balanced with that of Inner-Circle category, but there is still an imbalance in the proportion of cultural content across different cultural content categories. Based on the findings of this study, recommendations are given regarding teachers' employment of textbooks and textbook development.

Index Terms—English as an international language; culture presentation; senior high school English textbooks

I. INTRODUCTION

As globalization continues to advance, English is no longer the exclusive domain of native speakers, but has become a tool for countries around the world to communicate and exchange with each other (Lu & Wang, 2018). The ownership of English has changed. English belongs to all English speakers, and it has assumed the role of an international language in the world. The newly revised *China's English Curriculum Standards for General High School* (2017 Edition, revised in 2020) describes the nature of the curriculum as follows: "The English curriculum for general high school is a basic cultural curriculum at the high school level that comprehensively implements the Party's education policy, practices the fundamental task of establishing moral education, develops the core literacy of the English subject, and cultivates socialist builders and successors", and also points out that English "is an international lingua franca widely used in today's world, an important communication tool for international exchange and cooperation, and an important carrier of ideas and culture" (Ministry of Education, 2018, p. 1). It is a very clear definition of the nature of the English curriculum at the basic education level. Teaching materials are an important carrier of curriculum content, an important part of foreign language education, and play a decisive role in what and how teachers teach (Tomlinson, 2012; Cunningsworth, 1995). Culture is a core component of language teaching, and almost all language materials contain cultural information (Kramsch, 1993; Kumaravadivelu, 2008). English is used as an international language, and the cultural content in textbooks should not be limited to the culture of native English speakers. Does the presentation of culture in the new version of China's senior high school English textbooks based on the curriculum reflect the status of English as an international language? The answers to the above questions will help ELT better create good conditions for learners to absorb the essence of world culture and spread Chinese culture.

Given that, this study selected senior high school English textbooks widely used in China for cultural content analysis, to explore whether the presentation of culture in our national senior high school English textbooks is consistent with the status of English as an international language. On this basis, suggestions are made for how teachers should employ the textbooks and for the development of future teaching materials.

II. LITERATURE REVIEW

A. The Concept of EIL

The concept of English as an International Language (EIL) came into being in the 1970s and refers to "the Language

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used by people in different countries to communicate with each other” (Smith, 1976, p. 38). Some scholars now believe that ELF is gradually replacing EIL, but in essence, ELF is more of a perspective, attitude, and belief, as well as a group of loose theoretical concepts formed thereby, and is not a clear and consistent theoretical model that can be directly applied to language teaching (Gao, 2015). In addition, the definition of EIL is more comprehensive than that of ELF and can be regarded as a superordinate term of ELF. Therefore, this study agrees with McKay (2012) that EIL covers English use in various contexts, including English use in Kachru’s Inner Circle (English-speaking countries), Outer Circle (Countries where English is a second language), and Expanding Circle (Countries where English is a foreign language), which better reflects the current situation that English is widely used in international communication and is more applicable to language teaching. Then in the context of EIL, teaching materials as the primary means of cultural transmission should not be limited to transmitting the culture of native English speakers, but rather the culture of the world.

B. Defining Teaching Materials

There are broad and narrow definitions of teaching materials. Broadly speaking, materials refer to all teaching materials used by students in and outside the classroom, including textbooks, audio and video recordings, tutorial materials, newspapers and magazines, broadcasting, etc. In a narrow sense, materials refer only to textbooks that students use for lessons and review according to the syllabus (Liu, 2011). In the current study, we adopt a narrow definition, and materials only refer to textbooks.

In language teaching, “materials” will be taken to be anything that can be used to facilitate the learning of a language, including textbooks (Tomlinson, 2012). Textbooks are one of the basic elements of classroom teaching (Xu, 2015), as well as important content and means for students to learn and teachers to teach (Chen, 2020), and play a key role in the realization of the goals of foreign language talent cultivation (Adamson, 2004). The vital function and role of language teaching textbooks have been widely recognized in the world, both from the linguistic knowledge and cultural levels (Davidson & Liu, 2020).

C. Analysis of the Cultural Content of English Textbooks

Recent research on the cultural content of English textbooks is rich in perspective and diverse in approach (Davidson & Liu, 2020; Derakhshan, 2021; Moss et al., 2015; Shin et al., 2011; Song, 2013;). One of the more common approaches is to draw on Kachru’s (1990) concentric circles model of World English (i.e., the division of English into Inner, Outer, and Expanding circles based on its historical background, and its status and role in different parts of the world) to explore whether the cultural contents of the materials reflect the international status of English. For example, Murayama (2000) examined two best-selling English textbooks in Japan from a cross-cultural perspective, and found that one textbook (English Course I) followed the concept of EIL and reduced the proportion of Inner Circle culture, while the other textbook (Oral Communication A) still focus on Inner Circle culture especially American culture; Yuen (2011) explored the representation of foreign cultures in two English textbooks used in Hong Kong secondary schools, and found that these textbooks describe the cultures of Asian and African countries far less than those of English-speaking western countries; Keles and Yazan (2020) conducted a diachronic analysis to examine the changes in cultural content in five editions of the New Headway textbooks at the primary level, and found that over time, NHE still focused on Inner Circle culture, and NHE editors did not sufficiently improve global cultural awareness of English language learners, as multicultural perspectives of English language variants were rarely involved. In contrast, relatively few domestic studies have analyzed cultural contents in textbooks with the help of Kachru’s concentric circles model. Based on this finding, Yuen’s (2011) classification criteria for cultural content and Kachru’s (1990) concentric circle model were adopted in this investigation to establish an analysis framework to explore whether the presentation of culture in China’s senior high school English textbooks reflects the status of English as an international language.

III. METHODOLOGY

A. Research Questions

This study attempts to answer the following question: What are the characteristics of the culture presentation in China’s senior high school English textbooks in the context of English as an international language?

B. Selection of Textbooks

To ensure the representativeness of the research results, we chose the widely used high school English textbooks published by the People’s Education Press of China in 2019 as the research object. The curriculum standards mention in the chapter on curriculum structure that to meet the needs of diverse development of senior high school students, the high school English curriculum is designed to construct a curriculum structure that combines compulsory, optional compulsory, and elective courses. Among them, the compulsory courses are the courses that all high school students need to take to lay a common foundation for their future development. In view of this, this study selected three compulsory textbooks as the research object. In addition to a WELCOME UNIT in the first volume of the three textbooks, the other two volumes are composed of five units, and each unit contains eight modules.

C. Method for Analysis of Textbooks

1. Define and Adjust the Analysis Framework

After identifying the research question and the research object, this study combined Yuen's (2011) classification criteria for cultural content and Kachru's (1990) concentric circle model to create analysis framework for coding cultural content in textbooks. Yuen divided cultural content into four categories: products, practices, perspectives, and persons (i.e. 4Ps). Products include languages, places, and proprietary names for specific cultural objects, such as food, clothing, movies, literature (e.g. *the Phantom of the Opera*). Practices are product-related activities (e.g. *She is studying at an American high school for one year.*). Perspectives are about myths, religions, important dates, and inspirations that have had a profound impact on world history (e.g. *Good habits formed at youth make all the difference.*). Persons refer to real people (e.g. *the Chinese Emperor Qinshihuang*) or fictional characters (e.g. *Hi, I'm Max Jackson.*) created and contextualized by textbook authors. Kachru established this model based on the historical contexts of English, its status, and functions in different parts of the world. The Inner Circle (IC) includes the regions where English originated and where, through spread, English later became the first language of the local population (the United Kingdom, the United States, Australia, Canada, Ireland, and New Zealand). The Outer Circle (OC) includes former colonies or regions under the dominance of England or American, such as India, Kenya, Nigeria, the Philippines, Hong Kong, etc. The Expanding Circle (EC) includes regions where English is becoming the dominant foreign language for education and business, such as Russia, France, Turkey, Egypt, China, etc. Taking into account the actual situation of the textbooks, the presentation of local culture, i.e. Chinese culture, is also the focus of this study. Therefore, we divided the extended circle into two subcategories, they are EC|Non-China (EC|NC) and EC|China (EC|C).

It should be noted that this study focuses on cultural content with country-specific orientation, including all texts, images, and videos in all modules of sixteen units in three textbooks.

2. Coding

After defining the analysis framework, the coding process began. First, we screened all the units in each textbook for country-specific cultural content; then we identified which of the four categories of products, practices, perspectives, and persons they belong to; and finally, we judged which these cultures belong to and encoded them. For example, when coding "Tian Hua", it is first determined that this content belongs to "persons", and then through the context, it is judged that she is a Chinese student, so "Tian Hua" is encoded as "Tian Hua" (person- EC|C). In addition, it is mentioned in the text that she is doing a one-year study in a high school in the United States, which is a product-related activity, so we encoded it again as "She is studying at an American high school for one year." (Practice-IC). If the same coding unit appears in different textbooks or in different units or even in different parts of the same unit, it was coded again and included in the proportion calculation. For example, the place Machu Picchu appears first in the module "Reading and Thinking" of Unit 2 in Book 1, and then appears in the last module of the same unit "Video Time". Although it is the same place, it was encoded twice because of the different location and presentation. In addition, the length of each cultural content in the textbooks varies from hundreds of words to several sentences or even several words. For example, the editor took up a large space to introduce the two sports legends Lang Ping and Michael Jordan in the module "Reading and Thinking" of Unit 3 in Book 1, while the famous basketball player Yao Ming only appears as an example for the post-reading discussion. Editors have their own focus when presenting different cultural content out of various considerations when compiling textbooks. However, this study mainly focuses on the frequency of the occurrence of cultural content, as this reflects the breadth of the culture involved in the textbooks. While the influence of the location or length of cultural content on the effect of cultural communication is limited by how teachers and students use and perceive materials, it is not within the scope of this study. In order to improve the accuracy of the coding, we communicated with first-line high school English teachers and took some valuable opinions into account during the coding process, and finally completed the coding of the cultural contents of the textbooks unit by unit.

3. Calculate the Proportion

After the coding was completed, the number of cultural contents of each cultural category, the number of cultural contents of different circles, and the number of cultural contents of different circles in each cultural category in the three textbooks were summarized separately. And on this basis, the proportion of cultural contents of each cultural category, the proportion of the cultural contents of different circles, and the proportion of the cultural contents of different circles in each cultural category in the three textbooks were calculated.

IV. RESEARCH RESULTS AND DISCUSSION

Based on data analysis, it was found that cultural contents exist widely in the three selected textbooks, not only in the units whose themes are closely related to culture, such as "*Cultural Heritage*", "*History and Traditions*", "*Festivals and Celebrations*" and "*Diverse Cultures*", but also in the units whose themes are not related to culture, such as "*Teenage Life*". This is in line with the requirement in the curriculum that all thematic contexts should include Chinese and foreign cultures. Besides, various cultural categories and circles are involved. Figure 1 shows the data analysis of the frequency of occurrence of the four categories of culture. It can be seen that in terms of cultural categories, product is the most frequent cultural category, followed by person, and perspective is the least. Although the three textbooks cover all four cultural categories, the frequency of presentation is uneven. This imbalance is also present in the frequency of

cultural contents across different circles. However, from Figure 2 it is obvious that, different from the research results of Keles and Yazan *et al.*, the frequency of culture contents of Expanding Circle exceeds that of Inner Circle, and the culture contents of Inner Circle no longer plays a dominant role in the textbooks, culture contents related to Inner Circle are no longer the focus of English textbooks. The frequency of Chinese cultural contents almost reaches a balance with that of Inner Circle. The editors seem to be trying to reduce the proportion of culture contents of Inner Circle and increase the proportion of Chinese culture to improve the phenomenon of “Chinese Culture Aphasia” in English teaching in China, so that students can learn to tell Chinese stories well in English.

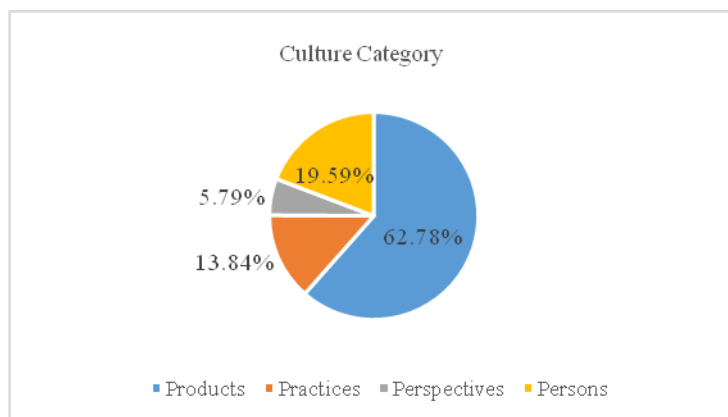


Figure1: The Proportion of Cultural Contents in “4 Ps” Culture Categories

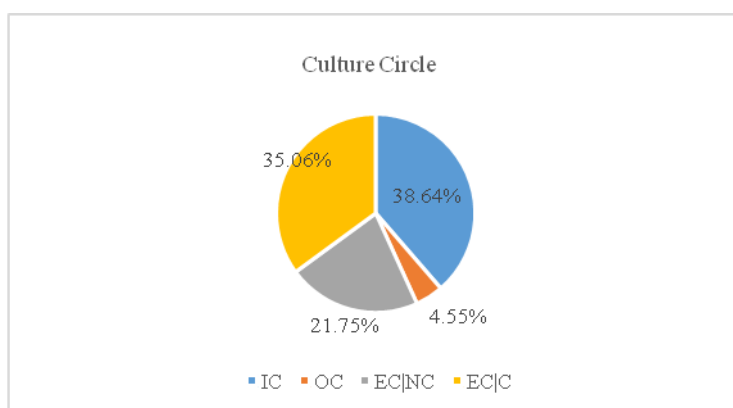


Figure2: The Proportion of Cultural Contents in Different Circle Categories

As shown in Table 1, data analysis of the circle category to which the cultural contents in 4Ps category belong was conducted separately, and essentially the same findings were obtained. Thus, from the perspective of reducing the proportion of cultural contents of Inner Circle, the presentation of cultural contents in senior high school English textbooks is largely consistent with the status of English as an international language. Further discussion of the study results was presented below.

TABLE 1
THE PROPORTION OF CULTURAL CONTENTS IN DIFFERENT CIRCLE CATEGORIES OF 4PS CATEGORIES

	Products	Practices	Perspectives	Persons
IC	38.99%	22.22%	45.84%	39.58%
OC	2.29%	16.67%	12.50%	6.25%
EC NC	22.94%	22.22%	20.83%	16.67%
EC C	36.78%	38.89%	20.83%	37.5%

A. The Proportion of Cultural Contents of 4Ps Is Unbalanced

It can be seen from Figure 1 that the proportion of products dominates the four cultural categories, reaching 62.78%. The products associated with tourist attractions (e.g. *Iceland*, *Peru*, *Jiuzhaigou* and *the Terracotta Army*) have the highest proportion. It also includes products related to food (e.g. *apple pie*, *pudding* and *Laba porridge*), movies (e.g. *The Million Pound Note* and *the Phantom of the Opera*), and music (e.g. *Symphony No. 3* and *Symphony No. 5*). The ways of presentation of cultural contents include text and images. Among them, the presentation in the form of text is divided into primary and secondary. For example, the entire “Reading and Thinking” module of Unit 2 in Book 1 is used to introduce Peru and its four tourist routes, while some products only appear as a name in an exercise. Like the text, images also assume the role of cultural carriers and are presented in a more visual way than the text, as shown in

Figure 3, where the editors use images to visually introduce some of China's cultural heritage. While the cultural contents related to products are rich and presented in various ways, but most of them are introduced to learners in the form of "tourist perspective". The depth of cultural materials needs to be further explored, which is the reason why cultural contents related to perspectives appear less frequently. Each cultural phenomenon has certain support behind it, such as religious traditions, myths and legends, values, etc. This reflects the depth of cultural materials and can help students better understand various cultural phenomena. However, there is very little introduction about this aspect in textbooks, and this lack will cause the confusion of knowing what it is and not knowing why it is to learners.

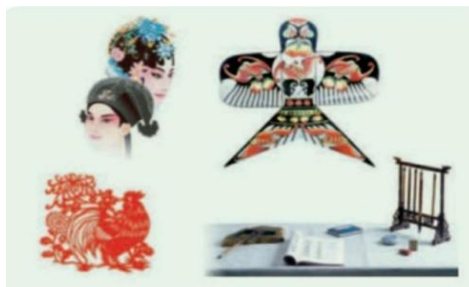


Figure 3: An Example of Cultural Content Presented in Image Form

B. The Proportion of Cultural Contents in Various Circle Categories Is Unbalanced

Like the situation of cultural categories, the proportion of cultural contents in each circle category is also uneven. In addition, there is an imbalance in the proportion of cultural contents from different countries and regions within each circle category. As shown in Table 2, the cultural contents in the three textbooks cover only four Inner Circle countries and are dominated by English and American cultures, with a scattering of Canadian and Irish cultures, and no culture related to the two countries of Australia and New Zealand was found. Similarly, as shown in Table 3, the cultural contents of the Outer Circle place the emphasis on cultures associated with India and South Africa. We also analyzed the cultural contents of the Expanding Circle excluding China, which involve relatively more countries, such as France, Germany, Russia, Spain, Egypt, Japan, and Korea, etc. However, those that appear more frequently are mainly focused on cultures related to European countries, such as France, Germany, and Russia, and those related to Asian and African countries appear less frequently. It should be noted that cultures related to Pakistan, Cambodia, Serbia, Nepal, and other countries that have always maintained friendly and mutual assistance relations with our country do not appear in the three textbooks. In addition, the cultural contents of the Expanding Circle in the textbooks are presented in a fragmented manner and lack systematization.

TABLE 2
PROPORTIONAL DISTRIBUTION OF CULTURAL CONTENTS IN THE INNER CIRCLE

England	America	Canada	Ireland
45.38%	49.58%	3.36%	1.68%

TABLE 3
PROPORTIONAL DISTRIBUTION OF CULTURAL CONTENTS IN THE OUTER CIRCLE

India	South Africa	Other
35.71%	28.57%	11.29%

C. Efforts to Increase the Proportion of Chinese Culture

From the proportion of the cultural contents of each circle category in the three textbooks, we can see that the editors may have tried to reduce the proportion of cultural contents of the Inner Circle and increase the proportion of the Chinese cultural contents. As can be seen from Figure 1, the proportion of Chinese cultural content is almost close to a balance with the cultural contents of the Inner Circle. Taking a specific module as an example, during the coding process, we found that compared with the previous version of the textbooks (published in 2007), the new version of the textbooks (published in 2019) added a "Video Time" module, which opens a window for learners to learn and understand cultural knowledge in the form of video. Given that, we analyzed the cultural contents of all the "Video Time" modules in the three textbooks separately. It was found that there were 12 cultural contents with obvious country-specific orientation, including 4 pieces of cultural content of Inner Circle and 5 Chinese cultures, and the number of cultural contents of China even exceeded that of Inner Circle. Take a unit as an example, the theme of the unit is "Festivals and Celebrations", which is a unit closely related to culture, mainly introducing various festivals at home and abroad. The study found that 15 festivals are introduced in this unit, among which there are 8 festivals related to China, accounting for about 53.33%. The EIL theory is an important reflection and conceptual subversion of the traditional paradigm of EFL communicative competence development, whose core idea is that the criterion of success in English language learning is no longer the native language as the only reference system, but the effectiveness of communication in the context of globalization (Yu & Liu, 2019). And the effectiveness of such communication is not

limited to the understanding of the communicator, but also the cultural sharing with the communicator and the cultural influence on the communicator, which in some cases are more important for successful communication. For Chinese learners, it is to improve their own ability to express Chinese culture in English, which is the starting point for textbook editors to increase the proportion of Chinese culture in the context of English as an international language.

D. From Monoculturalism to Cultural Diversity

From existing studies of the language textbooks, it has been found that the cultural contents in the textbooks present the characteristics of monoculturalism, which limits learners' understanding of the diversity of the world and hinders the development of multiculturalism, which is inconsistent with the idea of EIL. Although the frequency of the cultural contents of various circle categories in the new edition of senior high school English textbooks is uneven, the textbook editors have attempted to present learners with a more diverse and inclusive culture in terms of a single country. For example, when introducing Chinese festivals, not only the main traditional festivals (such as *the Spring Festival*, *Lantern Festival*, *Double Ninth Festival*, etc.) are included, but also Chinese minority festivals (such as *the Naadam Festival in China's Inner Mongolia Autonomous Region* and *the Zhuang People's Folk Song Festival*), showing diversity. This multicultural presentation will lead learners to realize that the culture of each country is not only related to one or a few selected cultural characteristics, and that ethnic groups are not homogeneous, and they all present their rich cultural characteristics. In addition, the textbooks also present some examples of cultural integration, such as a food called "Mexican-Chinese noodles", San Francisco's Chinatown and the world's biggest melting pot, Queens in the United States.

V. CONCLUSION AND INSPIRATION

This study chose the three English textbooks published by the Peoples Education Press of China in 2019 as the research object and explored whether the presentation of cultural contents in the textbooks reflects the status of English as an international language. In general, the characteristics of culture presentation in China's senior high English textbooks are consistent with the background that English has developed into an international language. The cultural content in the textbooks is no longer dominated by the Inner Circle category but presents us with more diverse world culture. However, the representation of 4Ps categories and different circle categories, as well as the cultural contents of different countries within each circle category, is still unbalanced. Based on the problems identified in the textbook analysis, textbook editors can try to make improvements in the following aspects: First, they should increase the proportion of cultural content about perspectives category and choose more multicultural content. For example, they can add background knowledge about cultural phenomena, rather than just presenting cultural contents in the form of a tourist's perspective, increasing the depth of cultural materials; Second, the representation of the cultural content of each circle category should no longer be limited to a few representative countries, but should increase the cultural contents of more countries, so that learners can be exposed to more diverse cultures. For example, they can add the cultures of countries that have been maintaining good relations with China, such as Pakistan, Cambodia, and Serbia, as well as the cultures of countries along the "Belt and Road". The extent to which the cultural content in textbooks is transmitted to students is influenced by the teachers. Teachers are the dynamic force in educational reform, and English textbooks can only be truly effective in achieving the cultural mission they carry through teachers' creative interpretations based on the actual teaching situation (Guo, 2020). Teachers need to correctly understand the new positioning of English in the new era, establish the EIL teaching concept, and improve their professional quality. In terms of teacher education, teachers can also be provided with relevant teacher training on the concept of cultural content compilation in textbooks, and English teachers can also conduct cooperative teaching with teachers in other subjects closely related to culture (such as history and politics). This study focused on the proportion of each cultural content and examined the breadth of the cultural content. While the depth of the cultural content, i.e., how each culture content is presented, whether it is presented implicitly or explicitly, and the length of each culture content, will affect the attention of teachers and learners to culture, which in turn affects learners' perception of culture.

With the globalization of the economy and the networking of information exchange, the essence and role of English have changed. It is no longer a language unique to native-speaking countries such as the England and the United States but has become an international language used by different countries and peoples to express different cultures. Changes in the domestic and international situations have brought challenges to the traditional cultural teaching concept of English education in China, and the traditional cultural teaching concept is no longer in line with the background of the new era. Wen (2012) mentioned in relation to how to teach culture in the context of English as an international language that to achieve the expected effect of culture teaching, it is necessary to cultivate students' intercultural competence in three aspects: sensitivity to cultural differences, tolerance to cultural differences, and flexibility in dealing with cultural differences, and to enhance students' sense of identification with the excellent traditional culture. And the path to its realization needs to present students with diverse world cultures. English textbooks, as an important way of cultural transmission, need to shoulder their cultural mission in the new era.

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Ideational Metaphor Analysis on EFL Students' Academic Writing

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Abstract—Over the last decade, research on the quality of EFL students' English academic writing has increased. However, research on EFL students' academic writing that incorporates grammatical metaphors is regarded scarce. As such, this study seeks to elucidate the occurrences of ideational metaphors in students' academic writing essays. The qualitative descriptive method was used in this study. This research involved a total of 25 undergraduate students from the University of HKBP Nommensen Medan, Indonesia, English Department, Faculty of Language and Arts, who studied Academic Writing course in the third semester. Students were required to submit a 350-word essay on the subject "Learning Challenges during the Coronavirus Pandemic." The research's data corpus totals 10,252 words. The results indicate that the students' writings contain 281 clauses comprising the ideational metaphor. It is deemed little in comparison to the corpus's overall data set of 10,252 words. Material processes dominate the incidence of ideational metaphors, followed by mental processes, relational processes, behavioral processes, and existential processes. This finding implies that the essay structure of EFL students is unlikely to have a large proportion of solid grammatical metaphor clauses. The pedagogical implication of this research is that EFL students, lecturers, teachers, and other educational practitioners interested in teaching English academic writing should be aware of grammatical metaphors in writing texts as a proxy for the quality of scientifically academic writing.

Index Terms—academic writing, ideational metaphor, SFL, students' essay, writing skill

I. INTRODUCTION

Writing is an activity that is often done by people worldwide. Consciously or not, people do writing activities almost every day. People may do routine business writing or be involved in social media communication with various platforms that exist today, such as Instagram, Facebook, Twitter, or WhatsApp. The purpose of writing activities on social media is generally for fun or daily interaction communication. Writing can also be an activity used as a profession, such as journalists, book authors, or blog writers. In other words, writing can be made into a hobby, or it can also become a profession if practiced well.

Writing skills can be self-taught or acquired from lessons at school or university. Writing is a fun activity to learn, but writing can be a challenging and tedious activity for some people. Different perspectives depend on a person's experience in learning to write. Writing skills are language skills that are very challenging for language learners to master. Since writing skills are a matter of word choice or grammar and how a student expresses writing ideas clearly and coherently, it takes patience, tenacity, and a solid commitment to practice writing skills.

In actuality, EFL students confront numerous barriers when it comes to developing their academic writing abilities. When students write academic reports or course assignments, they commit numerous errors. Pasaribu et al. (2021) discovered that students frequently commit writing faults when preparing a thesis. This writing fault contributed to the bad quality, content, and language of their thesis. The low quality of student writing in academic writing is a result of interference with the language, followed by translation and negligence (Pasaribu, 2021).

Additionally, Lestari (2020) examined the obstacles faced by undergraduate students when preparing theses. The data for this study were gathered using questionnaires and interviews. Students' limited English proficiency contributes to the difficulty of writing this thesis; poor time management; ignorance of research methodology; and students' motivation, attitude, and commitment to thesis writing, the latter of which was facilitated by the students' communication with their thesis supervisors.

Özkayran and Yilmaz (2020) also discovered writing faults in the English writing assignment of EFL students in Turkey. This study demonstrates that the students commit academic writing errors involving prepositions, the usage of the verb "be," singular and plural nouns, spelling, articles, and tenses. This inaccuracy is frequently caused by a lack of knowledge about proper academic English writing. As a result, professional educators such as lecturers and teachers should foster a pleasant, favorable, and enjoyable writing environment and encourage students not to be afraid of making errors when writing.

Khatter (2019) and Nuruzaman et al. (2018) did additional research on academic writing faults (2019). They conducted research on writing errors produced by Saudi Arabian university students. These two studies discovered that the majority of faults in academic writing are in the sphere of English grammar. This error occurred as a result of interlingual and intralingual transfer, as well as deficiencies in knowledge and comprehension of grammatical issues, insufficient practice, and educational background. Based on prior research, it can be inferred that the majority of errors

in academic writing in universities occur in the field of grammatical mastery, as a result of students' inadequate comprehension and competency with their grammar (Casal & Lee, 2019).

Along with study on academic writing faults, Zhang et al. (2021) and Al-Saadi (2020) did research on a variety of themes linked to students' academic writing (2020). They investigated the effect of author gender on the quality of writing. Additionally, Kim and Kessler (2021), Casal and Lee (2019), Xuan and Chen (2019), and To (2018) did research on writing quality, examining the effect of lexical bundles and linguistic complexity on writing quality. Meanwhile, Naghdipour (2021), Thipatdee, (2019), and Chanyoo (2018) attempted to analyze the quality of writing in relation to writing pedagogy and other aspects.

From the foregoing explanations of prior research, it can be stated that academic writing research in general tries to identify writing errors done by students. The factors that contribute to writing errors are also fascinating, and are frequently investigated by teaching practitioners or educational scholars. The following section contains research that demonstrates the relation of teaching methods or techniques, gender disparities, and environmental studies on students' writing ability or quality of writing.

The study of writing quality through the lens of grammatical metaphors is still in its early stages. Using grammatical metaphors from Systemic Functional Linguistics, Zang (2018) and Liardé (2018) attempt to assess the quality of students' academic writing at Chinese universities (SFL). They stressed the importance of pupils understanding how to utilize linguistic metaphors in their academic writing. To (2018) also evaluates the quality of a series of English textbooks in terms of lexical difficulty in Vietnam. The texts read became more sophisticated as the students' levels progressed, according to this study. The research on grammatical metaphor used to paraphrase the mechanical text was employed by Marr (2019). She discovered that grammatical metaphor was useful to explicitly paraphrase the mechanical text.

Tavernier (2018), on the other hand, compares the relationship between grammatical Metaphor and grammaticalization in the context of SFL theory. This study found a link between grammatical metaphors and text grammaticalization. Yang (2018) investigated a series of grammatical metaphors in SFL to challenge the theory of textual metaphors. Ideational and ideational metaphors are considered more solid and robust than textual metaphors, both in theory and in their implementation in the text.

Suhadi (2018) did study on grammatical metaphors in the Indonesian setting in order to determine the extent to which the theory of grammatical metaphors is applicable to analyze clauses in Arabic, Indonesian, and English. This research established that the grammatical metaphor theory, which encompasses ideational metaphor and interpersonal metaphor of mood, was successful and suitable for assessing a variety of discourses in the three sampled languages. Additionally, Mahmuda et al. (2018) sought to elucidate the form and lexical shifts associated with grammatical metaphors used in students' theses. This study discovered that students' theses were written in nominalization, a collection of nouns, or short sentences.

Despite the abundance of study on academic writing quality based on grammatical metaphors, research on academic writing quality based on grammatical metaphors is still rather rare. In the Indonesian setting, educational scholars at the university level continue to conduct scant study on writing quality. As such, this study assesses students' writing quality in terms of their capacity to use grammatical metaphors, particularly ideational metaphors, into their writings. This study will provide an additional viewpoint on the writing quality of students' essays in terms of grammatical metaphors, based on research.

II. REVIEW OF LITERATURE

Systemic Functional Linguistics (SFL) is a linguistic theory that regards language as a process of meaning construction and grammar as a tool for communication goals (Halliday & Matthiessen, 2014; Eggins, 2004)). Language meaning is an essential part of oral and written communication. Language's meaning potentials are no longer limited to congruent and specified expressions. The use of linguistic forms in an incongruent and abstract manner is mostly accomplished through grammatical metaphors. Changes in the level of clauses, groups, words, and morphemes are involved in the transference of expression from one congruent representation to another incongruent realization (Suhadi, 2018).

The grammatical metaphor theory is an essential part of the Systemic Functional Linguistics (SFL) theory developed by Halliday (Yang, 2018). A grammatical metaphor is a lexico-grammatical structure shift that incorporates incongruent coding. Ideational metaphor and interpersonal metaphor are the two types of grammatical metaphor. Incongruent coding involving changes in transitivity structures is known as ideational metaphor and the type of clauses. In addition, the ideational metaphor is suitable to analyze the students' essays since the essays are considered one way of communication (Eggins, 2004; Suhadi, 2018). Interpersonal metaphor is divided into two types: mood interpersonal metaphor and modality interpersonal metaphor. The incongruent use of the speech function in terms of mood alteration or transference is referred to as interpersonal metaphor of mood. Changes in the modality used in interpersonal metaphor involve changes in the modality utilized, although this topic is not discussed in this study (Halliday & Matthiessen, 2014; Suhadi, 2018).

The ideational metaphor is the incongruent forms of clauses, phrases, words in the transitivity construction (Halliday & Matthiessen, 2014). There are six different types of transitivity: material, mental, relational, behavioral, verbal, and

existential processes. The form of metaphor in the material process is instanced in “the making”, “the use of”. The instances of the mental process are “thinking”, “feeling”, “vision”, and so on. The instances are “being”, or “appearance” in the relational process. The examples are “smile” “laughter” in the behavioral process. In the verbal process, the instances are “saying instead of say” “words instead of say”. The existential process can be seen in “existence” or “being”.

III. METHOD

The goal of this study is to determine which clauses are grammatical metaphors used by students in their essay writing regarding their learning experiences during the coronavirus outbreak. The descriptive qualitative method is used in this study. The research data set comprises of essays written by 25 undergraduate students from the English Department of the Faculty of Language and Arts at the University of HKBP Nommensen Medan, Indonesia, who completed Academic Writing courses during the third semester. Students were required to compose a 350-word essay on the topic "Learning Challenges During the Coronavirus Pandemic." This writing assignment was gathered via the WhatsApp group Academic Writing course. The data corpora total 10,252 words.

The analysis of data makes use of Halliday's Systemic Functional Linguistics ideational metaphors. The researcher's focus on ideational Metaphor is because students' essays are regarded one mode of communication that lends itself to ideational Metaphor analysis (Egins, 2004; Suhadi, 2018). The following are the steps involved in data analysis: Each phrase is identified and classified according to its transitivity construction into ideational metaphors, including material, mental, relational, behavioral, linguistic, and existential processes. Nominalization, grouping of nouns and clause simplicity are all observed grammatical metaphors. The data analysis is described in terms of the linguistic context in order to obtain the correct categorization of ideational metaphor phrases.

IV. FINDING AND DISCUSSION

This study is aimed to examine how EFL students use ideational metaphors when writing essays. The students attempted to convey their feelings during the covid-19 pandemic that began in early 2020. To discover the ideational metaphor, a total of 25 essays including 10, 252 words were analyzed. It is a particular form of grammatical metaphor that refers to the subject of transitivity. The data analysis revealed that the essays as a whole had 281 ideational metaphors. With 134 occurrences, the material process is the most prevalent form of ideational metaphor, followed by the mental process with 83 occurrences, the relational process with 34 occurrences, the behavioral process with 34 occurrences, and the existential process with one occurrence. The writings, on the other hand, were absence of the verbal process. The following table summarizes the students' essays' use of ideational metaphors.

TABLE 1
TYPES OF IDEATIONAL METAPHOR IN THE ESSAYS

Types of Ideational Metaphor	Number of occurrences	Percentage
Material Process	135	48.04%
Mental Process	83	29.54%
Relational Process	34	12.10%
Behavioral Process	28	9.96%
Verbal Process	-	-
Existential Process	1	0.56%
Total	281	100%

The following table summarizes the interesting findings on the occurrences of the ideational Metaphor in the students' essays. To begin, the 281 occurrences of ideational metaphors are regarded insignificant in comparison to the 10,252 terms in the data corpus. In essays, incongruent expressions account for only 2.74 percent of all expressions. That is, the writings of the students are classified as non-scientific literature (Zhang, 2018; Suhadi, 2018). Second, ideational metaphors are most prevalent in the material process type, accounting for over half of all found ideational metaphors, 48.04 percent, followed by the mental process, accounting for 29.54 percent. These findings suggest that the students are more conversant with metaphorical phrases in physical and mental processes. Meanwhile, the number of metaphorical expressions in relationship and behavioral processes tends to decline dramatically. Surprisingly, the existential process contained only one metaphorical phrase, while the verbal process contained none.

The following discussion addresses the study's major findings, their resemblance and dissimilarity to earlier research, and the educational implications of the study's conclusions. Additionally, how to implement the ideational Metaphor for each sort of transitivity in the students' essays is explained. The material process is discussed first, followed by mental, relational, behavioral, linguistic, and existential processes.

A. Material Process

The material process is a subcategory of transitivity that refers to action. It refers to the concept of an entity acting on another entity. In other words, the actor (participant 1) fulfills the role of the objective (participant 2). Even though the clause does not mention it directly, every material process clause has an actor as the action taker. The objective

(participants 2) is the subject of the action. The following paragraph illustrates a material process with a metaphorical expression. The verb utilized in the material process has the property of being convertible into the present participle form. The material process is characterized by verbs such as "make," "watch," and "write."

Extract 1

Taking better care of health and maintaining cleanliness.

Extract 1 demonstrates the sentence's incongruent expression. The gerund form of "taking" is derived from the verb "take." The verb "maintaining" is derived from the verb "maintain," while the noun "cleanness" is derived from the adjective "clean." The sentence can be congruent as in "It is preferable to look after one's health and keep it clean." The verbs "take" and "keep" are classified as action verbs in the text; as such, they are considered to be a form of material process.

Extract 2

I started studying and doing online assignments, after finishing online hours, I didn't forget to communicate with my classmates about lessons.

The use of the gerunds "studying" and "ending" in the sentence is likewise highlighted in Extract 2. The root forms of the verbs "learn" and "end" were used to create both terms. The gerund derivation is the most metaphorical term realized in the literature, according to the findings. This finding suggests that the students were well-versed in the gerund derivation procedure. This conclusion backs up the findings of Mahmuda et al. (2018), who found that nominalization was the most common grammatical metaphor in their study. The most common form in the texts was noun derivation, such as gerund.

B. Mental Process

The mental process is the sensory process. It is the process that describes what occurs in the mind's internal universe and includes such activities as thinking, imagining, desiring, liking, and seeing. Affection (liking, hating), cognition (deciding, comprehending, knowing, etc.) and perception (seeing, hearing, etc.) are the three types of mental processes (of seeing, hearing, and other verbs of sense.). In mental processes, there will always be a human-like participant who can feel, think, or sense. To put it another way, the participant should be conscious. The "senser" is the name given to this human-like participant. The item that is sensed, felt, thought, or seen is the other participant in the phenomenon.

Extract 3

Sometimes, there is a sense of longing to learn.

The clause in extract 3 demonstrates that "desiring" is a mental process. The term "longing" is classified as part of the affection process. The whole clause could be expressed as follows: "At times, there is a sensation of longing for face-to-face instruction." The clause is incoherent since the term "longing" is derived from the verb "long." This clause is congruent with the following sentence: "Sometimes, I feel longing to learn."

Extract 4

While studying at home, there is an unpleasant feeling

The congruent version of the clause "...there is an unpleasant feeling" is shown in this excerpt. The metaphorical process took the form of a gerund as well. This clause is consistent if it is stated in the following format: "I do not feel pleased." Because the word "feeling" refers to the perception process, the ideational Metaphor is classified as a mental process.

C. Relational Process

The term "relational process" relates to the being process. That is, a relationship is established between two distinct entities, but without implying that one thing has any effect on the other. According to Halliday and Matthiessen (2014), the English system is characterized by three distinct types of relational processes: (1) Intensive, like in the case of John, who is a student. (2) Circumstantial denotes location, time, and company. Nancy, for example, was at school yesterday. (3) Possessive refers to a situation in which the participant possesses something or someone. Each of these is available in two unique modes: attribute-based and identity-based.

Extract 5

Being students, we must study hard and do our best.

Extract 5 categorizes the clause as a relational process. This is a form of intensive identification. The phrase "being a student" is an incongruent variant of the phrase "we are students." The process of derivation from "be" to "being" is denoted by the gerund form of the grammatical metaphor.

Extract 6

Having so many friends studying is so nice and enjoyable.

This clause illustrates that the terms "having" and "studying" are linguistic metaphors. The process of derivation of noun forms from the verbs "have" and "study" is believed to be part of the grammatical process. However, in the type of relational process metaphor, only the line "having so many friends..." is provided. It is classified as a possessive process.

D. Behavioral Process

The behavioral process is concerned with the physical or psychological functions of the individual. Breathing, coughing, smiling, sleeping, and seeing are examples of physical or psychological functions that are addressed by the

behavioral process. Due to the lack of clearly defined traits, behavioral processes are difficult to separate from other processes. There is just one participant denoted by the term "behavior," and that person is typically a conscious creature. There may be an additional player in some clauses: the Range, which is not a genuine participant in the process but just adds specialized action to the process (Zhang, 2018).

Extract 7

Cries and sadness are sometimes with us during the online learning during the days.

The incongruent clause is seen in extract 7. This is because the word "cried" is used as the clause's participant. The change in the definition of "cries" from a process to a participant position renders the clause incoherent. This clause may take the following congruent form: "We sometimes cry and feel sad during the online learning during the days." This clause demonstrates the psychological state of the initial participant or perpetrator of the action.

E. Verbal Process

"Verbal process" is a term that relates to the act of speaking. As a result, someone or something must act as the "sayer" who conveys the message. Nevertheless, the term "saying" should be taken liberally. It refers to any type of symbolic meaning exchange. Another participant is the Receiver, who is the recipient of the saying. Additionally, there are two additional factors: verbiage and what is stated. The data analysis revealed that the students' essays lacked an ideational metaphor in the linguistic process. The students appeared to be inexperienced with the ideational metaphor formation process during the verbal procedure. As a result, all sentences utilizing verbal processes were written in congruent forms.

F. Existential Process

It is a representation of anything that exists or is occurring. It expresses an entity's existence without anticipating anything else about it. Existential processes are unique in comparison to other types of processes. Typically, existential sentences begin with the verb "be", and the common clause structure is the "there" be a clause; for instance, "there is a glass on the floor," and "Is there any letters for me?" While the verb "be" is similar to relational processes, other verbs used in existential processes are distinct from either attributive or identifying verbs (Zhang, 2018). These verbs signify "to exist" or "to occur," and include exist, persist, arise, occur, come about, take place, and occur.

Extract 8

Being at home is boring. And I mostly just watch television and played my handphone.

The use of the word "being" in this passage is incongruent. "When I'm at home, I become bored..." is an example of a congruent sentence. The verb "was" is used to produce the word "being," which is implied in the clause. The definition of "being" demonstrates that the clause's participant exists. Thus, in the existential process, this clause is classified as a metaphorical expression.

Five types of transitivity were found in the ideational metaphor expressions. The data analysis, on the other hand, did not reveal the verbal process. The mental procedure was used to realize the most common sort of ideational Metaphor. Suhadi's (2018) findings and Mahmuda et al (2018) findings support this conclusion. They stressed that in their compositions, EFL students are often ignorant with the grammatical metaphor. Furthermore, certain grammatical errors can be seen in the essays, indicating a low level of academic writing by the students. This problem arose as a result of students' poor grammar skills and academic writing ability (Pasaribu et al., 2021; Pasaribu, 2021).

V. CONCLUSION

The research attempted to elicit ideational metaphor forms from students' essays written in an academic writing class. One of the pupils' exceptional academic writing characteristics is their use of grammatical metaphor. Using grammatical metaphors in academic writing, it can result in a higher quality of writing by students. In other words, academic writing should appear official, structured, and succinct. This research discovered that students' essay writings contain a modest amount of ideational metaphor clauses. As a result, this outcome adds to the low quality of academic writing produced by pupils. Another intriguing discovery was that the ideational Metaphor was most frequently associated with a material process. Additionally, the students were most familiar with the technique of deriving nouns from infinitive verbs, referred to as gerunds.

The research findings have led to the pedagogical implications of academic writing in EFL classes. To begin, students should be more conscious of the importance of condensing and solidifying their writings through the use of grammatical metaphors. Second, lecturers must establish a teaching technique that enables students to improve their academic writing skills, particularly in the use of grammatical metaphors in their writing. Appropriate instructional materials, such as EFL practice books in academic writing that explain grammatical metaphors, must be used to ensure that students' writing is of the highest possible quality.

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