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Contents

Action Research in ESL: Enhancing English Oral Proficiency in an Asynchronous Speech Course

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Abstract—This action research investigated the impact of remedial collaborative techniques, pedagogical methods, and multimedia resources on enhancing oral language proficiency development among college English Language Learners (ELLs). Action research was used to gather data through a survey questionnaire and interviews with 25 ELLs enrolled in an asynchronous speech course. The participants' experiences with the remedial course strategies were positive for practicing their English communication skills. The participants attributed their satisfaction to the ample opportunities for collaboration with peers and the instructor, the course structure, and relevant multimedia resources. Feedback emerged as a critical factor in learner engagement and progress. The results underscore the potential of asynchronous learning for fostering oral language proficiency. However, further research is required to validate these findings in different contexts. This study provides a foundation for a more comprehensive understanding of factors contributing to the holistic improvement of oral language proficiency in asynchronous settings for college ELLs.

Index Terms—English language learners, oral language proficiency, asynchronous learning, language pedagogy, online educational strategies

I. INTRODUCTION

Numerous academic studies confirm asynchronous learning's efficacy in achieving academic outcomes on par with traditional, in-person teaching (Paul & Jefferson, 2019). This method of instruction is praised for its adaptability (Hrastinski, 2008), the depth of its interactive tools (Martin & Bolliger, 2018), and the autonomy it offers students in regulating their learning pace (Simonson et al., 2019). Asynchronous learning has indisputably proven its strength as a pedagogical tool. It fosters interaction and engagement and bolsters second-language communication skills (Buragohain et al., 2023). Furthermore, it ignites student motivation by delivering contextually meaningful and applicable learning experiences (Canals, 2020). Asynchronous learning platforms that deftly integrate various information and communication technologies, such as video conferencing, breakout rooms, and screen sharing, have the potential to shape a profoundly immersive and cooperative learning milieu for language learning (Kohnke & Moorhouse, 2022). However, the lack of real-time interaction in asynchronous learning can constrain dynamic exchanges (Sadaf et al., 2019) and challenge English Language Learners' oral language development (Means et al., 2014).

This action research study explored the impact of remedial strategies to offset oral language proficiency limitations in an asynchronous speech course to address the following research questions:

1. How do remedial collaborative techniques impact the development of oral language proficiency among college-level English Language Learners (ELLs) within an asynchronous language course?

2. How does remedial pedagogy influence oral language proficiency in the context of asynchronous learning?

3. What contribution do multimedia resources make in enhancing oral language proficiency among ELLs in an asynchronous language course?

II. LITERATURE REVIEW

Several barriers often impede the development of oral language proficiency in asynchronous learning environments. Three principal impediments were identified in prior research: communication barriers, pedagogical constraints, and insufficiencies in self-guided learning skills. Communication barriers arise from the limited opportunities for spontaneous interaction intrinsic to asynchronous learning settings. Pedagogical constraints encompass challenges associated with the reduced teacher-student interaction, which often limits students' immediate and regular feedback, restricts practice opportunities, and limits cultural context that often makes learning abstract and detached from real-world application. Finally, learners' lack of self-guided learning skills limits self-regulation, which is vital in the asynchronous learning environment that demands high levels of independence, information processing, critical thinking abilities, and metacognitive and self-reflection skills.

A. Limitations of Oral Language Development in Asynchronous Learning

Despite the many advantages of asynchronous learning (Simonson et al., 2019), one of its potential drawbacks is that it might hinder ELLs' oral language development and obstruct the adoption of accents and pronunciation (Gilakjani & Sabouri, 2016). This is because asynchronous learning lacks traditional classroom immediacy and conversational

dynamics that naturally foster fluency and comprehension through daily conversations allowing learners to listen to and emulate native speakers, enriching their language learning experience. In asynchronous learning, text-based materials limit learners' opportunities to practice pronunciation or interpret accents. Consequently, this could impair their understanding of language subtleties crucial for effective communication in the language they are studying (Thomson & Derwing, 2015).

Pedagogical constraints constitute a formidable obstacle to oral language skills development in asynchronous learning settings. Factors such as an absence of cultural context, diminished interaction between educators and students, and a need for more instant verbal feedback and practice opportunities collectively contribute to a less-than-ideal learning environment. The lack of immediate feedback leaves ELLs without the essential guidance to refine their pronunciation, grammatical structures, and patterns of language use (Hattie & Timperley, 2007). In contrast to conventional classroom settings, asynchronous learning environments impede ELLs' ability to make immediate corrections, a shortcoming that could affect language acquisition (Hrastinski, 2008). Furthermore, such delayed feedback may not effectively address the complex aspects of oral language learning, including the subtleties of intonation and stress patterns during live interactions (Golonka et al., 2014). These concerns underscore the importance of devising pedagogical methods to overcome these constraints in asynchronous language learning scenarios.

Language and culture are inextricably linked, with language proficiency often demanding an understanding of the cultural context intrinsic to the language (Kramsch, 2014). Learners may lack cultural context within asynchronous learning settings due to limited exposure to native speakers and authentic situations. This absence of context may challenge students' complete understanding of the social and cultural dimensions of the language, which is vital for effective communication (Liddicoat & Scarino, 2013). In this regard, Byram (2021) emphasizes that intercultural competence is a central component of language learning, preparing learners to interpret and analyze experiences and situations from a cultural standpoint.

For successful navigation through asynchronous learning settings, it is imperative to have well-defined objectives, efficient time management, strategic choices in learning methodologies, and engaging in thorough and timely evaluations of outcomes. A lack of these competencies can lead to diminished motivation, negatively impacting ELLs' oral language proficiency (Artino, 2007), which inherently relies on consistent engagement and continuous practice in speaking and listening. The lack of self-guided learning skills hampers ELLs' ability to effectively utilize multimedia resources like videos, podcasts, and textual materials to improve their oral language proficiency (Lee & Choi, 2017). Without these skills, opportunities for enhancing language abilities, practicing oral language, and critically reflecting on language usage, pronunciation, and linguistic expressions may be missed (Schön, 1983).

B. Theoretical Framework

While asynchronous learning environments present distinct obstacles to oral language proficiency, their effective optimization hinges on a comprehensive approach blending interactive activities, in-depth content engagement, and self-reflection. Transitioning from theory to practice requires integrating key theoretical frameworks such as sociocultural, constructivist, and cognitive load theories. These frameworks provide a roadmap for structuring an actionable approach to language learning in asynchronous settings.

Vygotsky's sociocultural theory, which posits learning as a social and interactive process (Vygotsky, 1978), should underlie asynchronous learning environments to promote social interactions. Discussion forums, collaborative projects, and peer feedback systems foster interaction, a key element of language acquisition (Lantolf & Thorne, 2006). Furthermore, Piaget's constructivist theory, which underscores the learner's active role in building knowledge from their environment, is foundational for asynchronous learning that engages with resources at their own pace, enabling individual exploration and knowledge construction (Piaget, 1952; Salmon, 2004).

Sweller's cognitive load theory provides essential guidance for structuring asynchronous learning environments. This theory emphasizes the importance of carefully managing cognitive resources during learning to prevent overload (Sweller, 1988). By utilizing scaffolding strategies, instructors can build on learners' knowledge, increasing complexity as learners become more proficient. Additionally, setting clear learning objectives gives learners a target to aim for and an understanding of what they need to achieve. Regular feedback gives learners an insight into their progress and areas of improvement, thus promoting self-regulation and helping them efficiently allocate cognitive resources toward improving their language skills. By integrating these strategies, we can significantly enhance the coherence and effectiveness of asynchronous learning environments, making them more accommodating and beneficial for (ELLs).

Designing asynchronous learning environments that foster oral language development requires the integration of collaborative activities and strategic technology use. Collaborative activities encourage interaction among learners, while various technological tools can be employed to enhance their listening and speaking proficiency (Sun & Chang, 2012). In addition, the curriculum should incorporate real-world and cultural contexts to provide a platform for learners to create meaningful connections, which in turn trigger deeper engagement with the curriculum content. This immersive approach can significantly boost student motivation and help learners improve verbal communication abilities (Kramsch, 2014).

Multimedia resources are invaluable in catering to diverse learning needs and preferences improving learners' linguistic comprehension and expressive skills. Presenting information in various ways allows for multiple learning styles and promotes inclusivity. Furthermore, including reflective activities and developing online communities foster

critical language skills evaluation. Reflective activities enable learners to review their progress and identify areas of improvement, while online communities offer opportunities for peer learning and feedback. These components together enrich self-guided learning experiences, cultivating an environment that encourages continual growth and development in language learning (Godwin-Jones, 2012; Goh & Vandergrift, 2021).

III. METHODOLOGY

A. Purpose and Context of the Study

This action research study used pedagogical techniques to maintain a consistent learning rhythm and optimally manage the course pace. This strategy aimed to maximize student engagement and foster oral language development. Incorporating ongoing assessments, regular support, and constructive feedback further bolstered this design, providing a mechanism to track students' progress toward course objectives.

The course promoted a collaborative learning culture and harnessed multimedia resources to craft a rich, immersive learning environment leveraging effective remedial strategies. A vital element of this design was the inclusion of formal and informal discussion forums supplemented by various collaborative tools. These strategies sought to enhance learner interaction and build a community-centric learning environment. Moreover, integrating conferencing tools mimicked real-time classroom dynamics, stimulating learner engagement through interactive discussions, debates, and presentations.

Multimedia resources were seamlessly integrated into the course, including recorded lectures, video demonstrations, and interactive online content. A wealth of textual and supplemental learning materials, such as e-books and articles, were used to deepen students' understanding and offer diverse perspectives on the subject matter. The course highlighted targeted language learning tools, such as pronunciation guides, vocabulary builders, and interactive language exercises geared toward developing oral language proficiency. This holistic approach aimed to compensate for the potential limitations of asynchronous learning in enhancing oral language development and offering a balanced, comprehensive approach to language learning.

This action research study investigated the experiences of college English Language Learners (ELLs) participating in a 12-week asynchronous speech course at a northeastern university. The study aimed to assess the effectiveness of research-informed strategies to enhance oral language proficiency. The course was carefully structured to offset oral language development challenges in asynchronous environments. Its curriculum promotes interpersonal interaction while stimulating learner engagement, motivation, and self-management skills. The assignments, tailored to foster these objectives, included: creating three extemporaneous video presentations of varying lengths and purposes, developing a speech outline and PowerPoint presentation for each speech, conducting peer evaluations and feedback using speech assessment rubrics, and engaging in collaborative tasks and discussions designed to broaden students' public speaking skills.

The study involved 25 undergraduate non-native English speakers who completed an online orientation and a computer literacy quiz to ensure their preparedness for the digital components of the course. These participants were fully briefed about the study's aims, the data collection process, and their rights. This included the right to withdraw at any time without consequence. Informed consent was obtained, underscoring their voluntary participation and comprehensive understanding of the research. Measures were taken to safeguard participant confidentiality and privacy, using numerical identifiers to ensure anonymity and create a secure environment conducive to authentic participation.

B. Research Instruments

This study used a students' survey questionnaire (Table 1) to explore the participants' perceptions of the collaborative techniques, pedagogical methods, and multimedia resources implemented in the course to counterbalance the limitations of oral language development in asynchronous learning.

TABLE 1
STUDENTS' SURVEY

Survey Statements	YES	NO
1. There were ample opportunities for student-to-student interactions (like group discussions and collaborative projects) that allowed for practicing oral English skills.		
2. Participating in student-to-student interactions (like audio/video messages, presentations) helped me enhance my English-speaking abilities.		
3. Interacting with other students in English increased my confidence in using English for oral communication.		
4. Listening to other students in audio/video discussions and presentations improved my English listening comprehension.		
5. Interacting with other students provided opportunities to expand my English vocabulary and improve my grammar.		
6. The instructor explained the course objectives, assignments, and grading system clearly and efficiently.		
7. The instructor provided timely, constructive feedback, followed clear grading criteria, and helped me improve my understanding and performance.		
8. The instructor created an engaging, motivating, and respectful learning environment, respected diverse student backgrounds, and handled disagreements fairly.		
9. Multimedia resources in the course were consistently available, easy to access on various devices, and free from technical difficulties.		
10. The multimedia resources were relevant to the course content, contributed to my understanding of the material, and made the course more engaging and interactive.		
11. The course offered diverse multimedia resources (e.g., videos, podcasts, interactive modules) that catered to different learning styles and incorporated resources from various reliable sources.		
12. The multimedia resources were well-integrated with course activities, with clear guidance and opportunities to discuss or ask questions about them.		

After completing the survey, the students were asked to respond to 12 interview questions (Table 1) in writing to explore their experiences with the course remedial strategies. This qualitative research method enables the immersive exploration of individual experiences and perceptions (Patton, 2002).

TABLE 2
STUDENTS' INTERVIEW QUESTIONS

Survey Statements
Open-ended questions:
1. How have student-to-student interactions within the course contributed to developing your English-speaking abilities? Can you provide some specific instances or experiences?
2. How did audio/video interactions impact your confidence in using English for oral communication? Please describe any moments that stand out.
3. Can you share specific examples of how listening to other students' audio/video presentations has improved your English listening comprehension?
4. Can you describe how interactions with other students helped you expand your English vocabulary and improve your grammar? Please provide a few examples.
5. In what areas could the instructor have clarified the course objectives, assignments, and grading system? What improvements would you suggest?
6. Could you share a specific instance where the instructor's feedback significantly influenced your understanding and performance in the course?
7. Can you provide an example illustrating how the instructor created an engaging and respectful learning environment, especially during disagreements?
8. Did you encounter any difficulties while accessing the multimedia resources provided in the course? If so, could you describe these experiences?
9. How have the multimedia resources contributed to your understanding of the course content and enhanced the course's interactivity? Could you provide specific examples?
10. In what ways did the variety of multimedia resources cater to your learning style? Could you share some examples of how these resources supported your learning?
11. How effectively were the multimedia resources integrated with course activities? Could you explain how this integration either aided or hindered your learning process?
12. What specific guidance would you have found beneficial for effectively using multimedia resources? Were there instances where you felt the guidance provided needed to be improved? Please elaborate.

Combining the survey and interview methods allowed the study to delve into the students' challenges and experiences to understand the factors influencing their language proficiency. This emphasis on qualitative data in the research process resonates with Marshall and Rossman (2014), who emphasizes the pivotal role such data plays in unearthing complex behaviors and phenomena in educational research.

IV. FINDINGS

Braun and Clarke (2006) posit that themes within qualitative research should have a tight nexus with the research questions being addressed. Accordingly, this synthesis focuses on assessing the effectiveness of remedial strategies in addressing the challenges college-level ELLs faced in their journey toward enhancing oral language proficiency. The research findings offered a diversified perspective on participants' experiences and reinforced the credibility and

integrity of the research. Below are the study findings organized as answers to the research questions.

A. *How do Remedial Collaborative Techniques Impact the Development of Oral Language Proficiency Among College-Level English Language Learners (Ells) Within an Asynchronous Language Course?*

The analysis of survey data suggests that implementing remedial collaborative techniques in the asynchronous course format has made a tangible, positive impact on students' oral language proficiency development. An overwhelming majority of students - 92%, to be exact - confirmed the effectiveness of these methodologies, asserting that they were provided numerous opportunities for peer interaction. This included participation in group discussions and joint projects, allowing them to refine their spoken English skills. Moreover, qualitative data collected through student interviews supported these findings. A notable comment came from Student 10, who observed that "The realistic contexts provided by classmates' video speeches helped me avoid similar errors". This statement underscores the essential role of peer-to-peer interaction in driving successful language acquisition.

The data also showed that 88% of students found that participating in student-to-student interactions, such as audio/video messages and presentations, enhanced their English-speaking abilities. Comments from students offer insights into these survey results. Student 7, for example, found value in "examples from student videos," noting they provided real-life situations and helped avoid potential mistakes.

Interacting with other students in English increased confidence in using English for oral communication for 92% of students. This statistic is further supported by comments from Student 17, who noted that "classmates' feedback helped me deliver my speeches more clearly and concisely". Interaction with peers provided opportunities for constructive feedback, enhancing confidence levels.

Regarding listening to peers during discussions and presentations, 80% of students agreed it improved their English listening comprehension. Here, peer learning enhanced listening skills, a critical component of language learning. Furthermore, 88% of students reported that interaction with their peers helped expand their English vocabulary and improve grammar. These findings align with comments from students like Student 19, who said, "Discussion forums helped me with my communication skills through peer and instructor feedback".

The evidence collected through the survey and students' comments suggests that remedial collaborative techniques play a pivotal role in developing oral language proficiency among college-level ELLs in an asynchronous language course. Peer interaction, instructor feedback, and discussion forum engagement are crucial in these strategies, significantly enhancing students' language proficiency.

B. *How does Remedial Pedagogy Affect Oral Language Proficiency in an Asynchronous Learning Context?*

Results indicated that instructor's clarity, feedback, and a positive, engaging, and respectful learning environment significantly impacted oral language proficiency in the asynchronous course. The survey results revealed that 60% of students found instructor explanations of course objectives, assignments, and the grading system clear and efficient. However, 40% of students disagreed or were unsure.

64% of students agreed that the instructor's timely and constructive feedback improved their course performance. However, 32% of students were unsure of or disagreed with this sentiment. The data suggested that while feedback benefited the majority, a significant proportion of students did not find it effective, possibly due to variations in learning styles or communication barriers.

80% of students agreed that the learning environment was engaging, motivating, fair, and respectful. Qualitative analysis of students' responses to the interview provided more nuanced insights. The instructor's role, especially in providing feedback, emerged as an essential factor in language development. Student 2 said, "With the professor's feedback, I have been able to perfect my speech-making skills". Similarly, Student 5 stated, "Positive comments from the instructor had a major impact on my learning experience". However, as reported by Student 34, inadequate feedback led to less satisfactory learning outcomes and even withdrawal from the course.

Students also valued practice and engagement opportunities. Student 5, Student 11, and Student 15 all mentioned the benefits of ample speaking opportunities. Notably, Student 22 pointed out the low-pressure environment asynchronous learning offered, stating, "There was enough opportunity for you to practice my speaking skills. I honestly did not feel nervous; it was not much of a live feed, so there was much time to pace yourself".

Furthermore, self-assessment assignments have emerged as another crucial component of remedial pedagogy. Student 5 said, "The self-assessment assignments helped me improve my speaking skills." Similarly, Student 7 stated, "The self-assessment assignments enhanced my post-video quality as I was able to contribute my own passions to the speeches." This viewpoint was further echoed by Student 25, who found that self-assessment nurtured an interest in the topics of their speeches, saying, "The self-assessment assignments helped me improve my speaking and be more interested in the topics because I wanted to talk about what spoke to me more".

The study findings suggest that remedial pedagogy significantly influences oral language proficiency in an asynchronous learning context. The factors contributing to this outcome include clear and constructive feedback from the instructor. They also include a positive and inclusive learning environment, plenty of practice opportunities, and self-assessment assignments.

C. *What Contribution do Multimedia Resources Make in Enhancing Oral Language Proficiency Among Ells in an*

Asynchronous Language Course?

The results indicate that multimedia resources are pivotal in enhancing ELL understanding, catering to diverse learning styles, and adding an interactive element to the asynchronous learning experience. In the survey, students valued the consistent availability and easy accessibility of multimedia resources, with 76% agreeing that these resources were consistently available, easy to access, and free from technical difficulties. However, 12% of students expressed uncertainty, which indicates that a minority of students may encounter difficulties accessing these resources.

The relevance of multimedia resources to course content was a significant aspect. 80% of students agreed that these resources contributed to their understanding of the material, making the course more engaging and interactive. The data suggests that multimedia resources serve as effective tools to make course content more accessible and engaging for students.

The students also appreciated the diversity of multimedia resources offered in the course. 80% agreed that the course provided diverse multimedia resources catering to different learning styles and sourced from reliable sources.

Moreover, 72% of students agreed that the multimedia resources were well-integrated with the course activities, and there was clear guidance on how to use these resources. Incorporating multimedia resources into course activities has facilitated learning among students.

Analyzing student responses to interviews further underscored the importance of multimedia resources. For example, many students cited videos as instrumental in understanding and completing tasks. Student 17 noted, "Videos served as a helpful tool in understanding the tasks at hand," Student 9 added, "Practical assistance offered through videos simplified the assignments for me". Additionally, Student 5 shared, "Videos allowed me to grasp the course material more productively". The quality of these videos also emerged as a significant factor, with Student 24 pointing out, "I found videos produced professionally more effective compared to those of inferior quality". However, some students found inspiration in less professionally produced videos, as expressed by Student 14, "Even though of lesser quality, the videos made by fellow students proved to be quite motivational".

Interestingly, the videos' length was also highlighted. Student 9 preferred shorter videos due to their conciseness, stating, "Compared to extended videos, shorter ones provided more benefits".

The study findings underscore the importance of multimedia resources in enhancing oral language proficiency among ELLs in an asynchronous language course. Considerations such as availability, ease of access, relevance, diversity, integration with course activities, and the quality and length of videos can significantly impact their effectiveness.

V. DISCUSSION

The findings of this action research study contribute to the existing body of research on the effectiveness of remedial strategies, including collaborative techniques, pedagogy, and multimedia resources, in enhancing oral language proficiency among ELLs in asynchronous language courses (Braun & Clarke, 2006). The results provide valuable insights into the impact of these strategies and highlight the importance of tailoring their implementation to meet students' needs and preferences.

Collaborative techniques emerged as a significant factor in improving oral language skills among college-level ELLs. The data revealed that these techniques provided ample opportunities for student-to-student interactions, such as group discussions and collaborative projects, which allowed for practicing oral English skills. This aligns with previous research highlighting the importance of interactive learning environments for language acquisition (Long, 1981). The qualitative findings further support this, as students appreciated the practical contexts for learning provided through peer videos, indicating the value of peer learning in language development (Boud et al., 2001).

Remedial pedagogy played a crucial role in enhancing oral language proficiency. The study demonstrated that clear instructions, timely feedback, and an engaging learning environment facilitated language development. However, there were areas for improvement, particularly in the clarity of explanations and provision of feedback. This aligns with the importance of effective feedback emphasized in previous research (Carless, 2006). Instructor feedback significantly enriched the learning experience, providing constructive guidance and motivating students to strive for higher performance. The option to resubmit assignments for better grades also fostered continuous learning and improvement, aligning with the principles of formative assessment (Hattie & Timperley, 2007; Shute, 2008).

Multimedia resources were identified as essential tools for enhancing oral language proficiency. The findings indicated that these resources were consistently available, accessible, and relevant to the course content, contributing to students' understanding and making the course more engaging and interactive. However, video quality and length emerged as factors influencing their effectiveness. Students preferred shorter, focused videos that minimized cognitive overload and maximized comprehension, aligning with cognitive load theory (Mayer, 2005). The study also revealed the need to consider students' preferences regarding video length, quality, and reading and writing assignments volume to optimize the learning experience.

The findings underscore the effectiveness of remedial strategies, including collaborative techniques, pedagogy, and multimedia resources, in enhancing oral language proficiency among ELLs in asynchronous language courses. However, the study also identified areas for improvement, such as enhancing the clarity of instructions, providing effective feedback, and optimizing multimedia resource quality and accessibility. By addressing these areas, educators and course designers can further enhance language proficiency development among ELLs in asynchronous learning contexts.

VI. IMPLICATIONS

The findings of this study are instrumental in guiding the design and implementation of practical online language courses that effectively address ELLs' learning needs. By optimizing the structure and content of remedial collaborative techniques and pedagogical methods and harnessing multimedia resources, educators can create a more conducive learning environment for oral language proficiency development. This study thus lays the foundation for a more comprehensive understanding of the factors that contribute to the holistic improvement of oral language proficiency in college ELLs.

VII. CONCLUSION

This study offered valuable insights into enhancing oral language proficiency among college ELLs through remedial collaborative techniques, pedagogical methods, and multimedia resources. These multi-dimensional enhancements were systematically assessed through student surveys and interviews. The study substantiated the efficacy of asynchronous courses in honing English-speaking skills, contingent upon a well-defined, authentic, pertinent course structure and assignments. Integrating online multimedia resources, especially videos, emerged as a significant factor in student engagement and learning. Moreover, the students' preference for specific, constructive, and actionable feedback accentuated the importance of effective scaffolding and support in asynchronous learning environments.

However, the study has limitations, including the sample size and diversity, which calls for further research to generalize the findings. Future research avenues include comparing the effectiveness of asynchronous versus synchronous courses for college ELLs, examining the influence of diverse multimedia resources, and investigating the role of instructor feedback and grading on communicative skill development. Additionally, exploring cultural differences in asynchronous learning environments can provide deeper insights into their impact on communicative skill development among ELLs.

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A Collaborative Online Learning Activity (COIL) Between Japan and United States of America on Culture and Language Studies

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Abstract—This paper reports on the outcomes of a Collaborative Online International Learning Activity (COIL), conducted between a Japanese and an American university. Both schools gave their students a total of eight weeks of activity. Sixty students from two institutions participated in this study. During each week, students received various cultural topics to discuss, and students from both schools exchanged opinions on Zoom. The Social Networking Approach (SNA) ("3x3+3") was used to assess students' competencies: the three content realms contain (1) linguistic; (2) cultural; and (3) global social domains, and within each of these three domains, three different skills: (i) "Can Understand"; (ii) "Can Do"; (iii) "Can Connect", that need to be developed in language education. Our findings show that Zoom Talk provided a positive experience for the students by facilitating connectivity among the participants. However, Japanese students were more confident in their "can understand" than "can do" skills whereas the American data was entirely positive, making determination difficult.

Index Terms—COIL, language, culture, Japan, USA

I. INTRODUCTION: COLLABORATEIVE ONLINE INTERNATIONAL LEARNING (COIL)

Given the impact of the Covid-19 Pandemic starting in 2019, the importance and integration of online technologies in educational environments have rapidly increased. An example of one of these online educational approaches is Collaborative Online International Learning (COIL). COIL is a pedagogical approach initially developed by the State University of New York's (SUNY) COIL Center in the early 2000s, though which participating faculty in two (or more) countries collaborate to develop a joint project where sets of students from different cultural and linguistic backgrounds work together through online communications, such as Zoom, Microsoft TEAMS, Padlet, and/or other instructional tools. SUNY's COIL Center (n.d) suggests that successful COIL activities typically last for 5-15 weeks and put emphasis on cross-cultural interactions and understanding. COIL links students and classrooms around the world through co-taught multicultural and blended online course work (Onorevole, n.d) and enables all students to have a significant intercultural experience while advancing their academic skillset.

The COIL center at SUNY introduces the basic components of COIL and suggests that effective COIL collaborations follow the four stages shown below:

1. Introduction - meetings and icebreakers between participants, team building, comfort with software and routines;
2. Discussions and Organization - grouping participants and deciding topics to work on;
3. Project Work - participants' discussions, problem-solving, and activity lead to the creation of an outcome;
4. Presentation and Reflection - collaboration is reflected in the work of both student groups, grades assigned.

The COIL approach has been recognized by the American Council on Education (ACE) for over a decade and previous research has been conducted in the US. According to Rubin and Guth's (2022) research with the 92 institutions in the world, the numbers of the institutions which identified themselves as engaged in COIL in the academic year of 2018-2019 were 47 from North America, 18 from Latin America, 14 from Europe, 10 from Asia, 2 from Australia, and 1 from Africa. In Japan, the first recorded use of COIL is in 2014 at Kansai University in Osaka (Onorevole, n.d) and during that time, relatively little research on COIL has been published in Japan. In the past few years, COIL activities have rapidly become more popular in Japan under the impact of Covid and this popularity is increasing. Unable to go study abroad, there are relatively few chances for learners to authentically learn and engage with foreign languages and cultures by peer-to-peer communication with the target-language speakers; COIL provides such opportunities online (Anzai & Shimizu, 2022). Note that online activities do not compete against or replace actual studying abroad; it is possible that online experiences motivate students to go abroad (Ikeda, 2021).

Nowadays, COIL activities are widespread, and numerous studies have been conducted about COIL and its benefits. The most cited benefits are enhanced communication skills, increased cultural awareness, exposure to international education, and improved teamwork skills. Gokcora (2021) observed that COIL activities are an opportunity to enhance

academic skills (via peer review, learning to react to peer' comments, cross-cultural engagement, research, and writing). Munoz-Escalona et al. (2022) note that COIL activities are not a substitute for the experience of living or studying abroad, yet they can at least provide a stimulus to encourage students to consider international opportunities in the future.

The current paper reports on a specific COIL activity conducted between a Japanese and an American university: Mie University in Japan and the University of Mount Union (UMU) in America. The following sections explain the module of the COIL activity and the results of the post-activity survey with the participating students.

II. COIL ACTIVITY: JAPANESE CULTURE, AMERICAN CULTURE, AND ENGLISH LANGUAGE

A. Participants

The participants from Mie University were those registered in the "Learning Cultures in English" class. The student body included 15 Japanese students and 52 non-Japanese international students (from 12 different countries). The aim of the class was to learn about the cultures of many different countries of the world through discussions among students on weekly topics. The participants from the University of Mount Union were seven American students, who are either majoring or minoring in Japanese, and were enrolled in one of the Japanese language courses.

B. Procedure

The COIL activity was conducted outside of class meetings at both universities from the second week of October to the second week of December 2022. A total of eight weeks of activity were assigned for both sets of students. The language used in this project was predominantly English. However, when American students wanted to practice Japanese or/and when both participants needed some clarification of English, they used Japanese as a communication tool. Over eight weeks the instructor/students followed the following steps:

1) Mie University instructor uploaded an introductory movie on Padlet, briefly explaining the topic of the week and introducing the focus of discussion of each week's topic.
   The weekly topics were:
   Week 1: "knowing each other" (self-introduction)
   Week 2: the college lifestyle in each country
   Week 3: students' particular interests
   Week 4: food
   Week 5: travel
   Week 6: the image of "Cool Japan"
   Week 7: cultural celebrations in each country
   Week 8: students' major fields of study and future careers
2) American students watched the above-mentioned introductory movie and were given about a week to prepare their responses/answers.
3) American students recorded and uploaded their responses on Padlet.
   Even though American students were asked to respond in English, at UMU, these topics were also covered in Japanese language class, so there were some students who added their answers in Japanese as well.
4) The Mie University instructor created seven groups (one American student, one Japanese and one international student at Mie University) for "Zoom Talk" discussions.
5) The UMU instructor sent an email to the students to introduce the group members of the week.
6) Each group member exchanged information about their available times and set up the Zoom Talk as a group.
7) Each group joined a Zoom meeting on the scheduled date and had a Zoom Talk to exchange opinions on weekly topics for roughly 20 minutes.

C. Goals

In 2013, a professor of Pacific International Affairs at The School of Global Policy and Strategy at UC San Diego, Dr. Yasu-Hiko Tohsaku proposed the Social Networking Approach (SNA), in which the educational philosophy of foreign language learning is described as: to "discover others, discover oneself and realize connections between them" (Tohsaku, 2021, p. 7) in the interest of human development. Tohsaku (2013, 2017, 2021) has published several reports about SNA and he explains the learning goals proposed by SNA. In his summary in 2017, foreign language learning goals comprise three content domains, three skills domains, and three connected domains, which he later named "3x3+3" in 2021.

The three content realms contain (1) linguistic; (2) cultural; and (3) global social domains. Within each of these three domains, Tohsaku proposes the following three different skills that need to be developed in language education: (i) "Can Understand"; (ii) "Can Do"; (iii) "Can Connect." The COIL activity reported in this paper sets its goals in a matrix based on SNA.

TABLE 1
LEARNING GOALS OF THE SNA (TOHSAKU, 2017, 2021)

	Linguistic Area	Cultural Area	Global Social Area
Can understand	Can understand your own and the other languages	Can understand your own and the other cultures	Can understand global cultural features and issues
Can do	Can use the target language	Can apply diverse cultural knowledge	Can utilize global skills
Can connect	Can connect with others by using the target language	Can connect with people with diverse cultural backgrounds	Can use the target language and connect with global society and contribute to society

D. Issues

During the eight weeks of activity, we observed several issues during COIL. The first issue was the imbalanced number of students enrolled between the two universities. While American students participated in the Zoom Talk every week (eight weeks = eight times), students from the Japanese university were more infrequent (Japanese students participated twice or more, and international students participated only once on Zoom Talk). In other words, we were not able to give equal chances to students to participate in the COIL activity.

Another issue was time related. Many students were busy and sometimes they were unable to find a good time for every member (3 people in total) of the group to meet online (Zoom). Also, we sometimes found that some students who were scheduled to participate in a Zoom conversation of the week did not reply to emails that were sent from the other group members in order to decide what day and what time they could meet. In either case, we instructors decided that a Zoom conversation was allowed to be done by two students when three could not meet. Also, it was allowed for American students to have conversations twice: once with a Japanese student and the other with an international student at Mie University. In addition, on one occasion, an instructor participated in a Zoom Talk substituting for an unavailable student.

Also, it was difficult for some students to grasp the time difference between Japan and America (Ohio State, EST). The time difference is 14 hours (or 13 hours when daylight saving applies), and the time in Japan is ahead of that of America. It became an issue when students were deciding the time to meet on Zoom. Accordingly, we instructors provided a website that converts the time between Japan and Ohio, US.

Finally, we believe the biggest challenge to Zoom Talk activities was that some students were apparently insufficiently motivated or uncomfortable talking with other students whom they do not actually know (what could be called "shyness" in a general sense). For example, we received feedback from a student to the effect that he had a hard time keeping the conversation going because other students did not actively participate in the conversation. In addition, some Japanese or international students' English proficiency seemed insufficient to contribute meaningfully to conversations. As a solution, prior to the Zoom Talk within a group, we instructors advised the students to prepare a few questions to ask beforehand.

III. POST-ACTIVITY SURVEY

A. Survey Questions

After the eight weeks of COIL activity ended, we used Google forms and conducted an anonymous survey to evaluate the participants' achievement levels in terms of Tohsaku's (2017, 2021) nine goals of comprehensive communication ability (see Table 1). The survey questions are shown on Table 2.

TABLE 2
POST-ACTIVITY SURVEY

	Question		
can understand	1. You can understand your own and the other languages	[linguistic area]	Yes / No
	2. You can understand your own and the other cultures	[cultural area]	Yes / No
	3. You can understand global cultural features and issues	[global social area]	Yes / No
can do	4. You can use the target language	[linguistic area]	Yes / No
	5. You can apply diverse cultural knowledge	[cultural area]	Yes / No
	6. You can utilize global skills	[global social area]	Yes / No
can connect	7. You can connect with others by using the target language	[linguistic area]	Yes / No
	8. You can connect with people with diverse cultural backgrounds	[cultural area]	Yes / No
	9. You can connect with global society and contribute to society	[global social area]	Yes / No

The survey questions comprise 9 questions, where students simply answer "yes" or "no", and to encourage optional answers, we asked students to provide the reasons/experiences for each answer. Students could further explain their answers, should they choose to do so.

B. Post-Activity Survey Participants

We received 60 responses in total, which included 11 from Japanese and 43 from international students at Mie University, as well as six from UMU students. In terms of demographics there were: 51 undergraduate students, 6

graduate students, 1 research student (from Mie University), and 2 students who chose "other" and "international student" (they did not clearly specify if they were undergraduate, graduate, or research students).

C. The Number of Zoom Talk Conducted

As explained earlier, while all American students joined the Zoom Talk on a weekly basis (8 weeks, 8 times), the Japanese and international students joined infrequently due to the enrollment gap between the American and Japanese universities. Participants from Mie University, specifically the Japanese students, joined our Zoom Talk at least twice, but only five international students were able to join the Zoom Talk more than twice, while 33 international students joined only once, and five international students never participated in the Zoom Talk at all. As for the five participants who did not participate, the reasons for not having done so were: "My partner(s) did not reply to my email that I sent to him/her/them" (n = 3), "I forgot that I had to" (n = 1), and "My schedule (available time) and my partners' schedule dd not match (n = 1).

D. Selection of the Data Reported

Since the goal of this research was to evaluate students' achievement levels through COIL activity, we needed to ensure that our data was valid. An isolated one-off Zoom Talk is insufficient to assess the outcomes. Therefore, the instructors decided to use only the sample who participated in Zoom Talk two times or more. Moreover, although there were five international students who participated in the Zoom Talk twice or more, thus fitting our criteria, none of them provided further responses in the survey, so we omitted these as NR (Not Reportable). Therefore, in this study, we report Japanese and American students' outcomes, while excluding international students' responses.

IV. RESULTS OF POST-ACTIVITY SURVEY

A. Japanese Students

Japanese students' responses are shown on Table 3.

TABLE 3
RESPONSES FROM JAPANESE STUDENTS

			Answers
can understand	1. You can understand your own and the other languages	[linguistic area]	Yes (n = 9) / No (n = 2)
	2. You can understand your own and the other cultures	[cultural area]	Yes (n = 11) / No (n = 0)
	3. You can understand global cultural features and issues	[global social area]	Yes (n = 10) / No (n = 1)
can do	4. You can use the target language	[linguistic area]	Yes (n = 9) / No (n = 2)
	5. You can apply diverse cultural knowledge	[cultural area]	Yes (n = 5) / No (n = 6)
	6. You can utilize global skills	[global social area]	Yes (n = 5) / No (n = 6)
can connect	7. You can connect with others by using the target language	[linguistic area]	Yes (n = 11) / No (n = 0)
	8. You can connect with people with diverse cultural backgrounds	[cultural area]	Yes (n = 10) / No (n = 1)
	9. You can connect with global society and contributed to society	[global social area]	Yes (n = 9) / No (n = 2)

Given a sample size of eleven, the Japanese students expressed the most confidence in understanding culture (their own and others) and in connecting with others using the target language (English). However, the students had the least confidence in their ability to apply their cultural knowledge and to utilize their skills socially (globally). Students described the ability to understand other languages as the weakest skill within the "can understand" category and connecting with global society as the weakest skill in the "can connect" category. Students had the most difficulty with the "can do" category, specifically with the "cultural" and "global social" aspects, but overall responses to this survey were highly positive.

B. American Students

American students' responses are shown on Table 4.

TABLE 4
RESPONSES FROM AMERICAN STUDENTS

			Answers
can understand	1. You can understand your own and the other languages	[linguistic area]	Yes (n = 4) / No (n = 2)
	2. You can understand your own and the other cultures	[cultural area]	Yes (n = 6) / No (n = 0)
	3. You can understand global cultural features and issues	[global social area]	Y es (n = 6) / No (n = 0)
can do	4. You can use the target language	[linguistic area]	Yes (n = 5) / No (n = 1)
	5. You can apply diverse cultural knowledge	[cultural area]	Yes (n = 6) / No (n = 0)
	6. You can utilize global skills	[global social area]	Yes (n = 6) / No (n = 0)
can connect	7. You can connect with others by using the target language	[linguistic area]	Yes (n = 6) / No (n = 0)
	8. You can connect with people with diverse cultural backgrounds	[cultural area]	Yes (n = 6) / No (n = 0)
	9. You can connect with global society and contributed to society	[global social area]	Yes (n = 6) / No (n = 0)

As shown in the table, American students' answers were mostly "yes', indicating that they think that they achieved these goals. Their responses with "No" are found only in the language area, which indicates that some of them are not confident in making a conversation in their target language, Japanese. This was true in both the "can do" and "can understand" categories.

<div align="center">V. Discussion</div>

A. Japanese Students

In the linguistic area, most of the Japanese students assessed that they understood and could use the target language, English. Students who answered "Yes" expanded their answer in the following ways: "I was able to participate in the conversation smoothly" and "Even though I couldn't understand completely, American students know some Japanese, so the conversation could continue". Students who answered "No" added that "I have no problem with my own language. However, when I try to communicate my thoughts in English, I can only come up with few words (not full sentences). Because of my lack of confidence, my voice became quiet, and I might annoy the other person even more". One student also wrote that "I can't tell my opinion perfectly." Those students who answered "No" seem to put a high bar on their language skills and because of their high expectations, this may have negatively affected their confidence. Regarding the "can connect" skill, all Japanese students responded "Yes", representing a positive outcome for the activity. One student wrote that, "By knowing that American students [are] also learning [a] foreign language, it brought me motivation to study". When both sets of students share the same challenges learning a foreign language (Japanese students studying English, American students studying Japanese), they may relate to each other more and therefore inter-personal communication might go more smoothly.

Regarding the cultural area, although all students agree that they developed cultural knowledge, more than half were still not confident about practically applying their diverse cultural knowledge in real life. Through the Zoom Talk sessions, students had the benefit of interacting with peers overseas over cultural differences and issues. As we noted in the earlier discussion. The Zoom group was composed of not only Japanese and American students, but also international students. Many Japanese are quite familiar with American culture; however, when it comes to other countries, there is much information that Japanese students find surprising. Therefore, due to unfamiliar topics and responses, it seems they might struggle. This can be assumed from a comment: "My knowledge is not enough." On the other hand, as for "connection", one student wrote: "what matters is our minds, not languages." This shows that students can respect other cultures (despite their imperfect language skills), and that there is hope that they can develop a better sense of global citizenship.

As for the Global Society area, the result suggested that Japanese students developed their understanding of the characteristics of global society. One student explained that: "high school experience, social studies' classroom discussion helped". However, it was found that using critical thinking skills in a conversation is still challenging for more than half of the students. Many students expressed an eagerness to contribute to society and it was found that Japanese students had an overall positive experience. Even though two students answered "No" for question 9, one student commented: "I am still studying at university and would like to work hard to contribute to society in the future". There was a very positive answer.

B. American Students

In the linguistic area, two students responded "No". The COIL activity was assigned to be conducted in English. However, in some cases, speaking in Japanese was necessary to better communicate among group members. The UMU instructor observed this by watching a student-recorded Zoom conversation (one UMU student thought she needed to record Zoom Talk and shared this with UMU instructor). From their recorded video, it was clear that students had to speak in Japanese (an international student in this group could not speak much English, so a group member had to help explain in Japanese). Each Zoom Talk group was composed of three people (Japanese, American, and International), and following further investigation and observation, it became clearer that for some international students, their Japanese was dominant rather than English, and their ability to interact in English was very limited. Therefore, it seems that there were many situations where American students were encouraged to explain in Japanese. Those who chose "No" explained: "I picked no because even though I do know some Japanese, it's not enough to hold a conversation" and "Even though, I am not fluent in Japanese yet, I can still talk with Japanese people and understand some of what they are saying. Also, when we used English, I could understand and/or help them with what they wanted to say. For this question, I am between "yes" and "no"". As for the "can do" skills, the student who chose "No" commented: "I'm still in the beginning phase of learning Japanese, so I wouldn't say I can use the language yet, but I'm getting there. Also, we mostly used English during the Zoom".

In the cultural domain, all American students showed positive outcomes. As students commented, because each Zoom group member was from a different country, students could learn not only about two countries (Japan and America), but other (less predictable) countries (China, Korea, Germany, Thailand, etc.). This provided great opportunities to expand on their views toward other cultures, especially when they discussed annual events and traditions. American students found some similarities and differences compared to the other cultures, and they seemed

to have enjoyed and learned new things. Students commented: "cultural knowledge is useful and when I travel abroad, it is useful to have the diverse cultural knowledge" (summarized for brevity). This comment suggests that students are willing to use their knowledge (which they obtained from group members) and are willing to apply the information when they visit the country. American students showed an interest in visiting abroad (not only Japan, but other countries as well) which leads to a potential bridge with other countries.

With regards to the global social area, all responding students displayed confidence in three domains "can understand" "can do" and "can connect". Through COIL activity, students had opportunities to broaden their world view by comparing their lives and their experiences with their group members' countries. The international students were from 12 different countries. COIL activity allowed American students to study cultures outside the context of textbooks or PowerPoint; they could hear and learn from another person's own voice, and they noted: "it was easy to relate and compare between cultures".

C. General Discussion

An overall observation of the post-activity survey through Japanese and American participants' responses, indicates that both sets of students learned that they can connect with each other through Zoom Talk. However, some of them still were not particularly confident in their language skills, possibly a reflection of high standards or embarrassment. In other words, in respect to Tohsaku's (2013, 2017, 2021) nine goals, the "can connect" skill seems to be what the participants gained or realized that they have. This realization is important; by knowing or believing that they can connect with people with different cultural backgrounds, people would be less hesitant in initially communicating with them, which can be the most positive effect or learning experience for the participants of this COIL activity. The effect is reflected in some specific American and Japanese students as they unofficially report that they are still connected online after the COIL activity, and they talk on Zoom and play games together once in a while. Also, some American participants have plans to study abroad in Japan in the near future, and some Japanese students said that they would be amenable to guide the Americans in Japan.

VI. Conclusion

This paper reports on a COIL activity between a US university and a Japanese university, and we showed the results of the post-activity survey. One limitation of the post-activity survey is that some Japanese students' responses were out of the scope of this questionnaire. Some responses were obviously not based on the COIL activity but drawn from their other experiences. For example, a Japanese student's response to question 9 was "Yes, I can connect with global society and contribute to societies because… I joined parties when I studied abroad in England. Also in Japan, I interacted with international people as a student organization activity." This statement is apparently from the student's personal experience, not an experience specific to the Zoom Talk conversation. Inclusion of this kind of responses makes it difficult for us to find which responses can be considered to be the effects of COIL and which are not. Thus, more data is necessary to properly assess the effects of the COIL activity. It may also be worthwhile to access metrics and responses to COIL before the activity, during the activity and after the activity, to see if patterns or trends in data emerge. Tailoring of survey questions can also help to reduce ambiguity and improve specificity of responses. Finally, creating a survey that allows responses beyond the binary yes/no response can help to give nuance and an additional layer of data.

Despite the above limitation of the survey, and suggested areas of improvement, we conclude that our COIL activity contributed to students' achievements according to Tohsaku's outlined goals, as evident by many participants' responses based on the Zoom conversation. In future projects and studies, we may conduct more qualitative research in order to more deeply understand how COIL activity affects participants' skills and minds.

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Interpreting Buddhism's Core Values in the Sri Lankan Ethnic Conflict: An Analysis of Arudpragasam's *The Story of a Brief Marriage*

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Abstract—The prolonged Sri Lankan conflict in Sri Lanka occurred between the majority Sinhala govt. and the minority Sri Lankan Tamils on the island. The discrimination of identity and ethnicity led to major ruins on the land. This paper emphasizes the role of Buddhist values in Sri Lanka during the ethnic conflict. The principles of Buddhism help people rehabilitate and restore peace in the war-torn nation. In particular, the paper attempts to examine the Buddhist values practiced by the people irrespective of their religious denominations during the Civil War, through the literary landscape of Anuk Arudpragasam's *The Story of a Brief Marriage*. The noble precepts of Buddhism are four noble truths and the eightfold path, which teaches non-violence, selflessness, and tolerance. The doctrines of Buddhism restored humanitarian values at the height of the ethnic conflict in society. The current research paper helps to identify the influence of Buddhism on the people of the island nation in maintaining self-control, self-discipline, and morally upright behaviors. However, it proves the absence and ignorance of the Buddhist precepts which incited many ethnic clashes among the people. Further, it focuses on the causes of the major devastation and the collapse of the Sri Lankan socio-political system and the role of Buddhism in restoring peace in the war-torn nation.

Index Terms—Buddhism, civil war, ethnicity, non-violence, peace, and tolerance

I. Introduction

The civil war in Sri Lanka commenced in July 1983 and ended in May 2009. The eruption and occurrence of the conflict were due to many socio-political reasons. The two ethnic groups (Sinhalese and Tamils) tried to control one another by arms to attain power, regime, position, and territory. The two groups aimed to achieve peace through violence. The fighters ignored the importance of religious and humanitarian values. They attempted to gain territory and power by dominating others, instead of helping each other and thereby attaining their respective goals. The novel, *The Story of a Brief Marriage* is set as the last phase of the Sri Lankan conflict. It covers the problems of Tamil refugees in Sri Lanka on account of their ethnicity and identity. The absence of humanitarian values led to a series of inhuman actions like shelling bombs in the camp field. The protagonist of the novel Dinesh holds good deeds at the height of the conflict. He rescued the victims in the refugee camp, who needed an emergency from the conflict zone. His personal characteristics resemble the doctrines of Buddhism depicted in the novel (Arudpragasam, 2016).

Dinesh is a young Sri Lankan Tamil IDP (internally displaced person), who resides in the northern part of the island. As a result of the ethnic tragedy, he reached the refugee camp after losing his entire family. He is a kind and sympathetic character in the novel. The story is written based on the factual historical background of the Sri Lankan civil war with imaginary characters. The description of the story moves around the moral and pity virtues of victims, Dinesh, Mr. Somasundaram, and Ganga. Dinesh's charitable values played a vital role during the armed conflict. Although Dinesh has faced many crises, he didn't take revenge against the people, who are the reason for his state, as an orphan. Instead, he saved and protected many lives who needed care. He served them with zero ethnic and racial bias. Mr. Somasundaram lost his wife, son, and all his possessions in a riot, and he reached with his only daughter in the camp. He was a school headmaster and led a happy life before the hit of the war. In the camp, he met Dinesh and proposed to make him his son-in-law. Somasundaram strongly felt that his daughter Ganga's marriage with Dinesh would be the right choice to save her life. The prolonged violence in the island, led to the turbulent lives of the camp people both in real history and in the novel (Arudpragasam, 2016).

II. Literature Review

Senanayake's (2021) article critically examined the concept of 'homeland' in the view of majorities and minorities in a country. Further, the paper deals with the conflict between the Sinhala Buddhist people with Sri Lankan Tamils in Sri

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Lanka. It also covers the role of historical books in Sri Lanka that helped to form Buddhist schools and restore their values. It comprehends that, the relationship between religion and nationalism.

Abeysekara's (2001) work talks about the role of Buddhism and Buddhist books in shaping Sinhala Buddhist nationalism in Sri Lanka. He noted the Buddhist monks' contradictory roles, they maintained peace and compassion in the society and they triggered the violent persecution. The author included the monastic lives of the monks and detailed the religious movements in Sri Lanka. He noted the interventions of Buddhist monks in the Sri Lankan govt. politics, history, and religion.

Shaheen et al. (2020) collaborative paper deals with the twenty-six years of bloody civil war. It focused on Dineshkanthan and other trapped civilians' lives and their crises at the height of the conflict. He represents the collective problems of Tamils in Sri Lanka and their undergone human rights violations. This article also provides the horror of conflicts between the Tamils and Sinhalese resulting in crises of innocent victims.

Imtiyaz (2014) emphasizes the emergence of Buddhist and Tamil political parties in Sri Lanka and their contribution to society. It also depicted the conflict between the two major ethnic groups in Sri Lanka due to identity and power politics. The author noted the Sinhala parties implemented many political acts and laws that were the trigger point of the war. The major cause behind the war was to win the hearts of the majority of civilians on the land. However, it resulted in the formation of various Tamil insurgent groups that stood against the laws, and that led to riots.

Alonso-Breto (2021) critically examined the final phase of the Sri Lankan civil war and the intense sufferings of the Tamils. He detailed the traumatic experiences of Dinesh, Somasundaram, and Ganga and their vulnerable state. The inhuman activities of the final phase of the conflict and its subsequent crises are noted. The author highlighted the massacres in the Tamil region and other socio-political issues in the camp field.

III. RESEARCH GAP AND RESEARCH QUESTIONS

The literary works mentioned above center around the interethnic disputes, the involvement of Buddhist monks and their interventions in Sri Lankan politics, human rights violations faced by Tamil on the island, and the socio-political issues on the island. The objective of this study focuses on the religious values that aid in protecting the victims of the war and identification of Buddhist principles irrespective of religion in a literary work. So, through the reading of Anuk Arudpragasam's *The Story of a Brief Marriage*, the present study attempts to address the following inquiries,

1. What are the causes and effects of the Sri Lankan ethnic riots?
2. Why are the Buddhist fundamental values being so important?
3. How do the Buddhist precepts contribute to the restoration of harmony in a war-torn nation?

IV. METHODOLOGY

The research paper adhered to a qualitative study utilizing the Sri Lankan novel, "The Story of a Brief Marriage" as a primary source, along with the various secondary books, and research papers. The research paper validates the proposed information regarding the role of Buddhist values in helping to develop humanitarian values and the protection of the victims in war-ravaged places. The study employs the themes of selflessness, tolerance, and non-violence used in the research paper could conduct the application of these characteristics of Dinesh. The incorporation of books and secondary sources validates the information in the research paper and preserves the study's dependability and validity.

V. DISCUSSION

A. Buddhism

Kalupahana's (1987) philosophical book, *The Principles of Buddhist Psychology* covers the life of Gautama to attain Buddhahood. He noted that millions of individuals were inspired by Buddha's teachings and ideologies throughout the ages and started to adopt the religion. He is represented as the most potential, moral, and ethical philosopher. History states that the sixth century saw the birth of Gautama in Lumbini Park which is situated in southern Nepal. At the age of 35, he attained enlightenment in Bodh Gaya, Bihar. It's believed that he delivered his first sermon in Sarnath, Uttar Pradesh. According to Buddha, morality and wisdom are the bases of his enlightenment. Buddha's words of moral conduct and non-violence, "If people want to live an ultimately happy life with no harm toward themselves at all, the Buddha teaches, they should start with avoiding causing harm to others, physically and verbally at the personal level, since people are afraid of physical violence and resent harsh words; and the physical and verbal harm we inflict upon others usually leads to hate and conflicts that, in turn, would bring harm to us and cost our happiness" (Yeh, 2006, p. 94).

Buddha gave much importance to the base values of kindness, respect, compassion, tolerance, and benevolence. He taught the three root causes of suffering anger, delusion, and greed. The 'five principles' of Buddhism are not to do harm, not to steal, not to commit adultery, not to lie, and not to consume intoxicating substances (Mahathera, 2020). His prime focus is on the 'four noble truths' of Buddhism and the 'Eightfold Paths'. He preached that adopting the core values is the way to end human suffering. The major doctrines are as follows,

1. There is much suffering in the world.

2. The root cause of suffering is desire.
3. When desire ends rebirth ends.
4. If one wants to defeat desire, adopt the eightfold path. (Saisuta, 2012)

The symbol of the eightfold path is 'Dharmachakra'. It's an eight-spoked wheel that signifies the morals of life. Each spoke represents a unique principle. The eight noble truths are,

1. Right understanding
2. Right thought
3. Right action
4. Right speech
5. Right livelihood
6. Right effort
7. Right mindfulness
8. Right concentration. (Mahathera, 2020, p. 244)

In order to understand the doctrine of Buddhism, we need to take into cognizance, the overall spread of religion based on terrestrial dissection. Here we may refer to Grim et al. (2012) collaborative work, which provides statistical data on the global religious landscape. There were approximately 488 million people following Buddhism worldwide, representing 7% of the world's total population as of 2010. The three primary schools of Buddhism are Tibetan, Theravada, and Mahayana. In Sri Lanka, 69.3% of people identify themselves as Buddhists. Even though Buddhists make up the majority of the population in Sri Lanka, the island has historically seen more bloodshed and black days. The likelihood of participating in war and violence is substantially lower in other Buddhist countries across the globe. Other major Buddhist nations are Bhutan, Cambodia, Myanmar, etc.

There are no prolonged bloody civil wars that have erupted in Cambodia, Myanmar, Mongolia, and other Buddhist nations in recent years as has been in Sri Lanka. There were no major conflicts in post 19th century in Bhutan. "Bhutan has done an amazing job of finding this balance. Bhutan has continually been ranked as the happiest country in all of Asia, and the eighth Happiest Country in the world according to Business Week" (Canan & Wilson, 2010, p. 1). Tashi (2004) stated the importance of love and compassion "Every Bhutanese citizen should educate himself or herself and work to develop the attitude of wanting to help others. The cultivation of altruistic mind reflects the main activity of a bodhisattva and such mental attitudes are indispensable for generating happiness for the entire society. If every citizen cultivates the feeling of compassion, it will automatically open the inner doors toward a more awakened mind, and through this process one can work meaningfully for the benefit of others" (Tashi, 2004, p. 484).

B. Buddhism in Sri Lanka

According to Perera (1988), the Indian prince Vijaya introduced Buddhism to Sri Lanka from around 236 BCE to 250 BCE. Soon, the civilians were inspired by the ideologies and teachings of Buddhism and subsequently started to adopt them into life. Buddhism and its teachings in Sri Lanka played a vital role in the post-independence era. The people who follow Buddhism's notions indulged in many humanitarian actions. For example, the Sarvodaya Movement, a Buddhist-humanitarian organization worked hard for the welfare of the people. The base inspiration of the movement was the core precepts of Buddhism and Gandhi's method of non-violence. "Sarvodaya's work as a 'Peace Movement' from 1983 to 1997 given their active mission in promoting 'nonviolence and peace' in response to Sri Lanka's rising ethnic tensions" (Rajkobal, 2019, p. 41). It effectively served and rehabilitated people in the war-ravaged nation.

Buddhism teaches that desire is the cause of human suffering. In the case of Sri Lanka, the two prominent ethnic groups who desired to hold power and extend their territory were the cause of suffering. If they could evade the desire they would have escaped from the encountered violence. Easwaran's (2021) translated philosophical book, *Dhammapada* highlights the cause of 'dukkha' is human desires and ceasing desires is the way to end suffering. The 'Pali' word *dukkha* means suffering. The root of attaining *nirvana* hood is to away from desire, "Some people are born again; evil-doers go to hell; righteous people go to heaven; those who are free from all worldly desires attain Nirvana" (Easwaran, 2021, p. 13). Buddha emphasizes that attaining the nirvana stage is the ultimate goal of life and escape from suffering. Sinhala Buddhists ignored the religious values, "Buddhism in Sri Lanka was in crisis on account of the violence. If Sri Lanka had any hope for peace, its majority Sinhalese Buddhist population would have to return to its doctrinal and spiritual roots that recognized the sanctity of all life" (Hayashi-Smith, 2011, p. 160).

Easwaran (2021) compared human desire with a monkey mind. He noted that "The thirst of a thoughtless man grows like a creeper; he runs from life to life, like a monkey seeking fruit in the forest" (Easwaran, 2021, p. 29). The author stated that the monkeys in the forest couldn't be satisfied while searching for fruits. Like, human desires always fall from one thing to another without satisfaction. According to Buddhism, the reason behind the desire is the temptation of evil Mara. Mara tempts the people's minds to attain something, mischievously. In the situation of Sri Lanka, the two ethnic groups tried to meet their demands by means of violent activities. If they had aimed to reach their goal by non-violence, people would have escaped from the violence. But none of the groups demanded their rights, freedom, recognition, power, or regime by soft corner.

C. Sri Lankan Civil War

In the history of Sri Lanka, the 'Black July' or '1983 riot' was the vilest attack and the noted year as the official start-up of the war. In the conflict, most of the innocents were targeted based on their race, ethnicity, and religion. Bullion assessed the effect of the conflict as "An estimated 74,000 soldiers and civilians have been killed in Sri Lanka's bloody conflict since July 1983, when fighting erupted in the northern Jaffna peninsula between the Liberation Tigers of Tamil Eelam (LTTE) and the Sri Lankan Armed Forces (SLAF). It is reckoned that over 8,00,000 Tamil refugees have fled the island since then, with the flow to Europe, North America, and Australasia estimated at 15,000 to 18,000 people a year at its peak" (Bullion, 2005, p. 117). The Sri Lankan Tamils are linguistic minorities, they were well-represented in the administration and education sectors in Sri Lanka. The disgruntled Sinhalese started fighting against them: "Sinhala majority has consistently restricted Tamils' rights as Sri Lankans in educational and employment policies" (Deegalle, 2006, p. 2).

Sinhalese treated the Sri Lankan Tamils are the invaders of the island, "The Sinhalese believe that Sri Lanka is largely a Sinhalese-Buddhist country and all other religious or language groups are alien" (Hennayake, 1989, p. 402). The author Hennayake (1989), emphasized that Sinhalese were concerned and treated other identities as aliens on the land. Even the Sinhala govt. also had a biased attitude toward the implementation of political acts. The first implemented law was 'The Ceylon Citizenship Act' in 1948. The government justified that this act could control the alien population in Sri Lanka. This act controls the rights of the Tamils on the island, "The action was justified by the Ceylonese leadership on various grounds. It was argued that the Estate Tamils, or 'Indian Tamils' as they were then called, were an unassimilated alien population with no long-term interest in the island—they were 'birds of passage' in the words of the first Ceylonese Prime Minister, Don Stephen Senanayake" (Shastri, 1999, p. 66).

Sri Lanka's first prime minister, S.W.R.D. Bandaranaike implemented 'The Sinhala Only Act (1956)' which made Sinhalese the official language of the nation. Followed by the govt. implemented 'the Policy of Standardization Act in 1971' which affected the Sri Lankan Tamil students' education due to the education reservation policy system favored by the Sinhala students. The next one was 'The Srimavo Shastri Pact (1965)', which limits the citizenship of Sri Lankan Tamils. The implemented laws and acts restricted the rights of Sri Lankan Tamils. It resulted in the Sri Lankan Tamils being forced to reach back to Tamil Nadu and other nations. The bias in education, losses of recognition, employment, language, and citizenship triggered to riot. It resulted in the rise of numerous Tamil insurgent groups on the island. Among the strongest militant groups was the LTTE (Liberation Tigers of Tamil Eelam). It started to bolster its forces, and a sizable number of minorities joined the conflict and fought for the loss of rights. They demanded a separate state known as 'Eelam' to regain their rights and laws.

The Tamil militant groups took arms to attain their demands. In the late 1980s, the heat of the war burst out all over the nation. In 1980 Jaffna Library was burnt. In 1983, thirteen Sri Lankan soldiers were killed by LTTE's first assault. It was a suicide bomb attack in northern Jaffna (Bullion, 2005). Followed by the 'Anti-Tamil riot' led to more devastation on the island. It resulted in the loss of countless lives and forced displacements, Tamil homes and shops were targeted (Ratti, 2004). The cost of the war on the island is the loss of peace, loss of lives, the destruction of properties, the collapse of the county's economy, the fall of governance, the identity crisis, forced displacements, ruins of the holy sites, and societal and individual losses. According to recent estimates, the fighting has resulted in over 64,000 deaths and over 2 million forced displaced persons in Sri Lanka (Deegalle, 2006). The three decades of civil war came to an end in 2009.

D. The Role of Buddhist Values in the Sri Lankan Civil War

According to Harris (2008) Buddhism and its teachings tend to be a therapy for civilians in Sri Lanka. His view of the religion is that "Buddhism is a holistic approach toward easing life's suffering and in restoring balance" (Harris, 2008, p. 16). The principles of Buddhism developed humanitarian values at the height of the conflict. The importance of humanitarian values is depicted in the book, *Buddhism Conflict, and Violence in Modern Sri Lanka*. It covers that humans are generally scared of violence and prefer only kindness, "All sentient beings fear violent activities. When a rod or any form of violent act falls on them, they become frightened, it states, in particular, that all living beings are scared of death, all living beings value their own lives" (Deegalle, 2006, p. 5). Also, the author highlighted the subsequent impacts of violence "If we analyze problems such as the ethnic problem in Sri Lanka, it is clear beneath terrorism, extremism, war and the abuse of human rights lie key issues: the growing unemployment among the youth, the lack of resources to provide a decent living, healthcare and education for all sections of the population, the severe imbalance in distributing wealth, the corruption in the political system and the lack of public accountability about national problems" (p. 8).

Buddhism teaches not to kill or hurt others but instead to lead life on the path of non-violence. The same path was adopted by the Indian icon, Mahatma Gandhi. His chosen root to victory for independence is also the path of non-violence. His law of life and socio-political actions is 'Ahimsa' (non-violence). The book, *Gandhi on Non-violence* by Thomas Merton differentiates between the 'himsa' and 'ahimsa'. "Since himsa (violence) degrades and corrupts man, to meet force with force and hatred with hatred only increases man's progressive degeneration. Non-violence, on the contrary, heals and restores man's nature, while giving him a means to restore social order and justice. Ahimsa is not a policy for the seizure of power. It is a way of transforming relationships to bring about a peaceful transfer of power, effected freely and without compulsion by all concerned because all have come to recognize it as right" (Merton, 1965,

p. 38). However, none of the violent actions could ever be ethically justified. The fact is that no religion or ethnic group is higher than others, but none of the groups acknowledged this.

However, 70% of Sri Lankans are Buddhist, but they failed to adopt the three core precepts of Buddhism during the war period. A victory achieved through violence is not desirable and would not be considered that as a true victory. No living beings want to lead a life in the center of war-torn areas, everyone has the fear of violence and death. The better way to restore peace in the war-torn nation is to spread the values of humanity and non-violence. Apart from the religious precept, this would help to improve humanitarian acts among the people. So, the finest way to restore harmony to the war-ravaged territories is to adhere to Buddha's teachings of morals. According to Orjuela (2008), "non-governmental organisations and other civil society groups and networks have become increasingly significant actors in war-torn Sri Lanka-tending to the wounds inflicted by war throughout the country, engaging in development efforts, monitoring human rights abuses and organising peace programmes and protests against the war" (Orjuela, 2008, p. 7).

Sri Lanka's noble humanitarian movement, 'Sarvodaya Shramadana' was inspired by the values of Buddhism. The people in the movement have worked hard for the welfare of the people who have undergone suffering. The volunteers are part of the movement, they served and saved thousands of lives during conflicts. People in the movement were united on zero ethnic and religious bias. Ingram (1990) emphasized the humanitarian action of Ariyaratne's family "We had seventeen Tamil brothers and sisters living in our house. One day a Sinhalese gang came to the door, and my young daughter went out and said, "My parents' instructions are that if my father is here, he will have to be killed before any Tamil family member is touched. If my mother is here, she will die first. Now, as I am the oldest in the family and my parents are not home, I will have to die before you touch them." Perhaps she didn't realize the gravity of what she was saying, but the people did not harm her. They apologized and went away" (Ingram, 1990, p. 137).

E. The Identification of Buddhist Doctrines in The Story of a Brief Marriage

The acceptance of hardship made by others is the quality of tolerance. It's one of the distinguished moral and noble qualities. Dinesh attitudes and characteristics in the novel resemble the quality of tolerance. Ambedkar replicates Buddha's Dhamma teachings and the importance of tolerance in the chapter, 'The Man Who Was Siddhartha Gautama'. Here, Buddha's tolerance wins over the intolerant Yakkha Alavaka. Buddha was treated badly by angry Yakkha. In lieu, the insulted Buddha showed tolerance and did not take revenge. In the end, Yakkha was inspired by Buddha's tolerance and nature of kindness (Ambedkar, 1957). Dinesh tolerated the prolonged attacks of the Sri Lankan army. He tolerated the hurdles and hardships made by them and held good conduct. It resulted in winning Mr. Somasundaram and the camp people's hearts. Though he was affected by conflicts, his actions in the novel replicate the quality of tolerance.

Arudpragasam noted the heart-boiling incident at the start of the novel, a small innocent boy who had one hand amputated and was on the verge of losing one leg. At the age of six, the boy was oblivious to the meaning of conflict, but he was caught without any intervention. The same kind of explosion already caused the death of the boy's parents, "According to the boy's sister the injury had come from a land mine explosion four months before, the same accident that killed their parents also" (Arudpragasam, 2016, p. 2). Though the family was not part of the war, the violence hit a second time. It illustrated that militant and insurgent groups did not value the importance of non-violence. If they adopted religious values, it would boost to strengthen interethnic unity, peace, and justice, and respect the individual's life. It would reduce harming others, conflict, arms, fear, and physical and mental trauma of the victims. On the other hand, the consequences of violence were harming the people, loss of life, displacement, destruct of the stream of society, and mental illness. Although Dinesh was facing many hurdles, while rescuing the victims, he felt pleased and satisfied about himself for helping the people. In Buddhism, Buddha stated that real pleasure should be gained from helping others instead of hurting, "Seeking one's own happiness, [s]he, who harms other pleasure-seeking sentient beings with a rod, will not experience happiness hereafter. Seeking one's own happiness, [s]he, who does not harm other pleasure-seeking sentient beings with a rod, will experience happiness hereafter" (Deegalle, 2006, p. 6).

The other instances of Dinesh's nature of tolerance are also praiseworthy. Dinesh tolerated his body aches and rescued the war victims. On the verge of saving lives on the battlefield, he fails to take care of himself. Even though Dinesh was not a hospital staff and was not paid for his job, he spent much time in the camp clinic. His selfless nature was exposed whenever the bomb exploded in the camp area, "All day since the shelling, he had been helping out around the clinic, the cries of the wounded and grieving flooding every space between his ears, and all he wanted now was a quiet place in which to sit, rest, and think, somewhere he could contemplate in peace the proposal he had received earlier that morning" (Arudpragasam, 2016, p. 6). According to Menike (2022), one's life should be useful to others instead of selfishness, "*my* existence is not only about *my* happiness, *my* freedom, *my* peace, and so on but also about my infinite effort to abstain from violence against another, irrespective of my desire for self-fulfilment" (Menike, 2022, p. 84).

Although Dinesh lost his family members and was forced to settle in the refugee camps in the novel, he was not ready to take revenge on the assailants. His adherence to non-violence path helps to reduce further casualties and subsequent crises. Actually, the disease of intolerance widely causes more devastation. For example, Saraswathi represents an intolerant character in the novel, Munaweera's *Island of a Thousand Mirrors*. After losing her two brothers, she joined an insurgent group and took revenge on the Sinhalese through a suicide bomb attack. Here, her violent path led to self-murder and killed several Sinhalese victims. Her ferocious characteristics resulted in more

devastation in her family and society. In the end, Saraswathi's parents lost their sons along with Saraswathi (Munaweera, 2016).

Selflessness is a kind of noble behavior, and it guides to helping others with zero bias. One who has the quality of selflessness and cares about others' feelings and emotions is truly a noble soul. Instead of being concerned about 'I', 'me', 'mine', and 'myself' it is better to feel and consider others' pain, empathy, desire, feelings, and emotions. The selfless nature of Dinesh's acts is reflected throughout the novel. He was not worried about protecting his life in the battlefield areas instead, he kept attempting to save the lives. In the first section, he saved many victims on the battlefield. In the second section, he married Ganga to safeguard her life. In the third section, he built many dugouts in the camp fields to hide the victims. And in the fourth section, he saved the birds and small creatures. These numerous incidents exemplified his selflessness and tolerant characteristics. Dinesh's selflessness relates to the character, Karna in Mahabharata. Though Karna was offered the Pandava kingdom and Draupadi by Lord Krishna, he was not tempted by that. Instead, he stood with Duryodhana. Before facing the Kurukshetra war, Karna knew his identity, he would fight against his brothers, and he would die. But still, he was not ready to leave Duryodhana and it shows his selfless characteristics, "He was left by his mother. He lost his own identity as Kshatriya. Karna was called sutaputra. His brothers teased him because of his caste. He got the novel Identity by Kuru scion Duryodhana when he declared himself Anganaresh. (the king of Anga Pradesh). He remained indebted to his friend till his last breath. He very politely declined to accept the new identity offered by lord Krishna. He was above from material and mundane pleasures of life. His character attracts our attention because of his selfless instinct" (Jha, 2020, p. 1482).

In the camp hospital, the doctors and nurses came to know about the final attack in the field. They ignored the injured patients and instead tried to escape to protect themselves. However, Dinesh knew the information but didn't want to escape from the camp because he was concerned about helping the victims who required care. His prior concern was to protect the victims. Though he has many tasks, his priority concern to do the following societal work, "Even if he had some specific tasks to do if he was digging a grave for the dead, or helping transport the wounded to the hospital or clinic, still he felt he didn't quite know what he was doing or where he was going" (Arudpragasam, 2016, p. 19). Buddharakkhita (2008) stated the importance of selfless service to people, "To one ever eager to revere and serve the elders, these four blessing accrue: long life and beauty, happiness and power" (Buddharakkhita, 2008, p. 40).

Dinesh and his fellow displaced persons lived in fear due to the violence in the camp field. Due to the fear of the conflicts, the children and women learned to hide in the dugouts. Dinesh walked towards a thin, leafless tree. Whenever he hears the bomb sound, he comes out of his shelter and runs to save the victims of the armed conflict without fear of life. The conflicts made Dinesh restless, his weary body against the tree's base, pressed the bark against his back and stretched his legs, so that the muscles in his quadriceps, which had been overworked from excavating, could finally unwind. Dinesh may use arms against the Sinhalese if he decides to pursue violence. Though his ethnic group had been targeted and he had access to weapons in the camp, he didn't prefer to respond (Arudpragasam, 2016). In the book, *Buddha Taught Nonviolence, not Pacifism* depicted the Buddha's words of non-violence. "Non-violence is a prerequisite to, and the first step of the Buddha's teaching. It appears not as a belief, but as a practical necessity to the intentional and aware path of Dhamma" (Fleischman, 2022, p. 7). He insists that hurting other living beings is misconduct. A person who disregards the suffering of others attempts to find serenity through violence. In a place of violent persecution, everyone needs tranquility and leisure.

Arudpragasam (2016) included the cruelty of the conflict in the novel, "Dinesh had once seen a man with an amputated arm wandering around after the shelling as if in search of his missing body part; he picked up the different forearms he found on the ground and tried each one on like he was shopping for new clothes, pursing his lips with dissatisfaction at each mismatch of size or complexion" (Arudpragasam, 2016, p. 18). The victim's search for his missed body part scenery affected him a lot though he urged to save his life. In Buddhism, when Siddhartha explored the outside world, he saw the miseries of people, "On his way to the park his observant eyes met the strange sights of a decrepit old man, a diseased person, a corpse and a dignified hermit" (Mahathera, 2020, p. 6). Soon, he decided to leave his worldly possessions and started to serve people through his teachings. In this way, whenever Dinesh found the crisis of the people, he came out of his tent and started to rescue them.

Dinesh treated his fellow refugees gently and lovingly. In his early displacement, he learned that a woman lost her son, who reached next to his shelter with her husband and twelve-year-old daughter. She always preferred to read the Bible to distract her mind from the hard times. She has hope that her son will return one day. Dinesh could feel the pain of the woman and he started to treat her as his own mother. He took much care of her to come out of her mental trauma, "He would do anything she asked him to do, and sometimes even before she asked, as though no sooner was a thought formed in her mind than he would begin to act on it" (Arudpragasam, 2016, p. 114). Tilakaratne (2020) mentioned the two keynotes of life are compassion and wisdom. That strengthens the fragile minds, "In Buddhism two virtues, compassion and wisdom, are endorsed as supreme. It is held that the Buddha's behavior is motivated by these two virtues" (Tilakaratne, 2020, p. 319).

Mr. Somasundaram had much faith in Dinesh to take care of his daughter. After Dinesh's nuptial bond with Ganga, he hid his taste of both agony and pain. He knew that, if he expressed his agony or cried in her presence, that would affect the fragile heart of Ganga. So, he expressed his grief in her absence or after she slept, "If Ganga was sleeping still he would be able to cry right beside her even, in the soft and solicitous silence of her sleep" (Arudpragasam, 2016, p.

119). Once, Ganga enquired about Dinesh's mood and the strain of work in the camp clinic. He replied that a generous person only could manage to work, "I can't imagine working in the clinic every single day. It must be difficult, no, with all the blood and everything? You must be a selfless person" (p. 136).

"Buddhists are taught to show the same tolerance, forbearance, and brotherly love to all men, without distinction; and an unswerving kindness toward members of the animal kingdom" (Lopez, 2002, p. 13). As Dinesh holds the nature of love and kindness not only with people but also with birds and invertebrates. He rescued a small, injured black crow in the middle of the night when explosives were being released. After being rescued, he discovered that its wings were damaged, "He could only either put it out of its misery or simply let it be. If he killed it he could release it from this last stretch of difficulty, while if he left it living it would have no choice but to wait, would have to go on suffering till it died. Ganga advised him to slay it rather than allow it to continue to suffer" (Arudpragasam, 2016. p. 157). Ganga's words echoed the Buddha's words that 'death is the salvation of suffering'. Dinesh, however, refused to kill it; instead, he told her that he would assist it as much as possible, until its demise. The second example is, when he was in elementary school, he rescued a wounded defenseless gecko and nursed it back to health. His noble characteristics link with the Buddhist verse, "Someone does not become noble by harming living things. Through not harming any living things He is called noble" (Roebuck, 2010, p. 174).

VI. CONCLUSION

The characteristics of Dinesh examined in the paper serve as an example of humanitarian acts. He preferred non-violence, selflessness, and tolerance throughout the descriptions in the novel that exemplify fundamental Buddhist principles. If everyone embraces the fundamental values in their daily lives, that would result in a reduction of conflicts. Encouraging humanitarian values is the path to bring harmony to a war-torn nation. Developing values among the people could prevent future violence and conflict. The inhumane were made harm to people to obtain power, possessions, and favors were useless.

"The teachings of all religions should center here, for without wisdom there is no reason" (Carus, 2010, p. 66). Despite the several religions in Sri Lanka, Buddhism captured maximum hearts due to its moral and ethical lessons. If Buddhists adopted religious values, the cause and effects of the conflicts somehow could be controlled. The prolonged crises on the island occurred because people were not ready to be compassionate to each other, due to the absence of religious and humanitarian values. The only way to end the conflict is to consider or value others' suffering. The structure of human existence is dependent on one another. Taking revenge, and dominating others are led to further conflicts. Adopting the teachings of Buddha's fourfold and eightfold paths, are the antidotes to violence and restoring harmony in the war-torn nation.

Buddhist teachings are generally viewed as the moral and ethical nature of life. The core values are universal truths, "He taught the dharma both to the rich and the poor, to the powerful and the destitute, to gods and humans, and even to nonhumans" (Lopez, 2002, p. 54). People in Sri Lanka differentiate themselves from others based on group, caste, ethnicity, religion, race, language, border, or state. They failed to evade the prejudices and unite based on identities, traditions, culture, and aesthetics. Spreading love and compassion toward others is the prime teaching of all religions. The religious and humanitarian values between the groups strengthen and stabilize the peace. Undoubtedly, the spiritual teachings of Gautama Buddha help to control harming others and wrongdoings. One's life would be incomplete when he/she fails to adapt to the religious core teachings. The majority of people in the world are inspired by religious precepts and adopt them into their lives. These influences would be reflected in everyone's actions, either deliberately or unintentionally. It helps the society and nation in stable mode. In this way, the paper concludes that adopting Buddhism's core values helps to develop humanitarian values and restore harmony in the war-torn nation.

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Implementing the Process Writing Approach to Teach Paragraph Writing at Birzeit University

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Abstract—The Process Writing Approach focuses on the process of writing rather than the product. The purpose of the research was to explore the effectiveness of the Process Writing Approach in developing EFL students' paragraph writing skill at Birzeit University/ Palestine. After reviewing previous literature on the topic, the researcher decided to utilize this approach in intermediate English (1201) in the first semester 2021/2022. Participants were randomly placed in an experimental group and a control group. A pre/posttest quasi-experimental approach was employed. Experimental procedures of teaching paragraphs lasted 8 weeks, and paragraphs were evaluated at the beginning and end of the study. The data obtained from the pre/post writing tests were analyzed descriptively by running a t-test to calculate the differences between the mean scores of the two groups. The post-test findings revealed statistically significant differences in favor of the experimental group. Accordingly, employing the Process Writing Approach proved to be extremely helpful in developing paragraph writing of EFL students. The study recommended adopting the same approach to develop intermediate-level students' writing and utilizing it in teaching essays and various genres as well.

Index Terms—paragraph writing, Process Writing Approach (PWA)

I. INTRODUCTION

Writing is one of the four- macro language skills: listening, speaking, reading and writing. Writing has always been seen as an important skill in English language acquisition because it reinforces grammatical structures and vocabulary that educators strive to teach their students (Cole & Feng, 2015). Jabali (2018) assumed that if writing was considered as means of communication since used widely via the internet, then the written form of communication would be more commonly used than the verbal one.

Through writing, individuals can express their ideas and thoughts to convey a message and accomplish a purpose. According to Pratama (2015), individuals can tell about ideas, feelings, events, and objects to others, and pouring ideas and thought into writing should take into consideration the grammar rule regarding correct spelling.

Mehr (2017) considered writing as a "thinking process which involves generating ideas, composing these ideas in sentences and paragraphs, and finally revising the ideas and paragraphs composed. Good writing also requires knowledge of grammatical rules, lexical devices, and logical ties" (p. 2).

AL-Haj (2015) viewed writing as a productive language process that requires special attention to transform and convey thoughts into written messages accurately and effectively. Besides, "Writing proficiency requires cognition of the orthographic system of a language structure and writing conventions" (p. 2).

Educational researchers believe that writing is very difficult to master compared with other skills. According to Zhao (2015), writing is the least language skill used by the majority of people in their native language, and "Even in the most 'advanced' societies a significant percentage of the adult population writes with difficulty" (p. 70). Rekibi (2016) viewed writing a foreign language as one of the most challenging skills, which makes it a very difficult duty for almost all EFL students. Rekibi argued that learners encounter difficulties with language use, vocabulary, structure, paraphrasing, and mechanics like spelling, punctuation, etc.

Isleem (2012) pointed out that educationalists agree that L1 or L2 writing is the most challenging skill master. Bacha (2002) stated that in higher learning institutions where English is the medium of instruction, students face problems mainly in writing and cannot cope with the institution's literacy expectations.

Mokhamar (2016) said that English is an international language, not only the language of communication and science, but it is also one of the vital academic qualifications that learners ensure among others. Jabali (2018) maintained that many English language learners come from various backgrounds, with diverse language levels and learning experiences, methodologies, insights, attitudes and conceptions about the writing skill. Therefore, they do not achieve the aspirations and hopes of instructors both communicatively and linguistically.

Cole and Feng (2015) are in the same line with Jabali (2018). They claimed that writing is the last acquired domain of learning English due to several reasons. Students who learn English as a second language do not have the same background knowledge as native English speakers, which make it more difficult for them to write with meaning. They also feel frustrated because they have limited vocabulary and cannot use gestures to express their ideas in writing as they do when speaking.

Mokhamar (2016) mentioned that since writing is required for academic achievement and pursuing higher studies, it is necessary for all university students to write fluently and expressively. Piršl et al. (2011) believed that writing has become the key to survival in many fields of study. It is a factor that decides the students' ability to master seminar papers, reports and exams and determines students' success at university. Therefore, it is unquestionably certain that writing is the biggest challenge students struggle to overcome.

Hammad (2014) claimed that writing difficulties could refer to teaching writing in isolation without being linked to contextual clues or real situations. Students reported that in spite of recognizing grammatical rules, vocabulary and cohesive devices, they cannot apply them in real communication. It was inferred that language teaching/learning aimed mainly at acquiring items rather than using it in real communication.

Wirantaka (2016) maintained that EFL students might have difficulty in terms of vocabulary, grammar, and sentence structure. Adas and Bakir (2013) also noticed that most of the students face problems in communicating ideas effectively as they lack "the adequate stock of English vocabulary and creativity in writing" (p. 254). They concluded that since writing is the biggest challenge for many students, many associations do much effort to improve students' learning English. Hussein (2015) indicated that since writing is a productive skill, performing a writing task requires using syntactic, lexical, and rhetorical knowledge. Harmer (2001) stated that writing should not merely be dealt with as a productive skill, but as a process, that comprises pre-writing, writing, and post-writing.

In Palestine, writing is one of "the most difficult language areas that many EFL students suffer from" (Ikhlail, 2017, p. 7). This might refer to the traditional language teaching methods, or the product rather than the process approach, where writing is presented as an isolated skill and students are required to write about a topic suggested by the teacher. Teachers show a sample text, and students are expected to produce a similar one. The "product of writing should be same as the model" (Nabhan, 2016, p. 4). In the writing classes, topics are assigned without any prewriting discussion, which causes difficulty in composing appropriate ideas and delivering well-organized and good –quality texts (Maraqa, 2021).

Many teachers raise complaints regarding students' low level in writing (Al-Ghussain, 2001). From her experience as an instructor of English at university, the current researcher noticed that EFL students consider writing the most difficult and complicated language skill and find it difficult to produce a piece of writing. This reinforces the fact that teachers at schools teach writing as a product and a testing tool. Students are asked to produce a text about a certain topic, and teachers mark it focusing on writing mechanics like grammar, spelling and punctuation rather than involving students in the writing process.

The researcher's decision behind choosing paragraph writing is due to two reasons. First, it is the basic component of academic essay writing taught to EFL students in advanced courses. Therefore, learning how to structure paragraphs is badly required to be able to compose well-structured, coherent and cohesive essays (Rustipa, 2017). In contrast, "lack of paragraph writing skills culminates into a farrago of ideas scattered haphazardly in the essay" (Kwasi, 2015, p. 145). Through writing paragraphs, students will be able to write about functions like description, cause/effect, comparison/contrast, explanation, reports and different genres that will be required in different disciplines at tertiary levels.

Secondly, there is a consensus among EFL colleagues at Birzeit University (BZU) that students cannot compose good-structured paragraphs. Khalil (2019) argued that since providing feedback is very demanding regarding effort and time, some university teachers in Palestine mark students' written assignments without giving any feedback for improving their writing. Many teachers "simply give a letter grade and/or underline some of the errors without further explanation" (p. 3).

As far as the researcher could tell, no study has been conducted on this issue in Palestine. Believing that it is very important for Palestinian EFL learners to convey a message and express their ideas perfectly in writing, the researcher hoped the Process Writing Approach (PWA) would be a good technique to develop students' paragraph writing performance. Hussein (2015) confirmed that effective instruction, proper teaching approaches and scaffolding foster EFL students' writing skill decrease their writing problems, and help accomplish their writing tasks successfully. However, Muluneh (2018) argued that there is "a consensus among teachers that paragraph writing skills remain poor even if students are instructed how to write it. The method of instruction is partly responsible for students' success or failure in writing and teachers need to try adopting active learning techniques" (p. 2).

II. LITERATURE REVIEW

A. Paragraph Structure

Dokchandra (2018) stated that a well-written paragraph is an indicator of students' basic writing ability that determines their academic success. Producing an effective paragraph requires writing a good topic sentence and providing supporting sentences that include details and related examples to develop the main point of the paragraph.

Alsmari (2019) stated that a paragraph is one writing unit consisting of a topic sentence that expresses one main idea, five to eight supporting statements that discuss the main idea, and a concluding sentence that reaffirms the key concept of the paragraph. Similarly, Rustipa (2016) pointed out that a paragraph is the core unit of an essay and both are equivalent in that they consist of an introduction, body and conclusion. The introduction of the paragraph comprises the

topic sentence, which formulates the subject of the paragraph and states the main idea; the supporting sentences form the body, and the last sentence concludes the paragraph.

In the same line, Wirantaka (2016) explained that a good-quality paragraph is characterized by three elements: Unity, which refers to the only idea represented by the topic sentence and developed by appropriate supporting sentences; coherence is the use of linking and transitional words and phrases to connect sentences logically; adequate development, which is achieved by writing supporting sentences that provide readers with full information, evidence and details that develop the main idea. A good and coherent paragraph helps readers understand the content, and proper supporting sentences develop and reflect the main idea. Besides, cohesion is necessary to link ideas among paragraphs and "shows the readers the unity of the paragraph" (p. 35).

Mokhamar (2016) defined a paragraph as coherent related sentences tackling one topic. It consists of components like a topic sentence, unity, coherence, and adequate development that overlap to compose an effective paragraph. Not only do sentences need to start with capital letter and end with a period, but also the vocabulary must be logically used to express a clear and meaningful idea or opinion.

B. A Process vs. Product Writing

Hanapi (2019) defined the PWA as learning how to write by writing; it focuses on the process of writing rather than the product. Its core principle is that all children, no matter what their age, can write, and the focus is on producing relevant and engaging content and learning writing genres.

For Alodwan and Ibnian (June, 2014), the PWA focuses on the learner's message and purpose of interaction, which is of much importance. The learner's role is recognized as an "initiator, not a mere responder or a mimicker of other people's intentions and expressions" (p. 154).

The PWA involves some steps recommended by researchers. Four writing approaches were developed and refined by time: the Schmidt model, the Van Galen, the Hayes and Flower, and the Hayes model. For Flower and Hayes (1981), the PWA covers four points: The act of writing that encompasses thinking processes; the interconnection of these processes; composing, which is goal- oriented steered by the writer's thinking process, and creating sub-goals and changing main goals when needed. The stages of these approaches have been presented in almost similar ways. However, they are different from the Flower and Hayes' in that "the subcomponents of the main stages of the process are instead posited as separate stages: prewriting, drafting, editing, revising, and publishing" (cited in Bayat, 2014, p. 1134).

Coffin et al. (2003) mentioned that the writing process includes eight stages: Pre-writing, planning, drafting, reflecting, peer or tutor reviewing, revising, and editing/proofreading (cited in Nabhan, 2016). Harmer (2004) recommended four similar elements for teaching process writing: Planning, drafting, editing (reflecting and revising), and final version (p. 5).

Mart ñez et al. (2020) viewed the PWA as a combination of tasks starting from developing and organizing ideas to forming the tentative draft. This is followed by revising and editing to improve the text before writing the final version. The PWA is beneficial for both students and teachers. Students can divide the writing task into steps to help them produce good quality drafts and can also help them assess their progress after each stage. Teachers can teach one stage at a time to enable learners to write gradually and develop analytical skills while focusing on specific points in the different processes. Teachers can correct and mark each process instead of marking the whole version and provide essential feedback to improve students' writing.

However, the product approach focuses on sentence-level without dealing with strategies and processes that involve learners in the writing process. This approach requires producing "an error-free draft by following a fixed pattern" (Mehr, 2017, p. 159). Unlike the PWA, the product approach comprises four stages: familiarization, controlled writing, guided writing, and free writing (Khalil, 2019; Wahdan & Buragohain, 2019).

The product approach emphases the final product and entails 3 stages: model texts, controlled practice, and organizing ideas. In contrast, the PWA promotes creativity as it activates learners' previous knowledge and encourages them to create their own ideas. The PWA also helps the learners to develop analytical skills necessary for everyone. However, "analyzing the features is not an easy task especially for the low proficiency learners" (Jee & Aziz, April, 2021, p. 885).

One major weakness of the product approach should be mentioned in this context. Since the product approach focuses on the final piece of writing which will be published and graded, teachers might not provide immediate feedback during students' writing. Therefore, "any problems that occur during the process of writing will be ignored as long as the students are able to produce the final product" (Al-Sawalha, 2014, p. 42).

To wrap up, the researcher found that the PWA could be the best approach to develop EFL students' writing performance. This is achieved through guiding learners in the writing process and helping incorporate mental and decision-making activity to compose the required task (Situngkir, 2019). Table 1 explains the steps of PWA created by Mart ñez et al. (2020, p. 52).

TABLE 1
PROCESS-WRITING STEPS

Planning	Planning has to do with prewriting, by outlining and brainstorming ideas. This stage tends to be fundamental to the writing process, as students struggle to think about ideas that may connect to what they want to write. Among the many strategies that can be used in this stage, Bae (2011) suggests: brainstorming, listing, clustering, free writing, reading, skimming, and scanning. Mistakes do not receive attention in this part since the intention is to gather as many ideas as possible. Furthermore, failure at this stage may result in a lack of ideas in the other steps of the process and additional writing time.
Drafting	Drafting puts ideas together in a coherent fashion. This may, as well, be one of the most challenging stages for students since it is not commonly natural for them to transform outlined thoughts into sentences. Here, students concentrate on getting ideas on paper without worrying about grammatical and mechanical errors (Bae, 2005).
Revising	This stage focuses on assessing the text's alignment and overall cohesion. Students pay close attention to the content and organization of the whole text, looking for cohesion and avoiding engaging in specific internal errors found throughout the text. The teacher can also guide the students to questions related to assignment-specific guidelines.
Editing	In the editing part, students dedicate time to the mistakes found in the text. By addressing grammar, word choice, connectors, punctuation, and spelling, students pursue writing accuracy.
Publishing	Some experts suggest one last stage called "publishing," in which students share what they have written or in the academic world, they may submit it for scholarly publication (Laksmy; as cited in Aziz, 2015). Other authors call it "sharing" (Bae, 2005) and think of it as an opportunity for students to communicate and negotiate on text's mechanics.

Planning requires outlining ideas and bringing them into note form. This is necessary for organizing and classifying the ideas gathered in brainstorming to help writers put them into correct order and keep connection between the ideas (Wirantaka, July, 2016).

Drafting is the first production stage. Writers can put, modify, add, or delete irrelevant sentences. Here, the content is emphasized without having to revise the vocabulary and grammar (Wirantaka, July, 2016). In drafting, "students develop the meaning using ideas in pre-writing strategies, narrow down the broad focus, and remove or add information" (Nabhan, 2016, p. 6). Students write ideas, organize them logically, add supporting sentences and details to develop the topic, taking into consideration the audience and purpose of writing (Wahdan & Buragohain, 2019).

Revising is the core of the writing process. Students try to improve their writing drafts and reevaluate their compositions based on the feedback they receive (Wahdan & Buragohain). For Alodwan and Ibnian (June, 2014), revision is viewed as "looking at organization, main points, support for main ideas, examples, and connections between ideas" (p. 155); it is a "recursive process and can occur at any point in the writing process" (p. 156). Students check if the ideas are well organized, sequenced, developed and presented (Wirantaka, July, 2016).

In editing and proofreading, students pay attention to writing mechanics, including formatting, checking language accuracy, and "polishing the text" (Nabhan, 2016, p. 6). They correct mistakes like spelling, capitalization, sentence structure, and verb tenses.

Publishing is the last phase of the writing process after revising and editing. Alodwan and Ibnian (June, 2014), stated different ways for publishing students' writing. Products can be published in classroom newspapers and magazines, on walls and in halls, or read aloud to the class. Wahdan and Buragohain (2019) suggested that reading classmates' writings to give and receive feedback has positive effects on their writing.

III. RELATED STUDIES

Many previous studies examined the effectiveness of PWA in improving students' writing performance. Novia and Saptarina (2021) investigated whether there was a significant difference in learners' descriptive paragraph performance between the students who practiced using the PWA and those who did not. Students were divided into an experimental and control groups; they were given five topics and asked to write a paragraph about one descriptive issue as a pretest and one as a posttest. The written test was evaluated by two inter- raters using a descriptive writing rubric. To calculate the data, a paired sample t-test and independent-sample t-test were used. Analysis showed that p value (0.008) was lower than ά value (0.05), which showed a significant increase in students' paragraph achievement due to implementing the PWA. The researchers confirmed that the "PWA can be used as an alternative strategy to encourage students to develop their writing abilities" (p. 6).

Mart ńez et al. (2020) conducted an action research to explore the effectiveness of the PWA for developing paragraph writing skills. Four lessons were taught to 25 low intermediate (-B1) adult students. Four research tools - a rubric, a pre/posttest, an observation chart, and an online survey completed by a sample of 12 students -were used to evaluate the PWA. Results revealed significant increase in students' grades in the final writing tasks, which demonstrated the effectiveness of the PWA in developing students' writing. However, students' noticeable errors revealed that students' writing performance generally depends on their language proficiency.

Jee and Aziz (2021) conducted an action research employing pre/posttests at a high school in Malaysia to explore the effect of PWA on enhancing learners' argumentative essay writing. They claimed that traditional methods involve teaching and spoon-feeding the low- proficiency learners. In contrast, PWA is more student-centered learning, where

the teacher acts as a facilitator, and learners are "more independent and confident to complete the task given without relying on the teacher" (p. 838). Results revealed a slight improvement in the posttest scores, which proved the effectiveness of PWA.

Dokchandra (2018) carried out a ten-week quasi-experimental study to explore the effect of the PWA on students' writing performance and opinions about it. The study employed a pre/posttest one group design on 55 EFL students in an overcrowded class at a Thai university .To evaluate students' progress, two academic essays were composed at the beginning and end of the treatment, and a questionnaire was used to find out the participants' opinions about PWA. A paired sample t-test was used to calculate mean score differences, and descriptive statistics were used to analyze the questionnaire data. The results showed that PWA had a significant effect ($p<<.05$) on the students' writing, and students expressed very positive opinions towards the PWA. The study recommended using the PWA in EFL writing class.

Mehr (2017) investigated the effect of using the product vs. the PWA on developing Iranian EFL writing performance, fluency and accuracy, and discourse markers, and learners' attitude towards the writing skill. After receiving the treatment, the findings revealed a significant effect of the PWA on EFL students' writing performance and demonstrated positive effect on their attitude toward writing. The study recommended integrating the PWA in syllabus design.

Nabhan (2016) examined the impact of the PWA on developing students' writing skill in the English Education Department / Indonesia. The quantitative quasi-experimental design was employed and the PWA was taught to the experimental group. The t-test analysis showed that the PWA had a significant impact on improving students' writing skill.

In his article, Al-Sawalha (2014) explained the advantages of PWA in developing the writing skill compared to the traditional product and genre- oriented approaches. EFL and literature students in the Department of English Language at Jerash University/ Jordan admitted that they cannot produce a piece of writing fluently in spite of spending several years studying basic writing courses. "Apart from introducing them to the various stages and activities of producing a good piece of writing, the process itself has the potential to increase the Jordanian EFL student's enjoyment of the writing process" (p. 44).

Bayat (2014) explored the effect of the PWA on students' writing at Akdeniz University, Turkey. A pre/posttest control group quasi-experimental design was implemented on first-year students. Following the treatment, the experimental group got a higher mean score in the posttest than that of the control group. The study revealed that the PWA had a significant effect on students' writing success.

Alodwan and Ibnian (June, 2014) studied the effect of the PWA on developing university students' essay writing skills at the World Islamic Sciences and Education University/ Amman. Two English 101 sections, one experimental and one control, participated in the study. The PWA was applied to the experimental group. The quasi- experimental design was used and a pre/post test was administered to both groups. The experimental group composed better essays than the control group; students applied the stage of pre-writing to explore, link and generate new ideas and the stages of pre-writing, drafting, revising, editing and publishing helped improve students' ideas and writing mechanics. Therefore, the results indicated that the PWA positively affected students' essay writing skills.

Based on this view, and believing that writing is not only important in language classes, but also in all disciplines, the current researcher decided to employ the PWA strategy to facilitate and develop students' writing skill rather than focusing on the product. Teaching the paragraph structure aims at developing learners' basic writing and drawing their attention that writing "requires thinking to produce ideas, words and sentences (Muntaha, 2018, p. 1).

IV. RESEARCH QUESTIONS

This study attempted to answer the main question:

What is the effectiveness of the PWA in developing paragraph-writing performance of ENGC 1201 students?

To answer the main question, the researcher sought to answer these sub- questions:

1- Are there statistically significant differences in the mean scores between the pre/post writing test of ENGC 1201 experimental group due to PWA?

2- Are there any statistically significant differences between the writing posttest mean scores of the experimental group and the control group due to the PWA?

A. Hypotheses of the Study

Two hypotheses were put forward to answer the research questions:

H1: There are no statistically significant differences ($p<<.05$) between the mean scores of the experimental group's pre/post paragraph writing test.

H2: There are no statistically significant differences ($p<<.05$) between the mean scores of the post- paragraph writing test of both groups in favor of the experimental group.

B. Significance the Study

The study is expected to:

- enable teachers to get rid of the traditional product writing and replace it with the PWA for developing EFL students' paragraph writing.
- draw students' attention to the importance of writing in all disciplines, mainly at higher- level education.
- enlighten English language educators and designers to consider integrating the PWA in teaching writing at high schools and tertiary education.

V. METHODOLOGY

A. Research Design

This is a quasi-experimental design consisting of two groups randomly assigned as one control and another experimental group. The participants in both groups were placed by the Registrar Office based on their test scores in the University Placement Test. The PWA was implemented in the experimental group, while the traditional method was followed in the control group. Data collection instrument was the students' paragraphs.

(a). Setting and Sample of the Study

The study was conducted on intermediate ENGC 1201 in the Department of Languages and Translation at BZU/ Palestine during the first semester of the academic year 2021/2022. The population comprised (1618) male and female students. Two sections participated in the study; each consisted of 31 students; one served as an experimental group and the other as control group. However, one student from the each group dropped the course, and so both were excluded from the research (Table 2).

TABLE 2
PARTICIPANTS OF THE STUDY

Group	Number of participants
Experimental group	30
Control group	30

(b). English 1201

This course integrates the four language skills. As clarified in the outline, ENGC 1201 helps students understand sentences and frequently used expressions related to different areas; communicate in simple and routine tasks requiring simple and direct exchange of information on familiar and routine matters; describe background, immediate environment, interests or activities; and write simple paragraphs accurately.

B. Variables of the Study

The independent variable: The PWA - aimed at developing ENGC 1201 paragraph writing.
The dependent variable: The performance of the experimental group in paragraph writing.

C. Instruments of the Study

A pre/posttest consisted of writing two paragraphs, one before and one after the PWA treatment, and a rubric for marking the paragraphs.

D. Content and Face Validity of the Instruments

The pre/posttest paragraph topics and outlines were adapted from previous ENGC 1201 exam papers used in the Department of Languages and Translation, and so was the rubric for marking the paragraphs. The writing topic of the posttest was comparable to that of the pretest; they both were analyzed by the instructors to check content and face validity. The content validity was achieved and proved that the paragraphs were set to measure the learners' PWA skills; the content and language of the rubric were also appropriate and clear for the study sample. From the instructors' experience of teaching writing and giving similar topics, they assured that the topics were feasible and practical, which accomplished the face validity.

E. Reliability of the Rubric

The researcher scored the paragraphs using an analytical writing rubric (Appendix A). The rubric was proved valid and reliable and had been used to mark students' paragraphs by experts in teaching English in the Department of Languages and Translation at BZU.

For the current study, the researcher and another rater, who were familiar with the rubric and scoring system, participated in scoring the paragraphs. They scored a random number of papers independently and showed correlation and consistency between their scores, which proved the reliability of the rubric (0.85) as determined through Alpha Cronbach.

VI. PROCEDURES

Students in both groups were first informed of the objectives of the research. They were asked to write a diagnostic paragraph - describing the place where they live, focusing on the positive and negative points. The researcher did not explain the PWA or paragraph structure since the purpose was eliciting samples of students' authentic paragraphs. The paragraphs were marked using the writing rubric, which was explained and distributed to the participants to help them write clear and precise paragraphs. Shabani and Panahi (2021) argued that, "Employing rubrics in the realm of writing assessment helps learners understand raters' and teachers' expectations better, judge and revise their own work more successfully, promote self-assessment of their learning, and improve the quality of their writing task" (p. 5).

Through the first unit which lasted four weeks, the researcher explained the PWA to the participants in the experimental group, focusing on brainstorming / planning, drafting, revising, editing and publishing/ sharing. The components of the paragraph were also stressed: Topic sentence, supporting sentences and concluding sentence. After practicing writing paragraphs in pairs and groups, individual students were asked to write academic paragraphs on a variety of topics as planned in the curriculum. Then they were asked to write a paragraph describing a festival or an event they have attended applying what they have learned. Again, paragraphs were marked using the same rubric to measure students' progress.

Data Analysis

After scoring the paragraphs, independent paired sample test was used to calculate the results, and t-test was used to analyze the data and verify the research hypotheses.

VII. RESULTS

A. Statistical Analysis of the Pre-Test Results of Both Groups

To ensure that both groups were equivalent in their writing level before teaching the PWA, a pre-test was given. SPSS was used to analyze the data and find if there were any differences between the two groups. The mean score of the control group is 2.07 with a standard deviation of 0.64, while the mean score of the experimental group is 1.97 and the standard deviation is 0.60.

TABLE 3
STATISTICAL ANALYSIS OF THE PRE-TEST RESULTS OF BOTH GROUPS DIFFERENCE SCORES CALCULATIONS

Control Group	Experimental Group	T-value Calculation
N1: 30 df1 = N - 1 = 30 - 1 = 29 M1: 2.07 SS1: 11.87 $s21 = SS`1/(N - 1) = 11.87/(30-1) = 0.41$	N2: 30 df2 = N - 1 = 30 - 1 = 29 M2: 1.97 SS2: 10.47 $s22 = SS2/(N - 1) = 10.47/(30-1) = 0.36$	$s2p = ((df1/(df1 + df2)) * s21) + ((df2/(df2 + df2)) * s22) = ((29/58) * 0.41) + ((29/58) * 0.36)$ $= 0.39$ $s2M1 = s2p/N1 = 0.39/30 = 0.01$ $s2M2 = s2p/N2 = 0.39/30 = 0.01$ $t = (M1 - M2)/\sqrt{(s2M1 + s2M2)} = 0.1/\sqrt{0.03} = 0.62$

Table 3 shows that the t-value is 0.62 and the p-value is .27.Therefore, the result is not significant at $p < .05$.This means that both groups were equivalent and there were no significant differences in their pretest results.

B. Statistical Analysis of the Pre/Post- Test of the Control Group

Table 4 shows the statistical analysis of the pre/post-test of the control group. The mean score of the post-test is 2.48 and standard deviation is .85, while the mean score of the pre-test is 2.07 with a standard deviation of 0.64.

TABLE 4
STATISTICAL ANALYSIS OF THE PRE/POST TEST OF THE CONTROL GROUP: DIFFERENCE SCORES CALCULATIONS

Pretest	Posttest	T-value Calculation
N1: 30 df1 = N - 1 = 30 - 1 = 29 M1: 2.07 SS1: 11.87 $s21 = SS1/(N - 1) = 11.87/(30-1) = 0.41$	N2: 30 df2 = N - 1 = 30 - 1 = 29 M2: 2.48 SS2: 21.24 $s22 = SS2/(N - 1) = 21.24/(30-1) = 0.73$	$s2p = ((df1/(df1 + df2)) * s21) + ((df2/(df2 + df2)) * s22) = ((29/58) * 0.41) + ((29/58) * 0.73) = 0.57$ $s2M1 = s2p/N1 = 0.57/30 = 0.02$ $s2M2 = s2p/N2 = 0.57/30 = 0.02$ $t = (M1 - M2)/\sqrt{(s2M1 + s2M2)} = -0.42/\sqrt{0.04} = -2.14$

T-test Analysis shows that the t-value is -2.14 and the p-value is .01846. Therefore, the result is significant at $p < .05$, which means there were significant differences in the pre/post results of the control group. This indicates that students' writing improved through the course.

To answer the first sub- question, if there were any significant differences in the experimental group's results before and after the PWA treatment, the paired sample t-test was used. Analysis shows that the mean score of the pretest was 1.97 and the standard deviation was 0.60. However, the mean score of the posttest was 2.93 with a standard deviation of 0.76 (Table 5).

TABLE 5
STATISTICAL ANALYSIS OF THE PRE/POST TEST OF THE EXPERIMENTAL GROUP: DIFFERENCE SCORES CALCULATIONS

Pretest	Posttest	T-value Calculation
Treatment 1 N1: 30 df1 = N - 1 = 30 - 1 = 29 M1: 1.97 SS1: 10.47 s21 = SS1/(N - 1) = 10.47/(30-1) = 0.36	N2: 30 df2 = N - 1 = 30 - 1 = 29 M2: 2.93 SS2: 16.87 s22 = SS2/(N - 1) = 16.87/(30-1) = 0.58	T-value Calculation s2p = ((df1/(df1 + df2)) * s21) + ((df2/(df2 + df2)) * s22) = ((29/58) * 0.36) + ((29/58) * 0.58) = 0.47 s2M1 = s2p/N1 = 0.47/30 = 0.02 s2M2 = s2p/N2 = 0.47/30 = 0.02 t = (M1 - M2)/√(s2M1 + s2M2) = -0.97/√0.03 = -5.45

Table 5 shows that the t-value is -5.45; the p-value is < .00001. Therefore, the result is significant at p < .05. It can be concluded that there were significant differences in the experimental group's paragraph writing due to the PWA. So the first hypothesis which says "There are no statistically significant differences (p<<.05) between the mean scores of the experimental group in the pre/ posttest paragraph writing" was rejected.

To answer the second sub-question and investigate if there were any statistically significant differences between the posttest results of both groups due to the PWA, statistical analysis was done. After eight sessions of applying the PWA treatment to the experimental group, the posttest paragraph was given to both groups. T-test was used to analyze the gathered data and testify if the treatment had an impact on developing students' paragraph writing (Table 6).

TABLE 6
STATISTICAL ANALYSIS OF THE POST-TEST RESULTS OF BOTH GROUPS: DIFFERENCE SCORES CALCULATIONS

Control Group	Experimental Group	T-value Calculation
N1: 30 df1 = N - 1 = 30 - 1 = 29 M1: 2.48 SS1: 21.24 s21 = SS1/(N - 1) = 21.24/(30-1) = 0.73	N2: 30 df2 = N - 1 = 30 - 1 = 29 M2: 2.93 SS2: 16.87 s22 = SS2/(N - 1) = 16.87/(30-1) = 0.58	2p = ((df1/(df1 + df2)) * s21) + ((df2/(df2 + df2)) * s22) = ((29/58) * 0.73) + ((29/58) * 0.58) = 0.66 s2M1 = s2p/N1 = 0.66/30 = 0.02 s2M2 = s2p/N2 = 0.66/30 = 0.02 t = (M1 - M2)/√(s2M1 + s2M2) = -0.45/√0.04 = -2.15

Table 6 shows that the t-value is -2.15; the p-value is .017864, and so the result is significant at p < .05. This illustrated significant differences between the post- test results of both groups in favor of the experimental group. Therefore, the second research hypothesis H2 that says "There are no statistically significant differences (p<<.05) between the mean scores of both groups in the post- paragraph writing test in favor of the experimental group" was rejected. This answers the main research question and proves the effectiveness of the PWA in developing paragraph-writing performance of ENGC 1201 students.

VIII. DISCUSSION

The previous data show there were no significant differences in the mean scores of the pretest between both groups before the treatment. However, analysis revealed that the mean score of experimental group's posttest was higher than that of the control group. Therefore, it was proved that using the PWA had a significant influence on enhancing students' paragraph writing. Implementing various PWA phases helped students brainstorm and organize their ideas, get feedback after each phase, edit their paragraphs focusing on grammar and writing mechanics, and finally publish their paragraphs as planned by the researcher.

The results of this research are consistent with previous studies. Researchers (Bayat, 2014; Alodwan & Ibnian, June, 2014; Nabhan, 2016; Mehr, 2017; Mart ńez et al., 2020; Novia & Saptarina, 2021) found that the PWA enhanced students' paragraph and essay writing. Based on their findings, they recommended using the PWA, "which allows the written product to be checked and evaluated during the writing process, on students' writing success and anxiety" (Bayat, 2014, p. 1133).

IX. CONCLUSION

Since writing is an essential and significant skill required in all fields of study, it should be emphasized in language classrooms. Based on the data analysis of the current research, the pretest scores confirm that ENGC1201 had problems with paragraph development; they were unable to compose well-structured paragraphs. However, after applying the treatment of PWA, students' writing improved; they were able to produce paragraphs with good, coherent structure, and paying attention to writing mechanics and punctuation marks. Therefore, it is recommended that EFL instructors at BZU utilize the PWA for its relevancy in helping students construct good paragraphs. PWA "could help students develop confidence and establish fluency before they are concerned with a finished product" (Alodwan & Ibnian, June, 2014, p. 161).

X. Recommendations

Based on findings of the study, the following are recommended:
1- Emphasizing the importance of writing, especially in higher education institutions.
2-Teaching writing as a process rather than a product.
3- Implementing the PWA and emphasizing the effectiveness of providing feedback in all its phases.
4- Implementing the PWA in teaching essay writing and other genres.
5- Investigating the effectiveness of PWA in developing students' essay writing in higher ENGC levels at BZU.

XI. Limitations of the Study

• The study was confined to employing the PWA for developing students' paragraph writing.
• The study was confined to teaching 8 lessons, 50 minutes each, to students enrolled in ENGC 1201 at BZU in the first semester 2021/2022.

Appendix. Analytical Writing Rubric

Criteria	4	3	2	1	Points
Main/Topic Idea Sentence	Main/Topic idea sentence is clear, correctly placed, and is restated in the closing sentence.	Main/Topic idea sentence is either unclear or incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is not restated in the closing sentence.	____
Supporting Detail Sentence(s)	Paragraph(s) have three or more supporting detail sentences that relate back to the main idea.	Paragraph(s) have two supporting detail sentences that relate back to the main idea.	Paragraph(s) have one supporting detail sentence that relate back to the main idea.	Paragraph(s) have no supporting detail sentences that relate back to the main idea.	____
Elaborating Detail Sentence(s)	Each supporting detail sentence has three or more elaborating detail sentences.	Each supporting detail sentence has at least two elaborating detail sentences.	Each supporting detail sentence has one elaborating detail sentence.	Each supporting detail sentence has no elaborating detail sentence.	____
Legibility	Legible handwriting, typing, or printing.	Marginally legible handwriting, typing, or printing.	Writing is not legible in places.	Writing is not legible.	____
Mechanics and Grammar	Paragraph has no errors in punctuation, capitalization, and spelling.	Paragraph has one or two punctuation, capitalization, and spelling errors.	Paragraph has three to five punctuation, capitalization, and spelling errors.	Paragraph has six or more punctuation, capitalization, and spelling errors.	____
				Total---->	____

Paragraph Writing Rubric - Bishop Walsh School
http://bishopwalsh.org › assets › files › Senior-

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Reframing Assessment Strategies: The Impact of Reflective Teaching on University EFL Lecturers' Perspectives and Practices

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Abstract—**This study delves into the evolving perspectives and practices of lecturers regarding classroom assessment, especially in terms of integrating reflective teaching methods. Drawing insights from 15 English as a foreign language (EFL) lecturers, certain emergent trends were identified, including a pronounced shift towards constructivist approaches to assessment and an increased emphasis on formative over summative assessment strategies. Lecturers also showcased enhanced reflective abilities in assessment design, with a significant number highlighting the improved alignment between learning outcomes, teaching methodologies, and assessment strategies. A deepened appreciation for diverse learning pathways became evident, and there was an amplified responsiveness to student feedback in tailoring assessment strategies. The study also found trends like embracing technological tools for improved assessment, a surge in interdisciplinary collaboration in assessment design, a heightened empathy towards student challenges, and a strong advocacy for collaborative assessments. The findings underscore the profound implications of reflective teaching on assessment strategies. Recommendations for future studies emphasize the need for a broader participant base and exploration of direct impacts on student outcomes.**

Index Terms—**assessment strategies, reflective teaching, university lecturers, perspectives, practices**

I. INTRODUCTION

In recent decades, global shifts in educational paradigms have placed heightened emphasis on student-centered learning, foregrounding the significance of Outcome-based Education (OBE). OBE focuses on the students' ability to demonstrate specific outcomes by the end of their educational experience rather than the traditional input-centric emphasis on teaching processes (Spady, 1994). Such a transformation demands reconsideration of the assessment methodologies employed by teachers, as they play a pivotal role in gauging these outcomes (Driscoll & Wood, 2023). Specifically, in countries with deeply-rooted conventional pedagogies like Vietnam, adapting to this framework requires a substantial rethinking of instructional and assessment strategies.

Reflective teaching (RT) has been posited as one of the promising practices in fostering such transformative shifts. It entails a continuous process where teachers critically review and adapt their teaching methods based on feedback, experiences, and results (Thao et al., 2023). Reflective practices empower lecturers to align their assessment strategies with the intended learning outcomes and to ensure that assessments are both valid and reliable (Barton & Ryan, 2014). Despite its significance, the impact of RT on the transformation of assessment strategies, especially within the Vietnamese higher education (HE) context, remains under-explored.

Vietnam's university landscape is undergoing rapid modernization and internationalization, and there is a growing need to align its HE system with global standards, like OBE (Han et al., 2016). However, transitioning to a new system

is not merely about adopting new frameworks; it is about changing the very mindsets of those who deliver education. For Vietnam, this involves challenging entrenched assessment practices and beliefs about teaching and learning.

This study aims to bridge this gap by investigating the effects of RT practices on Vietnamese university English as foreign language (EFL) lecturers' transformation of student assessment in line with the OBE framework. Through a qualitative lens, this research offers deeper insights into the experiences, challenges, and opportunities faced by Vietnamese lecturers in the journey of reconfiguring their assessment approaches and, by extension, reimagining the future of Vietnamese HE.

II. LITERATURE REVIEW

A. Outcome-Based Education and Assessment

OBE has its origins in the competency-based education movement of the 1960s and 1970s (Spady, 1994). The central tenet of OBE is a shift from focusing on the educational process to prioritizing the outcomes or end-results of that process (Driscoll & Wood, 2023). An essential component of OBE is assessment, as it serves as the mechanism to gauge whether students have achieved the predetermined outcomes.

Assessment within the OBE framework differs significantly from traditional assessment. Biggs and Tang (2011) emphasized the importance of 'constructive alignment' (CA) in OBE, where the curriculum's learning activities and assessment tasks are designed to support and measure the intended learning outcomes. A successful OBE assessment strategy not only validates the achievement of outcomes but also fosters a deeper, more student-centric learning environment.

B. Reflective Teaching

Dewey (1933) introduced the concept of reflection in education, underscoring the importance of active, persistent, and careful consideration of any belief or form of knowledge. Schön (1987) differentiated between 'reflection-in-action' (reflecting during teaching) and 'reflection-on-action' (reflecting after teaching), both of which are integral to a teacher's professional growth. In this current study, RT involves lecturers critically analyzing their classroom practices, making informed changes, and assessing the impacts of these changes on student learning (Thao et al., 2023).

C. Reflective Teaching and Assessment Practices

RT has a profound impact on assessment practices (Torres-Goens & Farley, 2017). By continuously evaluating and adapting their strategies, teachers can ensure their assessments are not only aligned with learning objectives but also encourage deeper understanding and critical thinking (Brookfield, 2015). A reflective approach allows for a feedback loop, enabling lecturers to refine assessments to be fairer, valid, and relevant (Dann, 2002).

D. Higher Education in Vietnam

Vietnam's HE system, traditionally teacher-centric, has been undergoing changes to align with international standards (Thao & Mai, 2020). However, the adoption of global pedagogies like OBE is often challenging due to deeply-rooted beliefs about teaching and learning (Nguyen et al., 2009). There is an inherent tension between established practices and the demands of contemporary education paradigms.

While there is substantial literature on OBE, RT, and their individual implications on assessment, there is a noticeable gap when it comes to understanding their combined effects, especially in non-Western contexts like Vietnam. This research aims to explore this nexus, adding a rich, contextual perspective to the existing body of knowledge. As language education systems worldwide grapple with the demands of the 21st century, practices like OBE and RT are of paramount importance. This literature review establishes a foundational understanding of these concepts and their roles in shaping contemporary assessment practices. However, the distinctiveness of the Vietnamese HE landscape necessitates further exploration, which this study endeavors to undertake.

III. METHODS

A. Research Design

The nature of this research requires an in-depth exploration of Vietnamese university EFL lecturers' experiences and perceptions, making a qualitative study the most suitable approach. Qualitative research, grounded in interpretivist epistemology, allows for a nuanced understanding of individual experiences, context-specific behaviors, and the subjective meanings participants attach to their actions (Creswell & Poth, 2016). The richness of qualitative data provides the depth needed to uncover the intricate dynamics of RT practices and their influence on assessment changes according to the OBE framework.

Constructivist Learning Theory (CLT) is the primary theoretical framework underpinning the current study. At the heart of the study is the CLT, proposed by Piaget (1970) and Vygotsky (1978). This theory posits that learners actively construct knowledge by integrating new information with their existing knowledge. In the context of this research, the constructivist lens helps in understanding how Vietnamese EFL lecturers, with their foundational beliefs and practices, assimilate and apply RT principles to modify their assessment techniques within the OBE paradigm. The emphasis is on

the lecturer as an active agent in the learning process, continually reshaping their assessment strategies in response to experiences and reflections.

B. Participants

Fifteen university EFL lecturers from a prominent HE institution located in the Mekong Delta region of Vietnam participated in the study. These lecturers played a pivotal role in the study, offering invaluable insights into the nuances of adopting RT practices and the consequent alterations in student assessment techniques aligning with the OBE framework. In selecting the participants, attention was given to ensure gender equity, with the group comprising 8 males and 7 females. This gender distribution enriched the diversity of experiences and perspectives shared. The average age of the participants was 42.8 years, and they had committed an average of 17 years to the teaching profession. Such extensive teaching experience positioned them uniquely to provide insights into the transformations, challenges, and intricacies of adapting assessment techniques to the demands of the OBE framework. On the academic front, 11 lecturers held Ph.D. degrees. The other 4 were in the advanced stages of their doctoral studies. Their academic accolades and pursuits emphasized their deep expertise and commitment to scholarly inquiry, which were expected to enhance the depth and validity of the insights they shared. The study employed purposive sampling to select the participants. The primary criterion for selection was their active roles as university EFL lecturers involved in RT and the consequent changes in student assessments in the Vietnamese context. Additional criteria like gender, age, and academic achievements were integrated to ensure a comprehensive participant pool. In conclusion, the participants, with balanced gender representation, extensive teaching tenures, and esteemed academic credentials, were anticipated to offer a panoramic view of the impacts of RT on assessment strategies. Their combined expertise was deemed essential for the depth and success of this qualitative exploration.

C. Data Collection

Semi-structured interviews were selected as the primary data collection instrument for this study. This approach was deemed suitable due to its flexibility in allowing participants to express their views, experiences, and insights while also ensuring that core research topics were consistently addressed (Adeoye-Olatunde & Olenik, 2021).

Prior to the main data collection, a pilot study was conducted involving three university EFL lecturers who were not part of the main study sample. The aim was to test the initial set of interview questions for clarity, relevance, and appropriateness. Feedback from the pilot study was instrumental in refining and streamlining the interview guide. Based on the feedback from the pilot study, some interview questions were revised to enhance clarity and ensure alignment with the research objectives. Questions that were perceived as leading or ambiguous were either rephrased or replaced to ensure that the responses would be genuine and unbiased. Some sample revised interview questions included, "How would you describe your experience with RT in relation to student assessment practices? Can you provide specific examples where RT influenced a change in your assessment strategy within the OBE framework? In what ways, if any, have the principles of OBE challenged or supported your traditional assessment methods? How do you perceive the role of RT in enhancing the alignment of assessments with OBE outcomes?".

Each interview session lasted approximately 90 minutes. Interviews were conducted at locations that were both convenient and comfortable for the participants, primarily in their respective university offices or quiet, private spaces within the campus to ensure confidentiality and minimal distractions. Given that the study was centered in Vietnam and involved Vietnamese university lecturers, the interviews were conducted in Vietnamese. This choice ensured that the participants could express their views and experiences with nuance and precision. However, for the purposes of analysis and documentation, the interview data was translated and transcribed into English, maintaining the essence of the participants' narratives.

To ensure ethical rigor throughout the data collection process, informed consent was obtained from each participant before conducting the interviews. They were briefed about the purpose of the research, the nature of their participation, and their rights, including the right to withdraw at any point without any repercussions. Also, measures were taken to maintain the confidentiality of the participants. Personal identifiers were removed or replaced with pseudonyms during the transcription process. Moreover, all data, including audio recordings, transcriptions, and notes, were securely stored to protect the participants' privacy.

D. Data Analysis

The data collected through semi-structured interviews underwent a systematic process of thematic analysis, as outlined by Braun et al. (2023). Thematic analysis is a qualitative method that identifies, analyzes, and reports themes within the data. This approach was chosen due to its flexibility, comprehensiveness, and capacity to provide a detailed and nuanced understanding of the data.

The analysis progressed through distinct phases. Initially, the research team familiarized themselves with the data by repeatedly listening to the audio recordings and reading the transcribed interviews. This immersion facilitated an initial grasp of participants' narratives. Subsequently, the data was systematically coded, employing both inductive (data-driven) and deductive (theory-driven) techniques. This coding resulted in initial codes that were then grouped based on similarities, giving rise to potential themes and sub-themes. Ensuring the themes aptly mirrored the data, some were refined, merged, or bifurcated to offer a clear pattern. This refinement persisted until a coherent thematic map emerged.

Each theme was delineated in depth, capturing its core and breadth, and aptly named to reflect its essence. In the concluding phase, themes were synthesized to deliver an exhaustive data analysis, supported by poignant extract examples that addressed the participants' experiences.

Throughout the analysis process, the research team maintained a reflexive stance, being aware of their preconceptions, biases, and the potential influence of their backgrounds on the analysis. Regular team meetings were held to discuss and challenge interpretations, ensuring a balanced and rigorous analysis. The use of triangulation, involving cross-checking data sources and methods, further enhanced the credibility and validity of the thematic analysis.

IV. FINDINGS AND DISCUSSION

A. Embracing Constructivist Approaches to Assessment

Most of participants (n=12 out of 15) notably highlighted a shift towards embracing a constructivist approach to student assessment following their engagement with RT methods. They stressed the importance of seeing students as active participants in the learning process rather than mere recipients of knowledge. Participant E shared his insights, stating, "After adopting RT methods, I have come to see students as contributors to the learning journey. They are not just absorbing information; they are constructing knowledge". Similarly, Participant B shared, "It is more than just tests and memorization. It is about gauging how students weave new information into their existing knowledge fabric. This perspective shift came from my RT practices".

In many previous studies, the adoption of a constructivist approach to assessment was often attributed to evolving educational paradigms or external training programs. For instance, Darling-Hammond and Lieberman (2013) suggested that the transformation in assessment strategies among HE instructors was a result of increasing awareness of pedagogical shifts worldwide. Similarly, Luong (2015) indicated that workshops on modern assessment methodologies influenced Vietnamese lecturers to move towards more student-centric evaluation systems. However, this current study demonstrates a more intrinsic motivation for this shift, rooted in personal reflection and introspection, which has been less emphasized in earlier research. The testimonies from the participants, especially those of Participants E and B, resonate with the constructivist assertions made by Piaget (1970). These pioneers in constructivist thought stressed the idea of students as builders of their knowledge. What sets the current study apart is how RT practices, a seemingly unrelated instructional strategy, can catalyze this perspective shift among lecturers. This internal realization and transition, fueled by reflection rather than external stimuli, signifies a deeper, more intrinsic transformation in the lecturers' beliefs.

B. Enhanced Reflective Abilities in Assessment Design

A significant theme echoed by many participants (n=11 out of 15) was the evolved ability to introspect and adapt their assessment designs, ensuring they better resonated with both learning outcomes and the diverse needs of students. Participant L conveyed the transformative power of RT, noting, "RT has instilled in me a deeper consciousness about assessments. I no longer churn out tests arbitrarily. Instead, I ponder, deliberate, and recalibrate assessments to ensure they genuinely resonate with what I intend for my students to grasp". Building on this sentiment, Participant I emphasized the dynamic nature of assessment design, stating, "For me, assessment design has transformed into a living, breathing entity. I constantly reflect on its efficacy, identify lapses, and strive for improvements. It is a dynamic, ever-evolving process".

Historically, assessment design in HE was often criticized for being static, devoid of evolution, and not adequately aligned with the contemporary needs of learners. Miller et al. (2000) pointed out that many lecturers adopted a 'set it and forget it' approach to assessment, seldom revisiting or revising their evaluation methods despite shifting educational paradigms or student demographics. However, the narratives of Participants L and I, among others, mark a departure from this traditional stance. Their testimonies echo a renewed commitment to dynamism in assessment design, driven by deep introspection, a theme less documented in previous research. This emphasis of this study on reflection as a potent catalyst in reshaping assessment design significantly complements constructivist beliefs, as propagated by thinkers like Dewey (1933). Recognizing students as co-constructors of knowledge necessitates a fresh look at how their understanding is assessed. The participants' testimonies underline this need, demonstrating that RT practices prompt lecturers to craft assessments that delve deeper, seeking to gauge how learners integrate, contextualize, and apply new knowledge.

C. Alignment Between Learning Outcomes, Teaching, and Assessment

A notable number of participants (n=9 out of 15) underscored the improved coherence between learning outcomes, teaching methodologies, and assessment strategies after integrating RT practices into their pedagogical approach. Participant J expressed a heightened sense of integration in their teaching approach, remarking, "Everything feels more connected now. The objectives I set for my students, the methods I employ to teach, and the way I assess their understanding — they all interlock perfectly". Echoing a similar view, Participant D elaborated on the unity in their pedagogical methods, reporting, "There is a newfound harmony in my teaching approach. My teaching goals, methods, and assessments seem to echo the same pedagogical language, a coherence I attribute to reflective practices".

The interplay between learning outcomes, teaching methodologies, and assessment strategies stands as a cornerstone in pedagogical research. Achieving a seamless alignment between these triad elements has been the holy grail for lecturers worldwide. This current study's revelations, informed by the testimonies of the participants, provide an invigorating perspective on this pursuit, suggesting that the integration of RT practices might be the missing link in forging this sought-after alignment. The narratives of Participants D and J bear semblance to Miseliunaite et al.'s (2022) assertion that a holistic educational experience arises from the intricate balance between what is taught, how it is taught, and how learning is evaluated. However, while the literature extensively underscores the importance of this alignment, the mechanisms to achieve it have often been nebulous. The current study casts light on one such potent mechanism - RT. The participants' experiences, as they transitioned from possibly fragmented teaching approaches to a more harmonized pedagogy, underscore the transformative potential of reflection. From a constructivist lens, the emphasis on creating a conducive environment for active knowledge construction is paramount. Piaget (1970) highlighted that for students to genuinely construct knowledge, the educational ecosystem should be coherent. The participants' insights offer a compelling case in favor of this argument. Their reflective practices have evidently paved the way for a more cohesive educational journey, aligning learning outcomes with teaching and assessment strategies, thus setting the stage for effective constructivist learning.

D. Deepened Appreciation for Diverse Learning Pathways

Out of the participants, many of them (n=10 out of 15) reported a renewed appreciation for the diverse learning pathways that students undertake. They recognized that while the end goal (or outcome) might be shared, the journey to get there is highly individualized. Participant G, having integrated RT practices, shared a newfound appreciation for the individuality of each student's learning trajectory, stating, "After integrating RT, I see that each student's learning journey is unique. The paths they carve to achieve learning outcomes are distinct, and assessments should honor these differences." Similarly, Participant O emphasized the limitations of conventional assessment methods, noting, "I have come to realize that a one-size-fits-all approach to assessment does not work. By reflecting on my methods, I now appreciate the varied routes students take in learning, and I have tried to incorporate this into my assessment design".

The concept of diverse learning pathways, while not novel, remains a cornerstone in contemporary pedagogical discourse. The value of recognizing and appreciating the distinct journeys students undertake in their learning experiences has been heralded by numerous scholars (e.g., Austen et al., 2021). However, the tangible integration of this understanding into teaching and assessment practices remains a challenge for many lecturers. The insights from this study shed light on how RT practices can potentially bridge this gap. Participants G and O's reflections offer a poignant illustration of this shift in perspective. Their testimonies mirror the sentiments echoed by Dewey (1933) when he argued that education is not merely about reaching an end goal but valuing the experiences that constitute the journey. This finding of this study contributes a fresh angle to this conversation, indicating that RT can act as the catalyst prompting lecturers to internalize and apply this appreciation for diverse learning pathways. From the CLT's vantage point, the idea of unique knowledge structures and individualized learning trajectories is foundational. Vygotsky's (1978) emphasis on social interaction and the Zone of Proximal Development intimate that learners will invariably construct knowledge differently, based on varying interactions and experiences. The narratives from the participants echo this idea, suggesting that their RT practices have deepened their appreciation for this inherent diversity in learning. Their emphasis on tailoring assessments to honor these distinct journeys underscores a marked shift towards a more constructivist stance.

E. Enhanced Responsiveness to Student Feedback in Assessment Adaptation

A compelling theme, resonating with a majority of participants (n=13 out of 15), was the amplified responsiveness to student feedback when making adaptations in assessment strategies. The lecturers emphasized the newfound value they placed on student feedback as a tool for reflective assessment revision. Participant A, expressing a significant shift in their perspective on assessment design, stated, "Previously, I relied mostly on my perceptions to shape assessments. RT has made me realize the goldmine that is student feedback. It is now integral to how I adapt and refine assessments". This sentiment was echoed by Participant F, who stressed the invaluable insights gained from student perspectives, stating, "There is no better way to understand the effectiveness of an assessment than through the eyes of those being assessed. I have begun to see student feedback not as criticism but as a collaborative tool for improvement".

The role of feedback in education, particularly its significance in guiding instructional and assessment strategies, is a well-established notion in educational literature (Walvoord & Anderson, 2011). However, the emphasis has traditionally been on feedback from the lecturer to the student. The current study's findings reverse this lens, spotlighting the transformative power of student feedback as a reflective tool for lecturers. This pivot, facilitated by RT practices, offers a fresh and indispensable perspective to the discourse on feedback in pedagogy. The insights shared by Participants A and F, for instance, emphasize a critical shift from viewing assessments as a unilateral lecturer-driven process to a more collaborative endeavor. This perspective aligns with Stronge's (2018) assertion that effective teaching and assessment strategies are contingent on understanding learning from the student's viewpoint. The findings underscore this sentiment, accentuating the role of RT in facilitating this understanding. Grounding this discussion in the CLT, the centrality of student feedback becomes even more pronounced. As posited by Piaget (1970), learners actively engage with and interpret new information based on their prior knowledge. Given this active role, their

feedback provides lecturers with a direct window into their constructed understanding. The narratives of the participants resonate with this idea, signifying that their responsiveness to student feedback is driven by an endeavor to align assessments with students' unique knowledge constructs.

F. Greater Interdisciplinary Collaboration in Assessment Design

A surprising trend among participants (n=8 out of 15) was an increased tendency towards interdisciplinary collaboration when crafting assessments. They spoke about breaking silos and seeking insights from colleagues across various disciplines to ensure a more holistic assessment approach. Participant K highlighted the advantages of interdisciplinary collaboration in pedagogical practices, stating, "I have started collaborating with faculty from other disciplines. This interdisciplinary dialogue has brought fresh perspectives and innovative assessment techniques that I had not considered earlier". Building on this notion of integrating diverse academic fields, Participant C shared their experience, expressing, "Marrying principles from other subjects into my assessment design has not only made them richer but also more comprehensive. It has been a rewarding journey of mutual learning and enhanced assessment design".

Interdisciplinary collaboration has long been championed in educational circles for its potential to cultivate a more rounded, comprehensive understanding among students. However, its implications in the realm of assessment design have been less explored, making the findings of the present study particularly intriguing. This push towards interdisciplinary collaboration in crafting assessments, as reported by participants, suggests a seismic shift in the traditional paradigms of education, emphasizing the interconnectedness of knowledge. The narratives from Participants C and K spotlight a deliberate move away from insular, discipline-centric thinking. They echo sentiments expressed in broader academic discourses, where interdisciplinary approaches are lauded for their capacity to yield richer, more nuanced perspectives (Klein, 1990). By pooling insights from diverse disciplines, assessments can be designed to mirror the complex, intertwined nature of real-world problems and scenarios, thereby enhancing their authenticity and relevance. Within the framework of the CLT, this turn towards interdisciplinary collaboration makes intuitive sense. Vygotsky (1978) posited that learning is a socially mediated process, shaped by interactions and dialogues. The very act of collaborating across disciplines can be seen as an embodiment of this theory. By weaving together threads of knowledge from various fields, lecturers are facilitating the creation of a richer tapestry of understanding. Assessments borne out of such collaborations are more likely to tap into the depth and breadth of a student's constructed knowledge, gauging their ability to synthesize and apply insights from multiple domains (Kadam & Mukhopadhyay, 2023).

G. Enhanced Empathy Towards Student Challenges in Assessments

A significant proportion of the participants (n=11 out of 15) mentioned a heightened sense of empathy towards students and the challenges they face during assessments. The lecturers revealed a deeper understanding of student anxieties, strengths, and areas of struggle, leading to more compassionate and supportive assessment designs. Participant E expressed the transformative influence of RT, noting, "RT has made me walk a mile in my students' shoes. I now sense their apprehensions and strengths better. It is reshaped my assessments to be more empathetic." Expanding on this sentiment of deeper understanding, Participant N shared, "Understanding their journey, their hurdles, and their aspirations has been eye-opening. My assessments now strive to challenge yet support, to gauge yet understand".

The emergence of heightened empathy among lecturers towards student challenges in assessments is both a heartening and vital finding in the context of contemporary education (Bialystok & Kukar, 2018). While the importance of technically sound assessment design is undeniable, understanding and appreciating the emotional and psychological dimensions of the assessment experience is equally crucial. The narratives of Participants E and N resonate deeply with the growing body of literature emphasizing the human side of education, where emotions, motivations, and personal experiences play pivotal roles in shaping learning trajectories (Wilson, 2018). The CLT has long championed the idea of students as active participants in their learning journeys. Each student, with their unique background, experiences, and capacities, approaches the learning process differently. In this context, the heightened empathy observed among lecturers can be viewed as a natural extension of the constructivist mindset. Recognizing the distinct paths students take, lecturers are more equipped to design assessments that acknowledge and accommodate these individualized journeys, thereby creating a more inclusive and supportive assessment environment.

H. Recognition of the Importance of Ongoing Professional Development in Assessment Strategies

An intriguing revelation from a substantial number of participants (n=12 out of 15) was the realization of the need for continuous professional development in the realm of assessment strategies. They expressed a deeper understanding of the evolving nature of assessment methods and the importance of staying updated with current best practices. Participant A highlighted the dynamic nature of the educational landscape, observing, "The landscape of assessment is ever-evolving. I have come to see that to remain effective and relevant, I must invest in continuous learning and training." Echoing the importance of staying current, Participant O added, "Reflecting on my practices made me realize some of my methods were outdated. Engaging in professional development workshops and seminars has since become a priority for me".

The data presents a refreshing perspective, highlighting lecturers' recognition of the importance of ongoing professional development in assessment strategies. In the rapidly evolving educational landscape, characterized by

technological advancements, changing curricula, and diversified student needs, the ability of lecturers to adapt and stay updated becomes crucial (Race, 2019). The narratives of Participants A and O illuminate this essential aspect of contemporary pedagogy. The CLT posits that knowledge is not a static entity; it is continuously constructed and reconstructed based on new experiences and information. In the same vein, lecturers, as lifelong learners, must consistently update their methodologies to cater to the evolving needs of their students. This is especially pertinent in the realm of assessments, given their profound impact on student learning and outcomes. Staying abreast with current best practices ensures that assessments are not only fair and accurate but also relevant and engaging.

I. Increased Emphasis on Formative Over Summative Assessment

A noteworthy transition reported by the majority of participants (n=10 out of 15) was the increased emphasis on formative assessments over summative ones. The lecturers expressed a belief that continuous feedback and assessment throughout the learning process provided more benefits than an end-of-term evaluative assessment. Participant D emphasized a transition in assessment philosophy, sharing, "I have shifted my focus from grading at the end to assessing throughout. The continuous feedback, I believe, aids in genuine, deep-rooted learning". Building on this perspective, Participant F elaborated on the value of formative assessment, stating, "The beauty of formative assessment is that it does not just evaluate; it instructs. It is a dynamic tool that adjusts the learning process as it progresses".

The paradigm shift from summative to formative assessment, as highlighted by the participants, signifies a profound evolution in the perception of assessment's role in education. Instead of being viewed merely as an endpoint evaluation tool, assessments are increasingly recognized for their transformative potential in shaping the learning process itself (Dwyer, 2017). At the heart of the CLT is the notion that knowledge is not a fixed entity to be transmitted, but rather an evolving structure built progressively by learners. Formative assessments seamlessly integrate into this framework. They provide continuous feedback loops, facilitating learners in reshaping their understanding in real-time (Stanja et al., 2023). Participant D's emphasis on "genuine, deep-rooted learning" through formative assessment echoes this sentiment, highlighting the belief that consistent feedback leads to a richer, more nuanced grasp of subject matter. As Participant F articulates, formative assessment does not merely evaluate – it plays an active role in instructing and guiding, making it a participatory player in the educational journey.

J. Embracing Technology for Enhanced Assessment

Among the participants, a notable number (n=9 out of 15) reported an increased reliance on and embrace of technology for designing and conducting assessments. These lecturers spoke about the benefits of digital tools and platforms in creating more engaging, interactive, and efficient assessment processes. Participant B highlighted the advantages of integrating technology into the assessment process, noting, "Using technology has allowed me to craft more diverse and engaging assessments. Digital tools also give instant feedback, which has been invaluable for student learning". Similarly, Participant H reflected on the expansive potential of technology in assessment design, stating, "Incorporating technology into my assessments has not just made them more efficient, but also broader in scope. Online platforms allow for a range of assessment types I had not considered before".

The infusion of technology into assessment practices, as highlighted by the participants, signifies a transformative approach to evaluating student learning in the modern educational landscape. As the digital era shapes the way how the language is taught and learned (Jie et al., 2020; Susanto et al., 2022), it is only fitting that assessments evolve to harness the capabilities of technology, ensuring they remain pertinent, effective, and in tune with the learning experiences of students. Central to the CLT is the idea that learners actively construct their knowledge based on their experiences. Technology, with its diverse range of tools and platforms, offers an array of experiences that cater to different learning styles (Trembach & Deng, 2018). As Participant B mentions, digital tools not only enable diverse assessments but also offer instant feedback, a feature that aligns well with the constructivist principle of continuous knowledge building. The immediacy of feedback accelerates the feedback loop, allowing students to adapt and adjust their learning strategies promptly.

K. Advocacy for Collaborative Assessments

A clear trend observed among the participants (n=8 out of 15) was a strong advocacy for collaborative assessments. The lecturers indicated a growing appreciation for assessments that allow students to work in teams, emphasizing the value of collaborative skills in the modern world. Participant G emphasized the significance of aligning assessments with real-world values, stating, "The real world values teamwork. My assessments now often include group projects or discussions, allowing students to not just demonstrate subject knowledge but also collaborative skills". Echoing this sentiment, Participant J remarked on the enhanced depth brought by collaborative assessments, observing, "Collaborative assessments have opened my eyes to the diverse perspectives students bring. It's not just about individual knowledge anymore; it's about how they synergize as a team".

The movement towards collaborative assessments, as highlighted by the participants, is indicative of a broader educational shift recognizing the integral role of teamwork and collaboration in both academic and professional arenas (Rogers et al., 2017). In the age of globalization and interconnectedness, the ability to work collaboratively is not just an added bonus but a necessity. As such, it is pivotal for educational assessments to evolve in a way that gauges and fosters this crucial skill. At its core, the CLT asserts that knowledge is not passively received but actively constructed, often

influenced by social interactions (Piaget, 1970; Vygotsky, 1978). The advocacy for collaborative assessments taps into this intrinsic social aspect of learning. Participant G's observation about the myriad of perspectives students bring during collaborative assessments echoes this sentiment. By encouraging students to work in teams, assessments become more than just a measure of individual comprehension; they become a platform for collective knowledge construction. Through discussions, debates, and shared problem-solving, students draw from each other's insights, leading to a more comprehensive understanding of topics.

V. CONCLUSION

The landscape of educational assessment has witnessed a significant evolution over recent years. These shifts reflect the changing demands of the modern world as well as advancements in pedagogical thinking and practices. Central to this study was the endeavor to probe deeper into these evolving trends in assessment design. Through conversations with lecturers, the objective was to understand the nuances of their current practices and the emerging priorities in their assessment methodologies. To achieve this, fifteen lecturers were interviewed in-depth. These interactions facilitated a comprehensive understanding of their philosophies, preferences, and approaches to assessment. In order to interpret the gathered insights in a structured manner, the data were analyzed qualitatively. This analysis was framed within the paradigms of the CLT.

Upon engaging with RT methods, a significant shift towards a constructivist approach to assessment was evident among a majority of the participants. These lecturers began to perceive students not just as passive recipients, but as active contributors to the learning process. This perspective shift fundamentally transformed how they viewed and conducted assessments, pivoting away from rote memorization towards understanding how students integrate new knowledge. Furthermore, RT practices greatly heightened the lecturers' reflective abilities in assessment design. Many lecturers highlighted a newfound consciousness about the design and intent of assessments, emphasizing adaptability and relevance to the student's learning journey. Such introspection was seen to be a direct result of their RT practices, leading them to create assessments that were more dynamic and adaptable. The interplay between learning outcomes, teaching methodologies, and assessment strategies was another prominent finding. A substantial number of lecturers noted an enhanced coherence in these elements, crediting their alignment to the adoption of RT practices. This harmony, they suggested, improved the overall effectiveness of their teaching approach. Alongside this, there was a deepened appreciation for diverse learning pathways. Lecturers acknowledged the individualized journeys students undertook, emphasizing the need for assessments to cater to these unique paths rather than employing a one-size-fits-all approach. One of the more salient outcomes was the amplified responsiveness to student feedback when revising assessment strategies. RT evidently made lecturers more receptive to feedback, transforming it from mere critique to a collaborative tool for improvement. Interestingly, a trend towards interdisciplinary collaboration in assessment design also emerged. Breaking academic silos became a focus for many, resulting in richer, more comprehensive assessments. The heightened sense of empathy towards student challenges was another impactful outcome of RT practices. A deeper understanding of student anxieties and strengths led to the development of assessments that were more compassionate and supportive. The research also pointed to an increasing recognition of the importance of ongoing professional development. A majority felt the need to continuously update themselves with evolving assessment methods, emphasizing the dynamic nature of the educational landscape. A shift in emphasis from summative to formative assessments was also evident. Continuous feedback and assessment were seen as tools for deeper, more genuine learning, signaling a move away from traditional end-term evaluations. The embrace of technology for enhanced assessment was another discernible trend. Digital tools were heralded not just for efficiency but for the diversity and range of assessments they enabled. Lastly, the value of collaborative assessments emerged strongly. This was linked to the real-world relevance of teamwork and collaboration, indicating a broader shift in how lecturers view the purpose and nature of assessments in preparing students for the modern world.

The conclusions drawn from this study are illuminating. They underscore a pivotal shift in assessment strategies that mirror the broader trajectories in educational transformations and the challenges and opportunities of our contemporary world. The overarching theme is clear: lecturers today are engaged in deep reflection about their methods, striving to adapt and innovate. Their goal is to ensure students are not only evaluated but also nurtured, equipped with the requisite knowledge, skills, and competencies for the challenges of the 21st century. As the educational landscape continues its relentless evolution, there's an inherent need to perpetually reevaluate and refine assessment methodologies, ensuring they remain relevant, compassionate, and effective.

VI. IMPLICATIONS

The findings from this study present a transformative lens through which educational strategies and pedagogies can be viewed, leading to significant implications for the broader academic arena. The embrace of constructivist learning approaches among EFL lecturers underscores a pivotal shift in teaching perspectives. As EFL lecturers transition towards perceiving students as active contributors to their learning journey, there is a pressing need for educational institutions to reassess and potentially recalibrate their curricula and teaching methodologies. Such a paradigm shift paves the way for fostering environments that champion students' active participation in knowledge construction.

Furthermore, the heightened reflective abilities in assessment design exhibited by lecturers signal a transformative approach to pedagogy. This places emphasis on the importance of reflective practices in professional development programs. By cultivating a mindset of continuous reflection, assessments can be dynamically tailored to resonate with the evolving needs of students, ensuring an adaptive and responsive educational framework. The study also spotlights the criticality of harmonizing various curriculum elements. An alignment between learning objectives, teaching methodologies, and assessment strategies can amplify the overall efficacy of educational programs. This coherence implies that institutions might benefit from an integrated approach to curricular design, ensuring that each element reinforces the others, leading to a more cohesive student learning experience.

The recognition and appreciation of diverse learning pathways bring to the fore the significance of flexibility in educational strategies. It is evident that a one-size-fits-all approach may not be conducive to addressing the diverse learning trajectories students undertake. Institutions should, therefore, consider introducing assessment methods that accommodate varied learning styles, fostering an inclusive educational environment. A standout theme from the findings is the elevated importance of student feedback. The amplified responsiveness of EFL lecturers to student feedback accentuates its invaluable role in shaping pedagogical strategies. Institutions should prioritize creating structured channels that actively solicit and integrate student feedback, ensuring it plays a pivotal role in the iterative refinement of teaching and assessment techniques.

Surprisingly, the trend towards interdisciplinary collaboration in assessment design has significant ramifications. Educational institutions stand to benefit immensely from promoting cross-disciplinary dialogues and interactions, leading to a holistic, well-rounded educational experience that draws from varied academic perspectives. Empathy in assessment designs introduces a fresh dimension to pedagogy. With EFL lecturers displaying a heightened understanding of student challenges, assessments can be crafted to strike a balance between being challenging yet supportive. This empathetic approach might serve to boost student morale, engagement, and success rates.

The renewed focus on ongoing professional development in assessment strategies reinforces the dynamic nature of the educational landscape. It is imperative for institutions to champion continuous learning, offering EFL lecturers avenues to stay abreast of the latest pedagogical techniques and best practices. A noteworthy shift towards formative assessments poses implications for how student progress is evaluated throughout academic terms. Institutions and lecturers may need to re-envision their assessment strategies, leaning towards continuous feedback mechanisms that shape the learning journey in real-time.

The integration of technology in assessments heralds a new era in pedagogy. Institutions must not only invest in cutting-edge digital tools and platforms but also ensure lecturers are adept at leveraging these tools to their maximum potential. Lastly, the strong advocacy for collaborative assessments underscores the importance of teamwork in the contemporary world. This trend suggests a pressing need for educational strategies to reflect and champion collaborative skills, ensuring students are well-prepared for modern professional demands.

VII. LIMITATIONS AND RECOMMENDATIONS FOR FURTHER STUDIES

This study, while comprehensive, comes with its inherent limitations. One primary limitation lies in the sample size, as insights were drawn from the experiences of only 15 participants. Given the vast diversity in teaching styles, methodologies, and backgrounds, this sample might not encapsulate the entirety of the pedagogical landscape. Additionally, participants' self-reporting and potential biases can introduce variances in the data's authenticity, potentially influencing the study's outcomes. The context-specific nature of this research, focusing on EFL lecturers who have integrated RT methods, could mean that the findings may not be universally applicable across all educational settings or cultures.

Considering these limitations, there is a compelling need for further studies to expand and validate these findings. Future research could benefit from engaging a larger, more diverse cohort of lecturers across different educational levels, and cultural contexts to ensure a more holistic understanding of the trends highlighted. Additionally, employing mixed-methods research, integrating both qualitative and quantitative methods, could offer a more nuanced view of the subject. It would also be valuable to explore the direct impact of these identified trends on student outcomes, bridging the gap between lecturer perspectives and tangible student achievements.

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English Teachers' Practice of Classroom Discourse in Light of Zone of Proximal Development Theory and Scaffolding Techniques

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Abstract—This research examines English teachers' use of classroom discourse in the light of Zone of Proximal Development (ZPD) theory and scaffolding techniques. English teachers play an essential role in increasing dialogic interaction in their English language learners (ELLs). The participants were 18 English teachers from government secondary school in Makkah city, Saudi Arabia. The observation sheet used to collect data concentrated on major points of classroom discourse in the lesson stages of teaching English including lesson planning, explanation, and evaluation. The results highlight high-level practice of some strategies that support authoritative discourse in some strategies in the three lesson stages. However, the findings reveal lower levels of teachers' use of strategies that support teaching in the ZPD. The findings also reveal an increase in the use of some strategies such as concentration on correcting errors in the planning stage before implementing the lesson. Furthermore, the findings reveal an increase in teachers' use of some strategies such as encouraging continuous classroom discourse without providing correct responses for learners before discussions in the teaching stage. Also, it indicates a high-level increase in the use of some strategies such as evaluation of previously memorized concepts, and asking questions to evaluate students' performance levels in the evaluation stage.

Index Terms—English teachers, authoritative discourse, dialogue discourse, Zone of Proximal Development, scaffolding techniques

I. INTRODUCTION

The Zone of Proximal Development (ZPD) refers to a behavioral science or principle established by Vygotsky (1978) to describe a child's cognitive growth (Yildiz & Celik, 2020). A learner's ZPD is the region between what they can perform independently and what they are capable of under adult supervision or in collaboration with peers who have more experience. A huge potential that English language learners (ELLs) offer to classrooms is made up of their cognitive, verbal, and artistic abilities which are already present and just waiting to be developed. To assist pupils in fulfilling their complete development, educators must give them proper learning opportunities and support. The purpose of instruction is to develop ELLs' autonomy and capacity for participation in activities that allow them to adapt and apply what they have learned to various contexts.

It is worth noting that a learner's ZPD does not correspond to their current level of knowledge. Two students might perform equally well on a knowledge test, yet perform differently on a test demonstrating their ability to solve problems. Only a minimal amount of assistance will be needed if learning is occurring in the ZPD (Pahlevansadegh & Mirzaei, 2020). If a youngster receives too much help, they might just pick up the teacher's teaching methods rather than developing their own understanding of the subject.

Research has shown that dialogic discourse strategies, which promote a state of cognitive conflict and encourage verbal interaction between the teacher and students, are important for effective problem solving (Alexander, 2005). In the context of teaching English as a foreign language (EFL), recent curriculum changes have emphasized the importance of using investigative methods that are centered on the learner and their participation in classroom interaction. The teacher's role in this approach is to guide and facilitate the learning process, helping students build knowledge and understanding of concepts, and explain various phenomena. To support the learner's role in classroom discourse, this approach calls for providing opportunities for them to share their previous experiences and perceptions about concepts, and reducing traditional, authoritarian forms of discourse.

Given the importance of the learner's role in classroom discourse in EFL teaching theory, I believe it is important to conduct a study to examine the extent to which EFL teachers are using strategies that align with these principles in their classroom discourse. Language scaffolding, which involves providing support and guidance to learners as they acquire new skills, has been shown to be an effective strategy for helping students learn foreign languages more efficiently, as long as there is sufficient input and positive reinforcement. Therefore, the importance of scaffolding in the ZPD for the development of foreign language skills should be acknowledged. The current study aims to fill a gap in the literature by investigating how teachers can use different communicative approaches during classroom discourse to promote student engagement and learning. The study's research questions were:

1. To what extent do English teachers use classroom discourse in the lesson planning stage?
2. To what extent do English teachers use classroom discourse in the implementation and teaching stage?
3. To what extent do English teachers use classroom discourse in the evaluation stage?

II. LITERATURE REVIEW

There are two main types of classroom discourse: authoritative and dialogic. Authoritative discourse, which is characterized by a traditional teaching style, is prevalent in English classes (Chin, 2007). This type of discourse involves the teacher initiating a concept and receiving responses from students, which are then evaluated. The use of specific strategies to increase the effectiveness of interactive dialogue can vary depending on the nature of the dialogue between the teacher and the learner.

In classrooms that follow an authoritative discourse style, the pattern of verbal communication typically involves the teacher initiating a concept, receiving responses from students, and then evaluating those responses. According to a study by Chin (2007), this pattern is prevalent in such classrooms and often involves the teacher posing questions or lecturing on a concept and receiving responses from students without engaging in a discussion about the reasoning behind those responses. The teacher may move from student to student until finding an answer that meets their expectations and may provide the correct response themselves if students are unable to respond. This type of classroom discourse has received criticism for being authoritarian, with the teacher acting as the master of the educational situation and seeking to transfer knowledge without considering students' alternative perspectives.

Dialogic discourse is the second main type of classroom discourse. Westsch (1991) discussed the differences between authoritarian and dialogic approaches in an analysis of classroom discourse based on research by Bakhtin (1981). Previous research has highlighted that dialogue teaching is characterized by the combination of discovery and development of the learner's ideas and concepts through interactive classroom activities and discourse. This approach involves activating the learner's role in the discourse and is largely dependent on the teacher's guidance, with the goal of supporting teaching in the ZPD and maintaining a sense of challenge and curiosity to facilitate knowledge building (Chin, 2007).

Vygotsky (1978) introduced the ZPD as part of general child development analysis. He indicated that children's learning does not necessarily take place when the children are taken to school and begin studying. However, in a real sense, their learning starts in preschool, the time when they are still at home with their parents, guardians, or caregivers. Therefore, it is essential for parents to correctly nurture their children's learning before they reach school age. For example, children at home begin learning arithmetic in their daily lives as they determine the sizes of different objects and divide things among themselves. Furthermore, it is at this age that children learn from older family members how to name most objects they interact with in their daily lives, thus starting to assimilate such input after receiving answers to their questions, and ultimately acquiring the information. It is a clear indication that children develop their learning and internalize their speech mostly by interacting with others, be they adults or other children.

The ZPD may be defined as the gap between what a given learner has already gained, his true development level, and something worth achieving by being provided with the support of education, known as potential development. Most people believe that the ZPD points out the differences between the capacity of various children to solve problems independently and children's capacity to solve them alone with some assistance (Schutz et al., 2006). The tasks children do alone are mostly referred to as developmental levels.

Contrarily, the ZPD comprises a process called scaffolding which involves performing activities with the help of different teachers, parents, caretakers, language instructors, or other peers who have mastered particular functions. The notion of ZPD reflects the view of Vygotsky (1978) on the nature of human development and the interrelation between development and learning. Learning, distinct from development, leads to development, and the ZPD is the abstraction describing the potential and mechanism effect of learning on development. Therefore, in the scaffolding process, the help of the teachers or peers is necessary for children's development within the ZPD.

Other types of teaching and ways to help teachers and peers in the teaching-learning process have emerged in the human sciences during the last half-century. Stone (1998) believed that in the past few years, teaching has been galvanized by some seminal concepts from Vygotsky's recently translated works. These thoughts affect people's understanding of teaching and learning. Vygotsky's insights have also affected most learners' and teachers' understanding of teaching. The theory holds that what learners learn without the help of peers and teachers is considered to be at the developmental level. Unassisted and assisted learners' performance is specific, such that teaching has been redefined as assisted performance. Teaching only takes place when children achieve criterion performance with assistance through ZPD scaffolding, which is a teaching technique.

Gillies (2020) found that students were able to engage in constructive discussions with their peers and use appropriate language to discuss, compare, and explain phenomena when participating in group tasks. This led to an improvement in their ability to express opinions and provide explanations and justifications. Yusuk (2018) also found that using scaffolding techniques based on the ZPD had a positive effect on reading comprehension. The results of a study by Mirzaei and Pahlevansadegh (2020) showed that scaffolding was particularly effective in improving learning. Almuntasheri (2019) observed that preservice science teachers used a high percentage of strategies that supported authoritative discourse in the classroom and Gillies (2020) emphasized the importance of using both authoritative and

dialogic discourse to challenge and support students' thinking, leading to enhanced understanding and reasoned argumentation during learning.

A. Scaffolding as a Teaching Technique in the Classroom

The strategy of scaffolding instruction originated from Vygotsky's (1978) sociocultural and ZPD concepts. "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

The scaffolding strategy promotes individual assistance based on the ZPD of the learner/s. The strategy, therefore, facilitates the student's potentiality of building on their prior knowledge, creating new information. Scaffolding instructional activities are always designed to support the levels at which learners can perform independently.

The term *scaffolding* describes a teaching strategy in which instructors provide students with a specific form of assistance while they acquire and master brand-new ideas or, for example the ability to use EFL. A teacher could give fresh information or show students how to address an issue while using the instructional scaffolding methodology (Ahmadi & Motaghi, 2021). The instructor then gradually fades assistance and allows students to practice independently. Additionally, this may involve teamwork. The expression, "I do. We do. You do" is also used to describe the instructional scaffolding concept. In other words, the teacher demonstrates something, the students practice, and then the students work alone.

Scaffolding basically involves two procedures (Chang, 2021). First, the instructor develops a plan or list of activities designed to teach the learner. Second is the execution phase where the teacher executes plans to achieve predetermined goals. In the first phase, the teacher takes the student from basic knowledge of what the learner already knows to form a basis for more complex ideas. The scaffolding technique has the following unique attributes. To begin with, there is some aspect of intentionality where each individual activity that could contribute to the work has a defined overarching goal that guides it (Gonulal & Loewen, 2018). Secondly, appropriateness where instructional projects provide issues that, without assistance, students could not resolve satisfactorily on their own. Thirdly, scaffolding is a framework in which designing and questioning exercises adhere to a smooth movement of thoughts and language and are centered on a sample of a suitable response to the problem. Moreover, there should be collaboration whereby the teacher's comments on students' work reformulate and build on the work the students have already completed, without discounting their independent work. Instead of being evaluative, the teacher's primary job is collaborative (Eun, 2019). Finally, the outward scaffolding for the activity is progressively taken away as the students comprehend the principles.

B. Scaffolding and ZPD

The ZPD is the line that separates what a pupil can accomplish independently from what they can't accomplish by themselves but requires a professional's assistance (Azir, 2019). Scaffolding is a technique for guiding a learner through an activity until they are able to finish it independently. Teachers can employ scaffolding to guide pupils through their ZPDs. This might be accomplished by giving learners directions or by offering those exercises that will enable them to do the task they are attempting to master (Xi & Lantolf, 2021).

Research shows that most people believe that the sociocultural theory of mind and the idea of the ZPD automatically form the notion's basis of scaffolding (Daniels, 2001). The view indicates that the concept of scaffolding only partly relates to most of Vygotsky's ZPD theory (Daniels, 2001). Furthermore, research has revealed the disadvantages of scaffolding in explaining the ZPD (Verenikina, 2003).

Wells (1999) contended that the concept of ZPD highlights teacher-learner negotiation and collaboration as a process known as bilateral contractual scaffolding, which in turn captures teaching performance as one facet of the communication process. In scaffolding, the scaffolder alone is expected to construct the scaffold and later present it for novice use (Daniels, 2002). Stone (1998), in his work, expressed various concerns that the scaffolding metaphor can lead to an indication that the teacher-learner interaction in today's different classrooms is predominantly one-sided and adult-driven. Thus, when this view is used in classroom teaching, it may take learners back to the pre-Piagetian stage, which is a traditional way of teaching through direct instruction (Verenikina, 2008).

C. ZPD Teaching Methods

Three types of teaching techniques can be applied in EFL, depending on the complexity of the concepts, objectives, and targets set to be achieved: (a) the use of manipulatives, (b) the use of visual aids, and (c) the application of physical and visual aspects together for sensory learning (Nfor, 2020). Since visuals and gestures aid in painting a complete picture of the lecture content, sensory ZPD also includes presenting in front of the class. Visual aids include mind maps, graphic organizers, and anchor charts which are commonplace in classrooms, but they can also assist students in connecting disparate ideas. Sana et al. (2019) insisted that learning sessions should be interactive, and that teamwork is an essential element whether it's between instructors and students or among students in the classroom. Jigsaw groups together with "think-pair-share" techniques are tried-and-true techniques for encouraging productive cooperation.

The ZPD phases frequently transition from professional to personal (Stages 1 and 2), from absorption as principles are computerized to recurrence through previous stages (Stages 3 and 4) as learners de-automatize what they have learned. Due to the importance of prior learning experiences that candidates bring to their teacher education programs,

Vygotsky's theory (ZPD) requires a change in direction of the first two stages (i.e., instructional, then personality), starting with the learner's contemplation of past encounters and assertions. According to existing research, the gap between independent learning and instructor-guided learning is not an either/or occurrence, but rather a point of attention from the standpoint of teacher development. There are unquestionably few contemplations provided by the instructor still at this level of self-assistance; however, the emphasis is on laying the groundwork by promoting introspection on someone else's interactions as well as underlying ideologies with due consideration to the teaching process; lesson designing and perhaps teaching method should not be the deciding factors here. This focus on the candidates' real degrees of development departs from the ZPD's original plan.

The ZPD advances in internalizing and applying the instructional concepts they have acquired repeatedly (Stages 3 and 4). As candidates' internalization increases, they demonstrate their capacity to apply the educational information and skills encouraged by their context. Assignments used at this point frequently involve micro-teaching demonstrations that have been video recorded. In order to promote absorption and greater integration of various life lessons into the larger genetically programmed structure of career growth, writing assumes a growing importance as a tool for stitching around each other's individual, corporate, and conceptual stories. Instead of depending on the instructor's assessments of how well they carried out the instructional session, evaluations ought to give more weight to how far a learner can think back on the strengths and needs indicated therein.

This literature review explains language scaffolding in the ZPD as a potential means of fostering speech development in foreign languages such as EFL. According to Vygotsky (1978), children are subjected to demands from important adults that force them to encode, to process, and recall knowledge (Lavin, 2019). As a result, in the study, the adult's language input gives the adult a cognitive framework and organizational model for language.

The idea that the ZPD is a future-focused strategy that starts with the concept that students are naturally capable is crucial to this discussion (Esteban-Guitart, 2018). As educators teach EFL, a future-focused approach is extremely critical. EFL is frequently seen from a deficit viewpoint, which can lead to the perception that students fundamentally lack the abilities and understanding required to carry out tasks or read texts. Instead, a future-focused strategy sees ELLs' potential and provides an optimistic viewpoint that positions them for success in the future. Every EFL student's potential can be realized thanks to a teacher's skill, knowledge, and corresponding pedagogical action. The ZPD is shown in Figure 1.
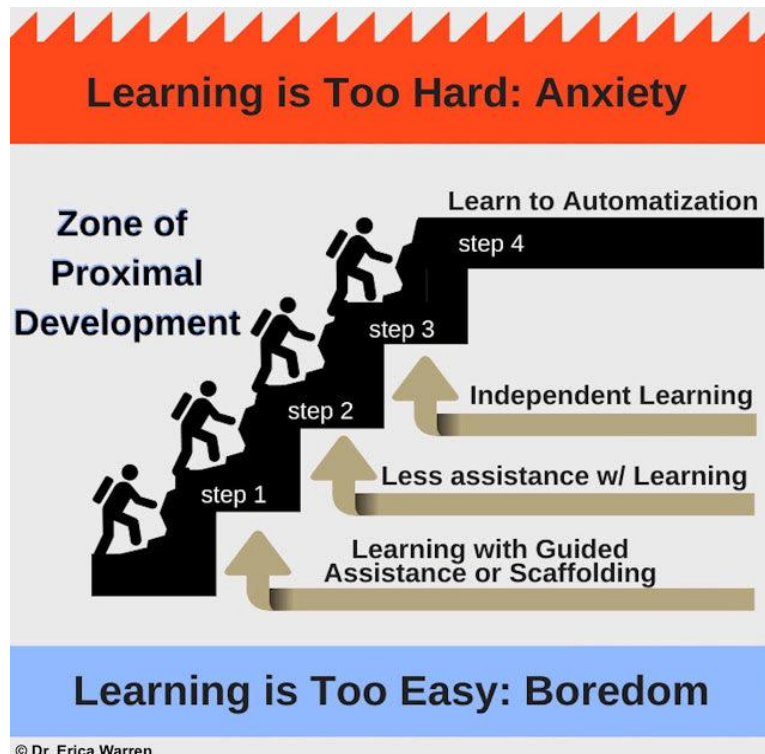
Figure 1. Zone of Proximal Development (Warren, 2021)

III. RESEARCH METHODOLOGY

This study involved the collection of quantitative data only by means of a classroom observation sheet focused on how English teachers practiced classroom discourse during their discussions with students.

A. Participants

A total of 18 English teachers from secondary government schools participated in the study, in Semester 1 of 2022, in Makkah, Saudi Arabia. I observed the English teachers randomly to gather information using the observation form.

B. Instruments

I modified the observation sheet developed by Almuntasheri (2019) to achieve the purpose of this study. It focuses on the degree to which English teachers practiced classroom discourse while teaching in the ZPD and scaffolding their instruction. The observation form highlights major points of classroom discourse in the stages of teaching English lessons: planning and preparation, explanation and interpretation, and evaluation). The form also concentrates on the English teachers' types of discourse, either authoritative or dialogue teaching. An academic staff member who specialized in English teaching methods reviewed the observation sheet. Two research assistants coded all the video clips after they were trained to code the English classroom discourse. Interrater trustworthiness on the learners' discourse was greater than 87%, which is regarded as a satisfactory level of interrater agreement. I used a 5-point Likert scale (*very low–low–medium–high–very high*) to determine the degree to which teachers used the classroom discourse strategies they followed, either authoritative or dialogue teaching.

TABLE 1
RANGE OF MEANS TO DETERMINE THE ENGLISH TEACHERS' LEVELS OF PRACTICING CLASSROOM DISCOURSE

N	Mean	Score
1	Less than1.81	Very low
2	1.81-2.60	Low
3	2.61-3.40	Medium
4	3.41-4.20	High
5	4.21-5	Very high

IV. RESULTS

The repetitions and means of English teachers' use of classroom discourse in the lesson planning stage are clarified in Table 2.

TABLE 2
ENGLISH TEACHERS' USE OF CLASSROOM DISCOURSE IN THE LESSON PLANNING STAGE

Number	Strategy	Repetition	Mean	Practice strength	Order
1	Planning for classroom speaking activities (discussions, argue)	35	2.83	medium	2
2	Concentration on explaining the topic and delaying the discussion until after the explanation	49	4.08	high	3
3	Concentration on correcting errors before moving to lesson implementation	52	4.33	very high	1
4	Using strategies that evoke students' discussions	34	2.80	medium	5
5	Planning for recall of important concepts	23	1.91	low	6
6	Giving enough time for thinking	32	2.66	medium	7
7	Using classroom discourse to evaluate the learners' levels	32	2.66	medium	4

Table 2 highlights the English teachers' practice of classroom discourse in the lesson planning and preparation stage. The table indicates an increase in the use of some strategies such as concentration on correcting errors before moving to lesson implementation. The teachers' practice of this strategy was the highest (4.33). Concentration on explaining the topic and delaying discussion until after the explanation was the second most used strategy in the English teachers' observed practices (4.08).

Table 2 shows that these English teachers demonstrated medium-strength levels of practicing some classroom discourse strategies such as using strategies that evoke students' discussions (2.80) and using classroom discourse to evaluate learners' levels and giving enough time for thinking (2.66 and 2.66, respectively). Furthermore, Table 2 indicates low levels of English teachers' practice of some classroom discourse strategies such as planning for recall of important concepts (1.91).

The repetitions and means of English teachers' use of classroom discourse in the implementation or teaching stage are clarified in Table 3.

TABLE 3
ENGLISH TEACHERS' USE OF CLASSROOM DISCOURSE IN THE IMPLEMENTATION OR TEACHING STAGE

Number	Strategy	Repetition	Mean	Practice strength	Order
1	Encouraging continuous classroom discourse for classroom discourse without giving answers	40	3.33	medium	1
2	Providing correct answers for learners without discussion	53	4.41	very high	3
3	Provoke verbal interaction during group comparisons results	34	2.80	medium	4
4	Ending the classroom discourse with concentration on answers (Yes, No)	43	3.50	high	2
5	Linking new experience with previous experience	17	1.41	very low	7
6	Encouraging using formal concepts instead of using informal ones	32	2.66	medium	5
7	Asking the learners to provide evidence for their answers	25	2.08	low	6

Table 3 shows levels of the English teachers' classroom discourse practice in the lesson teaching stage. It reveals a very high level of the use of some strategies such as providing correct answers for learners without discussions and ending the classroom discourse with concentration on Yes–No answers (4.41 and 3.50, respectively). Moreover, Table 3 shows medium levels of English teachers' classroom discourse practice of some strategies such as encouraging continuous classroom discourse without giving answers, evoking verbal interaction during group comparisons of results and encouraging using formal concepts instead of using informal ones (3.33, 2.80, 2.66, respectively). Table 3 also shows low levels of English teachers' classroom discourse practice of some strategies such as linking new experience with previous experience and asking learners to provide evidence for their answers (1.41, 2.80, respectively).

The repetitions and means of English teachers' use of classroom discourse in the evaluation stage are clarified in Table 4. It indicates a high-level increase in the use of some strategies such as evaluation of previous concepts memorization, (4.50). Furthermore, Table 4 reflects medium levels of English teachers' classroom discourse practice of some strategies such asking varied questions to evaluate students' thinking levels (2.66). Table 4 also reflects low levels of the English teachers' classroom discourse practice of some strategies such as evaluation of learners' ability to express their ideas and evaluation of communication skills within group work (1.41 and 1.91, respectively).

TABLE 4
ENGLISH TEACHERS' USE OF CLASSROOM DISCOURSE IN THE EVALUATION STAGE

Number	Strategy	Repetition	Mean	Practice strength	Order
1	Evaluation of previous concepts memorization	54	4.50	very high	1
2	Evaluation of communication skills within group work	23	1.91	low	4
3	Asking questions to evaluate students' levels	44	4.00	high	2
4	Asking varied questions to evaluate students' thinking levels	32	2.66	medium	3
5	Evaluation of learners' ability to express their ideas	17	1.41	very low	5

V. DISCUSSION

The findings show that there was an increase in the use of certain strategies by English teachers during the planning and preparation stage, such as a focus on correcting errors before implementing the lesson and concentration on explaining the topic and delaying discussions until after the explanation. However, this increase in the use of these strategies also revealed a focus on transferring knowledge, which led to a reduction in classroom discourse during teaching. This is in line with Vygotsky's (1978) theory of teaching opportunities in the ZPD, which suggests that teachers have a responsibility to provide information to learners while allowing for the learners' own role in the investigation of knowledge.

Yusuk (2018) found that using scaffolding techniques based on the ZPD had a positive effect on learning, and indicated the potential for supporting the incorporation of these techniques in teaching. This result is consistent with the study by Burns and Myhil (2004) that found that teachers often struggle to move away from authoritarian discourse, resulting in their control of dialogue and directing it toward the transfer of knowledge. This also aligns with the study by Rohring and Luft (2004) that found that teachers' belief in their responsibility for transferring content can reduce opportunities for student participation in classroom dialogue.

Furthermore, the results show that English teachers had a very high level of usage for certain strategies during the teaching stage of the lesson, such as providing correct answers for learners without discussion and ending the discourse by focusing on answers like "yes" or "no." The increase in the use of these strategies indicates that strategies that prioritize the teacher's own discourse and their central role in managing class discussions, such as providing answers to questions without discussion and ending the class dialogue with a focus on answers were the most frequently practiced

strategies.

The use of these strategies, such as providing answers to questions without discussion and ending the class dialogue with a focus on answers, helps the teacher transfer concepts and explain them to the learners, but it also reduces the involvement of the learners in the classroom dialogue process. These strategies, which prioritize the teacher's role and aim to draw the students' attention to the covered concepts rather than revealing their own abilities to interpret, were the least frequently practiced. These results align with previous studies that found high usage of these strategies, which encourage correct answers while the teacher corrects incorrect answers without examining misconceptions (Wolfe & Alexander, 2008).

Additionally, the results reveal the degree to which English teachers practiced classroom discourse in the evaluation stage. The results show that assessing the learners' memorization of previously covered concepts was the most frequently practiced strategy. This aligns with the study by Almuntasheri (2019) that found that teachers' questions during the evaluation stage often focus on recalling presented information to ensure that learners have memorized the covered concepts.

Bosser and Lindahl (2020) contended that in managing classroom discussions, teachers should use a combination of both authoritative and dialogic approaches, as well as interactive and noninteractive communicative approaches. This is important in order to provide students with the opportunity to investigate complex issues using a guided authoritative approach, as well as being responsive to different perspectives presented during a discussion. Reznitskaya and Gregory (2013) also asserted that dialogic discourse is characterized by a shared authority among group members over the content and form of the discussion, open-ended questions that promote meaningful inquiries, constructive feedback from teachers, and student responsibility for the flow of the discussion. This includes managing turns, asking questions, critiquing others' answers, introducing new topics, and suggesting changes to the discussion process. Additionally, students are encouraged to explain their thinking while working collaboratively with others to co-construct new knowledge and mutual understanding.

According to Gillies (2020), using both authoritative and dialogic discourse is crucial for supporting students' learning and helping them develop reasoned arguments. Almuntasheri (2019) found that preservice science teachers frequently employed strategies that involved authoritative discourse in their classrooms. Aguiar et al. (2010) argued that both types of discourse are necessary, with authoritative discourse allowing teachers to establish a "canonical view" or way of reasoning in the classroom, while dialogic discourse encourages students to explore and investigate the ideas being presented. Garcia-Carrion and colleagues (2020) conducted a review of the social impact of dialogic teaching and found that there is evidence from various studies that this approach leads to academic achievement and social cohesion. They also noted that dialogic teaching provides children from different backgrounds with equal opportunities to participate in discussions that support their learning and development.

Scott and Mortimer (2005) conducted research on the various forms and functions of discursive interactions in high school classrooms. They identified two main types of interaction: an interactive and dialogic approach in which the teacher actively listens to students' ideas and prompts further discussion through questions, and an authoritative and interactive approach in which the teacher presents a scientific viewpoint and leads students through a series of questions and answers to clarify that perspective. According to Scott et al. (2006), shifting between these two styles of interaction is a natural part of teaching science, as the authoritative approach is often used to introduce new concepts while the dialogic approach allows for further exploration of those ideas.

VI. STUDY LIMITATIONS

One essential limitation of this study is that the research was applied in the context of only one city. Moreover, the sample size was small (i.e., 18 English teachers). A larger sample size of more than 50 English teachers from different cities would enhance the generalizability of the results.

VII. CONCLUSION

This research investigates how English teachers use classroom discourse in relation to the ZPD theory and scaffolding techniques. The results show very strong use of many strategies that support authoritative discourse in the three teaching stages. In contrast, the findings show lower levels of using strategies that support teaching in the ZPD. In the planning stage, the results indicate an increase in the use of certain strategies such as focusing on correcting errors before implementing the lesson and concentration on correcting errors before implementing the lesson.

Additionally, the findings reveal an increase in the use of certain strategies during the teaching stage, such as encouraging continuous classroom discourse without providing answers and providing correct answers for learners without discussion. Finally, in the evaluation stage, this research found a high level of increase in the use of strategies such as evaluating students' memorization of previous concepts, and asking questions to evaluate students' thinking levels in the evaluation stage.

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Exploring English Major Students' Readiness and Its Influence on the Students' Motivation for Online English Courses

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Abstract—The intent of this study is to explore the views of EFL undergraduate readiness to e- learning. More precisely, it probes how readiness will affect students' motivation to learn online and whether the students' gender and year of study have a relation with their readiness and online learning motivation. The researchers have administered an online survey with a 5-Likert scale (Microsoft Form) to259 EFL undergraduates from Al-Balqa Applied University of various study levels of English. The scale for data collection was adopted from a study by Hung et al. (2010). Results showed a positive relation between online learning readiness and online learning motivation, and the most significant predictor of online learning motivation was learner control readiness. Moreover, results revealed no significant relation between students' e-learning readiness and their learning motivation due to the students' gender and their year of study variables.

Index Terms—e-learning readiness, online learning motivation, EFL students, English courses

I. INTRODUCTION

In higher education sector, shifting from face –to face learning to e-learning has grown continuously and remarkably. And to achieve effective e-learning progress, determining the students' online readiness becomes a necessity. According to Luu (2022), the great transition from traditional learning system to e-learning system needs a great degree of students' online readiness.

Online readiness, which some researchers define as the ability to get benefits of the e-learning process and its resources, platforms, in addition to its technologies (Sevim et al., 2023), is one of the crucial factors in achieving a successful learning process. In other words, students, who are not ready fair enough, may fail in their e-learning courses (Hung et al., 2010; Yurdugul & Demir, 2017). Gugliemino and Gugliemino (2003) pointed that students who do not feel ready for e-learning process might not be motivated to attend and take part in the e-learning courses; accordingly, they might have negative attitude towards the whole e-learning process. It is seen that motivation is one of the most significant inputs and requirements that helps in achieving an effective and successful e-learning process (Torun, 2020). In the same context, Gonzales (2020) stated that the students, who are highly motivated, are more ready for online learning courses. Other researchers as Lim (2004), Moore and Kersley (2012), and Yilmaz (2017) assured that online-learning readiness enhances students' motivation towards e-learning process.

In addressing the significance of both: online readiness and motivation, many studies showed a positive and significant relation between them (Bovermann et al., 2018; Ahmad et al., 2020); whereas Thibeaux (2020) did not show any relation. Therefore, investigating and identifying any possible relation between the level of students' online readiness and online learning motivation is the objective of this study.

II. LITERATURE REVIEW

The adoption of technology is currently one of the imperative factors steering tertiary education in Jordan and worldwide. Whatever the format, universities all over the world have incorporated electronic learning into some or most of their courses (Means et al., 2014). Bearing in mind that this experience is not novel (Hung et al., 2010), universities' officials, instructors and students are still developing their understanding of the integration of electronic learning into learning-teaching process. At this point, knowing students' perceptions plays a pivotal role in this understanding (Hung et al., 2010) since they are the final product. Accordingly, this research has focused on addressing the determinants that impact preparing students for e-learning because identifying these determinants may enhance the students' reception of technology as an efficient learning tool.

While focusing on certain domains, several scholars have investigated EFL learners' reception of online learning. Faqeeh (2011) studied the factors influencing EFL Saudi students learning of online English courses, their self-efficacy, and their readiness to accept online medium of the Learning Management System (LMS) of Blackboard™ according to their level of study. His findings proved that "the factors related to learner control and motivation for learning in an online context impact EFL students' learning of the online undergraduate courses in the English department" (2011, p. 20). As for how students perceive their self-efficacy during online learning, Faqeeh (2011) reported that they are aware of the self-efficacy of their online communications. Moreover, they are also aware of "their perceptions of their readiness to accept" online learning medium (2011, p. 28).

Yadollahi et al. (2013) linked EFL students' online readiness to their English proficiency in Iran. The researchers found a positive relation between students' mastery of English and their readiness to learn online. Furthermore, access to technology and motivation were among the positive drivers of readiness. Hung et al. (2010) examined the relation between students' online learning readiness in the Taiwanese context using the five OLRs constructs. They have not found any correlation between students' online learning readiness and their gender. The same findings resonate with Hoang and Hoang (2022). Hoang and Hoang (2022) explored the constructs of online learning readiness (OLR) in Vietnamese context in terms of external variables of gender, year of study, and prior online experience. Their finding showed that learning motivation, students' self-efficacy, and self-directed learning were significant predicators of OLR while the students' year of study and gender were insignificant.

On the other hand, Firat and Buzhorh (2020) study in Turkey revealed that female students are better in their acceptance of online learning. These findings concurred with Chung et al. (2020) findings in Malaysia. Among other variables, Chung et al. (2020) investigated the effect of demographic factors of EFL undergraduates on their readiness to learn online. The results proved that students delivered a slightly moderate level of readiness to learn online. Yet, female students feel more comfortable and satisfied with online learning than male students do. In addition, the computer/internet self-efficacy construct occupied the highest level of readiness among students while the learner control construct occupied the lowest rank.

These findings echoed those of Hung et al. (2010) who disclosed that the mean score of OLRs domains ranged from the highest to the lowest. The highest is self-directed learning (SDL), online communication self-efficacy (OCS), motivation for learning (MFL), computer/internet self-efficacy (CIS), and the lowest is learner control (LC). In contrast, Benabed and Abdelhadi (2021) inferences were relatively neutral regarding EFL students' willingness to learn online in Algeria. Their findings indicated that Algerian students "demonstrate a low rate concerning experience of online learning, self-directed learning and (computer and Internet) self-efficacy time management, online communication/participation in interaction and motivation (2021, p. 20). Moreover, their students' online learning motivation is less than both self-efficacy and self-directed learning.

Obviously, many studies have been carried out to investigate the relation between online learning readiness and motivation. Still, there is a lack of empirical research on online learning readiness (OLR) in Arab countries in general and on the relation between online learning readiness and online learning motivation in particular. This study claims to be one of the few studies, if not the first, to examine Arab EFL students' online learning readiness and its relation to online learning motivation in higher Education sector. Accordingly, the study aimed to test the following hypotheses:

H1: Students' e-learning readiness will positively affect their online learning motivation.

H1a. Students' computer/ internet self-efficacy will positively affect their online learning motivation.

H1b. Students' online communication self-efficacy will positively affect their online learning motivation.

H1c. Students' self-directed learning will positively affect their online learning motivation.

H1d. Students' learner control will positively affect their online learning motivation.

H1e. Students' motivation for learning will positively affect their online learning motivation

H2: There is a statistically significant relation between students' e-learning readiness and their learning motivation due to the students' gender.

H3: There is a statistically significant relation between students' e-learning readiness and their motivation due to the students' year of study.

III. METHODOLOGY

A. Research Method

The researchers have delivered a self-administered survey to English major students at Al-Balqa Applied University to gather their responses toward the model variables. We adopted the scale for data collection from a study by Hung et al. (2010). We collected data during January 2023 and sent a cover letter with the survey to provide respondents with instructions and purposes of the study and to assure students that confidentiality of data is maintained. We required a sample comprising of around 200 observations to maintain 1:10 ratio for each item per observations, in order to fulfil requirements of analysis. Moreover, students at four academic year level were targeted; therefore, each level should be represented by around 25% of the sample to avoid any biases in the sample results. Finally, for statistical analysis methods, we used IBM SPSS as it fitted the requirements of the analysis. To examine moderation analysis by gender and academic year, we used descriptive, multiple and simple regression models and PROCESS macro to examine moderation analysis by gender and academic year.

TABLE 1
SOURCES OF ITEMS USED IN THE SURVEY

The Item	The Source
Computer/Internet self-efficacy (CIS) CIS1: I feel confident in performing the basic functions of Microsoft Office programs (MS Word, MS Excel, and MS PowerPoint). CIS2: I feel confident in my knowledge and skills of how to manage software for online learning CIS3: I feel confident in using the Internet.	Hung et al. (2010)
Self-directed learning (SDL) SDL1: I carry out my own study plan. SDL2: I seek assistance when facing learning problems. SDL3: I manage time well. SDL4: I set up my learning goals. SDL5: I have higher expectations for my learning performance.	Hung et al. (2010)
Learner control (LC) LC1: I can direct my own learning progress LC2: I am not distracted by other online activities when learning online (instant messages, Internet surfing). LC3: I repeated the online instructional materials on the basis of my needs.	Hung et al. (2010)
Motivation for learning (MFL) MFL1: I am open to new ideas MFL2: I have the motivation to learn. MFL3: I improve from my mistakes. MFL4: I like to share my ideas with others.	Hung et al. (2010)
Online communication self-efficacy (OCS) OCS1: I feel confident in using online tools (email, discussion) to effectively communicate with others. OCS2: I feel confident in expressing myself (emotions and humor) through text. OCS3: I feel confident in posting questions in online discussions.	Hung et al. (2010)
Online learning motivation (OLM) OLM1 I feel online classes are as convenient as traditional class room. OLM2 I feel the overall environment is favorable and motivate me to take online classes OLM3 I feel comfortable in participating in online classes. OLM4 I really enjoy online classes.	Rahman, Md and Uddin, Mohammad (2021)

(a). Data Coding and Preliminary Check

Data collection started on 2/1/ 2023 and finished on 20/1/2023. Collected data consisted of 279 students and data was coded into the PC by assigning weights to assessments. Validity of responses was checked by dropping invalid assessments due to following reasons: 8 responses were dropped due to same consistent assessment on all items in the questionnaire [B-liners]. Furthermore, 12 responses were dropped due to unengaged assessments based on negative phrased item in learner control scale. Outliers were not a concern. Cook's distance provided by multiple regression model scored a maximum value [0.09343] < [1] cutoff in accordance to suggestions by Kim (2017). Accordingly, the sample after dropping invalid responses consisted of 259 valid responses that fitted the requirements of analysis.

Valid dataset was deemed for preliminary check, and normality concerns were not seen in this study. Data was found symmetric, referring to Table 2. Skewness coefficients were within -2.2/ +2.2, meanwhile, kurtosis coefficients were within -3.6/ +3.6 in accordance to suggestions of George (2011). Thereby, parametric analysis is valid for this study.

TABLE 2
PRELIMINARILY CHECK - NORMALITY (N= 259)

Construct	Normality	
	Skewness	Kurtosis
Computer/ internet self-efficacy	-0.845	0.903
Online communication self-efficacy	-0.758	1.195
Self-directed learning	-0.726	1.080
Learner control	-0.547	1.684
Motivation for learning	-1.181	3.480
E-learning readiness	-0.841	2.546
Online learning motivation	-0.322	-0.825

Additionally, high collinearity concerns were not seen based on findings at Table 2. Variance inflation Factor [VIF] coefficients were far below [10] cutoff. Tolerances were above [0.10] cutoff, and all correlations between dimensions of the independent variable were significant positive not exceeding [0.90] cutoff satisfying guidelines of Pallant (2020) for checking multi-collinearity issue. Finally, common method bias that rises of using self-reported measures was not an issue in this study, Harman single factor test accounted for 34.854% of variation < [50%] cutoff as suggested by Podsakoff et al. (2012).

TABLE 2
PRELIMINARILY CHECK – MULTI-COLLINEARITY (N= 259)

Construct	Multi-collinearity		Pearson Correlation				
	VIF	Tolerance	1	2	3	4	5
Computer/ internet self-efficacy	1.394	0.717	1				
Online communication self-efficacy	1.857	0.539	0.509**	1			
Self-directed learning	2.342	0.427	0.392**	0.514**	1		
Learner control	1.901	0.526	0.340**	0.532**	0.643**	1	
Motivation for learning	2.007	0.498	0.338**	0.537**	0.667**	0.536**	1
e-learning readiness							
Online learning motivation	** Correlation is significant at [0.01] level						

(b). Measures Quality

Quality of used measured were examined based on Cronbach alpha coefficients and internal consistency of individual items to its total construct score. Statistical reliability was satisfied based on Cronbach alpha coefficients that were found greater than [0.60] cutoff proposed by Bougie and Sekaran (2019) showing adequate reliability for measures. On the other hand, all items were found having positive significant correlations to its total construct score, all correlations were greater than [0.20] cutoff showing adequate internal consistency as proposed by Pallant (2020).

TABLE 3
MEASURES QUALITY CHECK (N= 259)

Construct	Statement	r	Factor	Statement	r
Computer/internet self-efficacy	CIS1	0.835**	Learner control	LC1	0.698**
Cronbach alpha [0.764]	CIS2	0.879**	Cronbach alpha [0.603]	LC2	0.806**
	CIS3	0.758**		LC3	0.750**
Online communication self-efficacy	OCS1	0.810**	Motivation for learning	MFL1	0.687**
Cronbach alpha [0.738]	OCS2	0.808**	Cronbach alpha [0.772]	MFL2	0.830**
	OCS3	0.812**		MFL3	0.793**
Self-directed learning	SDL1	0.721**		MFL4	0.787**
Cronbach alpha [0.770]	SDL2	0.558**	Online learning motivation	MOT1	0.894**
	SDL3	0.797**	Cronbach alpha [0.923]	MOT2	0.912**
	SDL4	0.833**		MOT3	0.892**
	SDL5	0.681**		MOT4	0.908**

** Correlation is significant at the 0.01 level

(c). Students' Demographics

Table 4 gathered frequencies and percentages of students' demographics. The sample had higher percentage of female students 76.4% in compare to male students 23.6%. Meanwhile, the sample was seen having students from all academic years in reasonable portions as follows: 1st year 34.4%, 2nd year 23.9%, 3rd year 19.7% and 4th year 22.0%.

TABLE 4
STUDENTS' DEMOGRAPHICS (N= 259)

Sub-group	Frequency	%
Gender		
Male	61	23.6%
Female	198	76.4%
Academic year		
1st year	89	34.4%
2nd year	62	23.9%
3rd year	51	19.7%
4th year	57	22.0%

(d). Descriptive and Correlation Matrix

Table 5 gathers descriptive analysis and correlation matrix. Mean values showed that surveyed students have high agreement levels toward all dimensions of e-learning readiness. This shows that such students have high levels of e-learning readiness that teachers should focus on to promote online education process. Mean value for overall e-learning readiness counted [3.94]. Meanwhile, for the dimensions of e-learning readiness, mean values counted: computer/ internet self-efficacy [3.97], online communication self-efficacy [3.84], self-directed learning [3.93], learner control [3.71], and motivation for learning [4.24]. Furthermore, neither of std. coefficients for dimensions of e-learning readiness was found greater than [1], indicating homogeneity in students' assessments. On the other hand, online learning motivation scored a mean value of [3.32], showing a moderate level of online learning motivation among students. Furthermore, scored std. was [1.19] which is greater than [1] indicating non-homogeneity in assessments. As a result, teachers should consider investigating reasons for such moderate and non-homogeneous agreement toward online learning motivation among their students.

Pearson correlations showed that neither of e-learning readiness components has high correlation to any other component, indicating no serious collinearity in the model. Besides, all e-learning readiness components correlated to its variable total score that is e-learning readiness in significant positive correlations supporting the operationalization of e-learning readiness construct. On the other hand, correlations between e-learning readiness components and online learning motivation were significant positive showing a support for the proposed hypotheses by this study, strongest correlation was with learner control [0.473**].

TABLE 5
DESCRIPTIVE AND CORRELATION MATRIX (N= 259)

Construct	Descriptive			Pearson Correlation						
	Mean	Level	STD.	1	2	3	4	5	6	7
Computer/ internet self-efficacy	3.97	High	0.72	1						
Online communication self-efficacy	3.84	High	0.78	0.509**	1					
Self-directed learning	3.93	High	0.61	0.392**	0.514**	1				
Learner control	3.71	High	0.66	0.340**	0.532**	0.643**	1			
Motivation for learning	4.24	High	0.61	0.338**	0.537**	0.667**	0.536**	1		
e-learning readiness	3.94	High	0.52	0.684**	0.818**	0.812**	0.780**	0.777**	1	
Online learning motivation	3.32	Moderate	1.19	0.378**	0.467**	0.339**	0.473**	0.168**	0.481**	1

** Correlation is significant at [0.01] level

B. Hypotheses Testing

This section gathers results of regression models to test the proposed hypotheses. First main hypothesis was tested by applying multiple regression model to examine the influence of all proposed dimensions of e-learning readiness on online learning motivation. After that, simple regression model was applied to test the influence of each dimension of e-learning readiness on online learning motivation. Meanwhile, moderation influences by gender and academic year were tested using PROCESS macro model.

H1: Students' e-learning readiness will positively affect their online learning motivation.

TABLE 6
RESULTS OF MULTIPLE LINEAR REGRESSION MODEL FOR THE INFLUENCE OF DIMENSIONS OF E-LEARNING READINESS ON ONLINE LEARNING MOTIVATION

(R)	Adjusted (R^2)	Construct	Beta	Value (T)	Sig. (T)	F Calculate	Sig (F)
0.596	0.343	Computer/ internet self-efficacy	0.167	2.807	0.005*	27.900	0.000*
		Online communication self-efficacy	0.310	4.502	0.000*		
		Self-directed learning	0.088	1.136	0.257		
		Learner control	0.358	5.143	0.000*		
		Motivation for learning	-0.305	-4.265	0.000*		

Dependent variable: Online learning motivation
*Significant at the level ($\alpha \le 0.05$)

Referring to results at Table 6, a support for first main hypothesis H1 was found. The model had F calculate [27.900] which was significant at 0.05 level. The model explained 34.3% of variation in online learning motivation showing a support for model explanatory power. The model has a moderate correlation coefficient [0.596]. Moving to the influence of each dimension of e-learning readiness, all t values were significant expect for self-directed learning. It showed that this dimension was non-significant in influencing e-learning readiness. Remaining dimensions were found having significant influences at 0.05 level. Learner control had a positive influence by [0.358], which is the strongest predictor of online learning motivation. Then online communication self-efficacy had positive influence by [0.310], and computer/ internet self-efficacy had positive influence by [0.167]. On the other hand, motivation for learning had a negative influence by [-0.305]. Findings allow for supporting H1.

Sub hypotheses were tested using simple regression models as results were as follows:

H1a. Students' computer/ internet self-efficacy will positively affect their online learning motivation.

TABLE 7
RESULTS OF SIMPLE LINEAR REGRESSION MODEL FOR THE INFLUENCE OF COMPUTER/ INTERNET SELF-EFFICACY ON ONLINE LEARNING MOTIVATION (N= 259)

(R)	Adjusted (R^2)	Beta	Value (T)	Sig. (T)	F Calculate	Sig (F)
0.378	0.140	0.378	6.550	0.000*	42.900	0.000*

Dependent variable: Online learning motivation
*Significant at the level ($\alpha \le 0.05$)

Results at Table 7 showed a support for sub hypothesis H1a. The model had F calculate [42.900] which was significant at 0.05 level. The model explained 14% of variation in online learning motivation. Further, the model has a moderate correlation coefficient [0.378]. The influence of computer/ internet self-efficacy on online learning motivation counted [37.8%] which is a significant positive influence.

H1b. Students' online communication self-efficacy will positively affect their online learning motivation.

TABLE 8
RESULTS OF SIMPLE LINEAR REGRESSION MODEL FOR THE INFLUENCE OF ONLINE COMMUNICATION SELF-EFFICACY ON ONLINE LEARNING
MOTIVATION

(R)	Adjusted (R^2)	Beta	Value (T)	Sig. (T)	F Calculate	Sig (F)
0.467	0.215	0.467	8.458	0.000*	71.545	0.000*

Dependent variable: Online learning motivation
*Significant at the level ($\alpha \leq 0.05$)

Findings at Table 8 showed a support for sub hypothesis H1b. The model had F calculate [71.545] which was significant at 0.05 level. The model explained 21.5% of variation in online learning motivation. Further, the model has a moderate correlation coefficient [0.467]. The influence of online communication self-efficacy on online learning motivation counted [46.7%] which is a significant positive influence.

H1c. Students' self-directed learning will positively affect their online learning motivation.

TABLE 9
RESULTS OF SIMPLE LINEAR REGRESSION MODEL FOR THE INFLUENCE OF SELF-DIRECTED LEARNING ON ONLINE LEARNING MOTIVATION (N= 259)

(R)	Adjusted (R^2)	Beta	Value (T)	Sig. (T)	F Calculate	Sig (F)
0.339	0.111	0.339	5.777	0.000*	33.373	0.000*

Dependent variable: Online learning motivation
*Significant at the level ($\alpha \leq 0.05$)

Following regression results at Table 9, a support for sub hypothesis H1c was found. The model had F calculate [33.373] which was significant at 0.05 level. The model explained 11.1% of variation in online learning motivation. Further, the model has a moderate correlation coefficient [0.339]. The influence of self-directed learning on online learning motivation counted [33.9%] which is a significant positive influence.

H1d. Students' learner control will positively affect their online learning motivation.

TABLE 10
RESULTS OF SIMPLE LINEAR REGRESSION MODEL FOR THE INFLUENCE OF LEARNER CONTROL ON ONLINE LEARNING MOTIVATION (N= 259)

(R)	Adjusted (R^2)	Beta	Value (T)	Sig. (T)	F Calculate	Sig (F)
0.473	0.220	0.473	8.597	0.000*	73.903	0.000*

Dependent variable: Online learning motivation
*Significant at the level ($\alpha \leq 0.05$)

Results at Table 10 showed a support for sub hypothesis H1d. The model had F calculate [73.903] which was significant at 0.05 level. The model explained 22% of variation in online learning motivation. Further, the model has a moderate correlation coefficient [0.473]. The influence of learner control on online learning motivation counted [47.3%] which is a significant positive influence.

H1e. Students' motivation for learning will positively affect their online learning motivation

TABLE 11
RESULTS OF SIMPLE LINEAR REGRESSION MODEL FOR THE INFLUENCE
OF MOTIVATION FOR LEARNING ON ONLINE LEARNING MOTIVATION (N= 259)

(R)	Adjusted (R^2)	Beta	Value (T)	Sig. (T)	F Calculate	Sig (F)
0.168	0.024	0.168	2.733	0.007*	7.467	0.007*

Dependent variable: Online learning motivation
*Significant at the level ($\alpha \leq 0.05$)

Findings at Table 11 showed a support for sub hypothesis H1e. The model had F calculate [7.467] which was significant at 0.05 level. The model explained 2.4% of variation in online learning motivation showing a very weak model. Further, the model has a low correlation coefficient [0.168]. The influence of motivation for learning on online learning motivation counted [16.8%] which is a significant positive influence.

C. Testing Moderation Influence

PROCESS macro model was applied to test for moderation roles by gender and academic year on the influence of e-learning readiness on online learning motivation.

H2: There is a statistically significant relation between students' e-learning readiness and their learning motivation due to the students' gender.

TABLE 12
RESULTS OF PROCESS MACRO MODEL FOR THE MODERATION ROLE BY GENDER ON THE INFLUENCE OF E-LEARNING READINESS ON ONLINE LEARNING MOTIVATION

(R)	Adjusted (R^2)	Entered variable	Beta	Value (T)	Sig. (T)	F Calculate	Sig (F)
0.499	0.249	e-learning readiness	1.060	8.564	0.000*	28.111	0.000*
		Gender	-0.312	-2.043	0.042*		
		e-learning readiness x Gender	-0.299	-1.066	0.287		

Dependent variable: Online learning motivation
*Significant at the level ($\alpha \leq 0.05$)

The model, reported in Table 12, showed that the model was significant having F calculate (28.111). The model explained 24.9% of variation in online learning motivation. Further, the model has a moderate correlation coefficient [0.499]. The direct influence of e-learning readiness on online learning motivation was positive and significant; however, the interaction term which is the product of e-learning readiness × gender was negative and non-significant [-0.299]. This indicated that gender was not seen having a significant moderation influence, thereby, H2 cannot be supported.

H3: There is a statistically significant relation between students' e-learning readiness and their motivation due to the students' year of study.

TABLE 13
RESULTS OF PROCESS MACRO MODEL FOR THE MODERATION ROLE BY ACADEMIC YEAR ON THE INFLUENCE OF E-LEARNING READINESS ON ONLINE LEARNING MOTIVATION (N= 259)

(R)	Adjusted (R^2)	Entered variable	Beta	Value (T)	Sig. (T)	F Calculate	Sig (F)
0.509	0.259	e-learning readiness	1.046	8.423	0.000*	29.664	0.000*
		Academic year	0.124	2.213	0.028*		
		e-learning readiness × Academic year	-0.209	-2.079	0.039*		

Dependent variable: Online learning motivation
*Significant at the level ($\alpha \leq 0.05$)

The model, reported in Table 13, showed that the model was significant having F calculate (29.664). The model explained 25.9% of variation in online learning motivation. Further, the model has a moderate correlation coefficient [0.509]. The direct influence of e-learning readiness on online learning motivation was positive and significant. Moreover, the interaction term, which is the product of e-learning readiness × academic year, was negative and significant [-0.209], indicating that academic year was seen having a significant negative moderation influence, thereby, H3 is supported. Moderation role displayed at Figure 1 showed that academic year was dampening the positive influence of e-learning readiness on online learning motivation. Hence, one can conclude, as students at their final years, their e-learning readiness in enhancing online learning motivation is reduced.
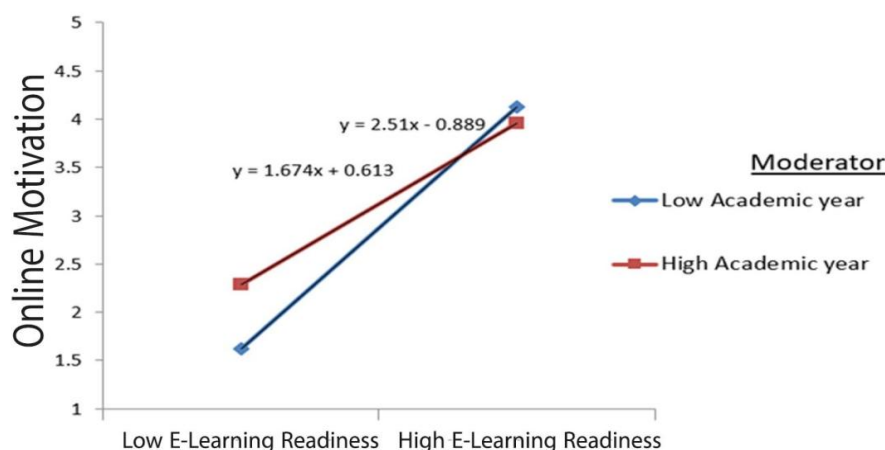

Figure 1. Two-Way Interaction Plot of Moderation Role by Academic Year on the Influence of E-Learning Readiness on Online Learning Motivation

IV. DISCUSSION

This study investigated the relation between students' online learning readiness' components and online learning motivation. The study provided a support for the association between e-learning readiness and online learning

motivation in higher education institutions in Jordan. Based on assessments provided by 259 students, analysis was proceeded and regression models were examined.

Results showed that the most significant predictor of online learning motivation was learner control showing the vital role of providing students with complete control over this process in fostering their online learning motivation. These findings were consistent with Fageeh (2020), Hung et al. (2010) and Benabed and Abdaelhadi (2022), whose studies' findings assured a clear and strong relationship between the learners' control and their motivation towards online learning courses.

Furthermore, the remaining aspects of e-learning readiness such as computer/ internet self-efficacy and online communication self-efficacy were found having significant influences. Thus, they demonstrated the crucial role of maintaining such aspects for students. This point is similar to results of Fageeh (2011), Hoang and Hoang (2022), Chung et al. (2020) and Hung et al. (2010) that confirmed a positive relationship between computer/internet self-efficacy and online communication self-efficacy, and the students' motivation of online courses.

Additionally, self-directed learning and motivation for learning showed positive influence in fostering online learning motivation, and this result may due to the assumption that the learners are aware of their responsibility for their learning and the great role they have in an e-learning environment. These results are in agreement with the study of Hoang and Hoang (2022).

Overall, students with high level of online learning readiness, showed greater motivation towards online learning courses. It is worth mentioning that students' high level of online learning readiness may account for their adoption and acceptance of online learning as a substitute for face-to-face learning.

Further, two moderation roles were investigated to deepen our understanding of students online learning motivation. Firstly, we were able to support that students at higher academic years have fewer levels of benefiting from their e-learning readiness to improve their online learning motivation. Hence, such critical issues should be considered and required actions should be taken to improve students in their final years' benefit of their e-learning readiness to enhance their online learning motivation. This finding is in agreement with Hoang and Hoang's (2022) study. Secondly, we were able to support that the gender variable showed no significant influence of the students' online learning motivation indicating that male and female students have similar level in online learning readiness. In other words, males and female share equal attitudes toward online learning. This finding is congruent with Hung et al. (2010) and Hoang and Hoang's (2022) findings that gender was insignificant in its influence on online learning readiness and, accordingly in motivation towards online learning courses.

V. Conclusions and Limitations

This study investigated the level of students' online readiness and its relation with motivation towards online English courses. Thirty-five (35) scale items corresponding to five dimensions; computer/ internet self-efficacy, online communication self-efficacy, self-directed learning, learner control and motivation for learning were used for investigation. We also explored the role of gender and level of education variables in online readiness and online motivation. The study's analysis showed that students' e-learning readiness positively affected their online learning motivation, and the relation between students' e-learning readiness and their learning motivation due to the students' gender variable was insignificant as well as the year of education variable.

Finally, this study is limited to the variables of gender and academic years as factors affecting students' e-learning motivation. In addition, this study also has limitations in its participants who are English major students enrolled in Al-Balqa Applied University for the academic year 2022-2023. Based on the limitations of this study, the researchers recommend further research to reveal other important variables to enhance students' e-learning readiness and their online learning motivation.

VI. Implications

The positive attitudes of undergraduate students and their willingness to learn online can help them learn English effectively. However, instructors should give more attention to senior undergraduate EFL learners due to their lack of interest in e-learning. University instructors could enhance autonomous and long life learning as a key concept in foreign language learning and future career development. Graduates could achieve these goals by staying tuned to online courses offered by universities worldwide. The moderate level of online learning motivation among students necessitates that the instructors need to reconsider their methods and strategies of teaching English in online setting that could help in motivating students to be active in the online courses. Concerning the insignificant value of self-directed learning as one of the components of online readiness, instructors should aware the students before beginning online teaching of the students' responsibility of online learning, and that they are the core of the online learning system.

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Swedish Writing Exercises Assisted by Translation Software: A Case Study With a Japanese Learner

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Abstract—This study examined the benefits of writing exercises assisted by translation software for learning Swedish. The participant was a Japanese individual, an advanced-level English and French speaker, and an intermediate-level German user. Prior to the survey, he had taught himself Swedish for several months. He wrote 15 texts and received feedback from a native Swedish speaker after every exercise. To assess his progress, two tests were conducted. The first test included 100 fundamental Swedish words, and the second questioned the present, past, and passive forms of 50 verbs. He had known 30 out of the 100 words before the research, but correctly identified 97 after completion. Moreover, the participant correctly answered only 49 out of the 150 verb forms at first, but the writing practice enabled him to identify 144 forms correctly. From the abovementioned results, this study concludes that the writing exercises efficiently enrich the lexical and grammatical knowledge of Japanese learners of Swedish.

Index Terms—grammar, Swedish, translation software, vocabulary, writing

I. INTRODUCTION

A. Importance of Sweden and Swedish in the World

Sweden has maintained one of the highest Gross National Income (GNI) per capita figures in the world. Additionally, welfare, education, and academic research in Sweden are highly acclaimed. Sweden is considered as a model by many countries (Organisation for Economic Co-operation and Development, 2022).

Swedish, Danish, and Norwegian belong to the North Germanic branch of the Indo-European language family (Crystal, 2010). It is spoken by approximately 10 million native speakers and has the status of an official language in Sweden as well as Finland, which had previously been ruled by Swedes, and in the Åland Islands, an autonomous Swedish-speaking region.

Swedish and English share several grammatical similarities, including syntax. For example, Swedish is based on the S-V-O, S-V-C, and S-V-O-C structures. The auxiliary verb *ha*, meaning "have," and past participle usually occupy the sentence without other elements: *Jag har sett den här filmen förut* ("I have watched this film before."). A past participle used for the same structure is placed at the end of the sentence in other Germanic languages such as German: *Ich habe diesen Film schon einmal gesehen* ("I have watched this film before.") (Schenke et al., 2016). Moreover, relative clauses in German require a reversal of the auxiliary and main verbs, for example, *der Film, den ich schon einmal gesehen habe* ("the film I have watched before."). On the other hand, the Swedish verbs *har sett* "have seen" in the Swedish equivalents *filmen som jag har sett tidigare* retain a syntactic similarity to English. Therefore, English speakers can learn Swedish more easily than German speakers.

Foreign learners of a language need to first analyze the similarities and differences in grammar and vocabulary among Swedish, German, English, and other languages they have learned, to learn Swedish more efficiently. The position of the verb in the second place of the sentence is common in Swedish and German, so it is not difficult for a German speaker to follow this grammatical rule when communicating in Swedish.

To use Swedish correctly, English- or German-speaking learners must learn grammatical rules that are different from those of English or German. It takes some time to get accustomed to the neutral form of adjectives used as adverbs. It is comprehensible if we consider the use of the neutral form as an abbreviation of the phrase *på ett ...t sätt*, meaning "in a ... way".

In Swedish, suffixes that function like definite articles follow nouns instead of the articles that precede them (Holmes & Hinchliffe, 2013). For example, the common noun *form* "form" becomes *formen* when it means "the form." Similarly, the neutral noun *ord* "word" changes into *ordet* "the word" in the definite form. Suffix combinations such as *studenternas* "of the students," which include the plural suffix *-er*, the definite suffix *-na*, and the possessive suffix *-s*, are difficult for many learners because they are different from those used in English. Learners need to become accustomed to the definite and plural forms of nouns and adjectives in Swedish. Many nouns, such as *ord* "word," *språk*

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"language," and *exempel* "example," require no suffix for their indefinite plural forms, but need an additional suffix -*en* for their definite plural forms.

Definite articles are placed before combinations of an adjective and noun in German and several other European languages, so it is relatively easy for English or German speakers. The use of a definite noun after a definite article and an adjective, such as in the Swedish language, seems redundant to foreign learners. The German adjective and noun *das schwedische Alphabet* "the Swedish alphabet" do not contain an additional suffix in the noun. However, the neutral suffix -*et* is included in the Swedish equivalent *det svenska alfabetet*. Moreover, the structures of passive forms are also particular because auxiliary verbs such as *vara* "be" or *bli* "become" can be omitted to build passive forms.

B. Possible Interference by the Learner's First Language

The first language (L1) of the participant in this research was Japanese. Therefore, this section will discuss some of the most common difficulties faced by a Japanese speaker, when learning a European language.

Japanese-speaking learners of Western languages, including English, French, and German, frequently face problems when choosing a singular or plural form, because they often need not explicitly show plurality in Japanese. For example, the English noun *progress* is usually uncountable; however, Japanese learners often pluralize it.

The Japanese language primarily distinguishes perfect and imperfect voices but does not explicitly differentiate between past and past perfect tenses. This ambiguity negatively affects many Japanese learners' tense choices when writing in a foreign language. Despite the absence of specific past perfect forms, tense differences are usually shown with *mae* or *izen*, both of which mean "before".

A grammatical form that includes -*teiru* generally indicates the present progressive tense, such as *tabeteiru* "is eating" and *miteiru* "is watching" (Kaiser et al., 2013). However, that form can describe a perfect aspect with an adverb such as *mō* "already": *Tanaka-san wa mō eki-ni tsuiteiru* "Mr./Ms. Tanaka has arrived at the station". This unclear distinction sometimes affects Japanese speakers in choosing the correct tense in a passive sentence: e.g., *Ano chihō wa jishin-de higai-o uketa* "That region was damaged by an earthquake" and *ano chihō wa jishin-de higai-o uketeiru* "That region is (has been) damaged by an earthquake". Both sentences are correct in Japanese.

No articles are required in Japanese; therefore, articles are often missing in texts written by Japanese speakers. Learning about the usage of articles in a European language presents another difficulty for them. Although definite articles appear less frequently in Swedish than in English or German, the use of definite suffixes is also difficult for Japanese speakers.

C. Benefits of Translation Software

Translation software programs have often been considered as ineffective translators because they generate unnatural translations when the target language has a different word order in sentences. However, automatic translation programs can support writing exercises through translating relatively similar languages, such as English and Swedish. For example, Lawson et al. (2019) advocate the benefits of translation software for the U.S. transportation industry.

D. Significance of Writing Exercises for Knowledge Enhancement

Writing exercises are often used to enhance students' grammatical and lexical knowledge. Memorization using word lists may be effective for passing an examination; however, knowledge that is not connected to sentence contexts is often forgotten quickly. An effective approach to enhance knowledge is practicing writing with the topics chosen by the learner. Although the topics may be limited, learners get the opportunity to spontaneously express their opinions and ideas in the target language.

II. LITERATURE REVIEW

Corder (1967) focused on the importance and benefits of L2 learners' speech and writing errors for language teaching and posited that the existence of "transitional competence" may have been acquired and thus continued to develop. Learners' errors and their imperfect L2 began to be considered positively as unavoidable but indispensable elements in the process of second language learning. Corder (1993) emphasizes the significance of learners' L1 as the basis for L2 learning. His hypothesis underlines that, in their acquisition process, most L2 learners borrow their L1 vocabulary, grammatical features, and structures to facilitate their learning. Selinker (1972) suggested the term *Interlanguage*, defining it as "a separate linguistic system based on the observable output which results from a learner's attempted production of a target language norm" (p. 214). However, the term *Interlanguage* has had no unanimous definition yet, and has been interpreted differently. For example, Ellis (1994) employs this term as "the system of implicit L2 knowledge that the learner develops and systematically amends over time" (p. 354). The provisional language knowledge of L2 learners has been measured for various purposes, including error analysis.

Ringbom (2012) performed a comprehensive analysis of recent vocabulary studies in Sweden and Finland to explore positive and negative transfers from learners' L1 when learning a foreign language. Poort and Rodd (2017) examined how etymologically shared Dutch and English words (hereafter "cognates") benefit the English vocabulary identification of 41 native Dutch speakers who are fluent in English and statistically compared their average lexical decision time for cognates and noncognates. The researchers observed that cognates significantly facilitated the participants' selection. Wolter and Gyllstad (2011) investigated native Swedish-speaking English learners' reaction time

for L1–L2 collocations and L2-only features and suggested that the generally slower reaction times appeared to be more associated with a lack of priming for individual words. Uni (2019) asserted that the shared Latin-origin vocabulary among English and Scandinavian languages benefits learners of Swedish and Danish, especially when acquiring basic vocabulary. Ringbom (2007) highlighted that orthographical and phonetic similarity primarily fostered the lexical learning of an etymologically related target language. Meanwhile, such learning is frequently impeded by grammatical, lexical, and phonetic elements that differ from learners' L1. Jódar-Sánchez (2016) explored Finnish speakers' phonetical interference when pronouncing Spanish. Most Spanish words have an accent in the penultimate syllable, while in Finnish, the first syllables are accentuated. For example, *museo* means "museum" in Spanish and Finnish but with different accentuated syllables. Incorrect pronunciation and intonation often diminish an interlocutor's comprehension of not only individual words but also whole sentences; therefore, learners must control their own phonetic interference. Learners must first pay attention to grammatical, lexical, and phonetic discrepancies between their L1 and L2 and then repeatedly produce and increase self-corrections. Phonetic self-corrections must take place in speaking activities whereas vocabulary self-corrections can be easily performed in writing exercises.

Masny (1997) investigated the relationship between L2 writing and language awareness and emphasized that writing activities enabled learners to ponder the reasons of their errors and learn the target language more explicitly than passive learning activities such as reading. Svalberg (2007) reviewed recent studies on language awareness and identified the importance of enhancing the depth of learners' knowledge through consciousness-raising. Svalberg's (2016) study proved the benefits of consciousness-raising for the enhancement of learners' self-confidence in their proficiency and spontaneous output. Furthermore, Dörnyei (2002, 2003) advocated the advantages of motivation and spontaneity for L2 learning.

III. METHODOLOGY

A. Participant's Details

The participant was a Japanese speaker, who had attained an advanced level in English and French, and intermediate level in German. He had studied Swedish by himself for several months, as he was interested in Swedish and wished to live in Sweden. He practiced writing in Swedish almost daily with the help of a native speaker who corrected his text.

B. Objective

This study examined the benefits of writing exercises assisted by translation software for learning Swedish. The participant, a Japanese speaker, was asked to write in Swedish for a month and receive feedback from a native Swedish speaker after every exercise. The author hypothesized that frequent writing practice in Swedish would enhance the lexical and grammatical knowledge of Asian learners of Swedish.

Many studies on Asian English learners have analyzed errors. For example, Wu and Garza (2014) explored the characteristics of errors produced by native Mandarin speakers. The most frequent errors were observed in subject–verb agreement, a type of mistake that is also common among Japanese, Korean, Indonesian, and Malay speakers because grammatical persons or numbers do not affect verb conjugations in their L1 (Hoshino et al., 2009). The absence of definite articles is also commonly observed in writing by Asian learners since the definite articles do not exist in Japanese, Korean, Mandarin, Malay, and Indonesian.

Moreover, the frequency of intonational errors caused by L1 tones is high among Chinese English learners (Zhang et al., 2008). On the other hand, intonational issues less frequently affect native speakers of nontonal languages such as Japanese, Korean, Hindi, Urdu, Indonesian, and Malay. Since errors differ depending on learners' L1 and target language, it is important to examine learner's errors in Swedish to identify specific areas of improvement for Asian learners of Swedish. This study examined 11 texts written by the Japanese participant but excluded four other texts because they included personal information of the Swedish corrector. Through analyzing a Japanese speaker's Swedish writing, major errors by the speakers of an Asian language can be more accurately predicted.

C. Fundamental Vocabulary Test

Two check tests with identical content were administered before and after the writing exercise to verify the improvement in the participant's Swedish proficiency. These were a vocabulary tests that included 100 basic Swedish words, and a grammatical test comprising 50 verbs in the present, preterit, and passive forms. Swedish words that are similar to their English equivalents, such as *bok* "book," *hand* "hand," *fisk* "fish," and *fot* "foot," were not included in the vocabulary test. The listed nouns were not limited to the most frequent nouns such as *ben* "leg," *kropp* "body," *öga* "eye," and *öra* "ear," as various types of fundamental vocabulary are beneficial for writing exercises and enhancing lexical and grammatical knowledge.

(a). Nouns

användning "use," *arbete* "work," *år* "year," *årstid* "season," *barn* "child," *ben* "leg," *besök* "visit," *betydelse* "meaning," *bil* "car," *blad* "leaf," *blomma* "flower," *bokstav* "letter," *brand* "fire," *byggnad* "building," *dåtid* "past," *del* "part," *djur* "animal," *dryck* "drink," *fågel* "bird," *färg* "color," *födelse* "birth," *fördel* "benefit," *framtid* "future," *gren* "branch," *handel* "commerce," *himmel* "sky," *huvud* "head," *inlärning* "learning," *jämförelse* "comparison," *konst*

"art," *kontor* "office," *kön* "gender," *kropp* "body," *kunskap* "knowledge," *kvinna* "woman," *lärare* "teacher," *ledare* "leader," *likhet* "similarity," *ljus* "light," *ljud* "sound," *luft* "air," *maskin* "machine," *mat* "food," *månad* "month," *mening* "sentence," *öga* "eye," *öra* "ear," *pengar* "money," *översättning* "translation," *plånbok* "wallet," *regel* "rule," *resa* "travel," *sak* "thing," *sätt* "manner," *skada* "damage," *skäl* "reason," *skillnad* "difference," *smak* "taste," *sol* "sun," *språk* "language," *stad* "city," *stavelse* "syllable," *sten* "stone," *stol* "chair," *svar* "answer," *tåg* "train," *tidning* "newspaper," *timme* "hour," *träd* "tree," *utbildning* "education," *vecka* "week," *tid* "time," *val* "choice," *vatten* "water," *vän* "friend," *vetenskap* "science".

(b). Adjectives

billig "cheap," *bullrig* "noisy," *dålig* "bad," *dyr* "expensive," *enkel* "simple," *fuktig* "humid," *hög* "high," *känd* "famous," *kort* "short," *långsam* "slow," *låg* "low," *mjuk* "soft," *mörk* "dark," *nuvarande* "current," *plötslig* "sudden," *rolig* "funny," *senaste* "latest, recent," *stor* "big," *svår* "difficult," *snabb* "quick," *torr* "dry," *tung* "heavy," *tunn* "thin," *utsökt* "delicious".

Before the participant practiced writing for this study, he had kept a journal about his daily activities in Swedish. He had known basic words such as *dryck* "drink," *mat* "food," *sak* "thing," and *vatten* "water," but he had not expanded his vocabulary to a more advanced level. For this reason, he asked a native Swedish speaker to communicate with him and help him enrich his lexical and grammatical knowledge.

Before interacting with the native speaker, the participant had correctly identified a total of 30 nouns and adjectives, including *bil* "car," *billig* "cheap," *dyr* "expensive," *pengar* "money," *plånbok* "wallet," *hög* "high," *utsökt* "delicious," *år* "year," *månad* "month," and *vecka* "week." While doing written exercises for the study, he was allowed to use a printed English-Swedish dictionary and translation software. However, he endeavored to minimize the use of the software to enrich his proficiency as autonomously as possible.

D. Grammatical Test

The grammatical test used in this study included the present, preterit, and present passive forms of 50 basic Swedish verbs that were essential for basic communication in Swedish. Several verbs, such as *kalla* "to call," *rekommendera* "to recommend," and *reservera* "to reserve," which resemble their English counterparts, were excluded from the test.

Before the writing practice, the participant correctly identified 18 present forms of frequently used verbs: *äter* "eat," *betalar* "pay," *dricker* "drink," *förstår* "understand," *ger* "give," *gör* "do, make," *hör* "hear," *köper* "buy," *lagar* "cook, repair," *lär* "teach," *läser* "read," *öppnar* "open," *ser* "see," *skriver* "write," *talar* "speak," *tar* "take," *tänker* "think," and väljer "choose".

(a). Present Forms of the Listed Verbs

använder "use," *äter* "eat," *avslutar* "finish," *begär* "request," *berättar* "tell," *besöker* "visit," *betalar* "pay," *börjar* "start," *bygger* "build," *drar* "pull," *dricker* "drink," *får* "get," *föreslår* "propose," *förklarar* "explain," *förstår* "understand," *frågar* "ask," *ger* "give," *gör* "do, make," *hör* "hear," *kastar* "throw," *känner* "feel," *klipper* "cut," *köper* "buy," *lagar* "cook, repair" *lämnar* "leave," *lär* "teach," *läser* "read," *öppnar* "open," *översätter* "translate," *raderar* "erase, delete," *räknar* "count," *rättar* "correct," *säljer* "sell," *ser* "see," *skapar* "create," *skickar* "send," *skriver* "write," *smakar* "taste," *stänger* "close," *talar* "speak," *tar* "take," *tänker* "think," *tror* "believe," *trycker* "press," *tvättar* "wash," *upptäcker* "discover," *uttalar* "pronounce," *uttrycker* "express," *väljer* "choose," *visar* "show".

However, the past tenses of *göra* "to do, make," *se* "to see," and *ta* "to take," were not answered correctly, because the forms of *gjorde* "made," *såg* "saw," and *tog* "took," include irregular consonants that are not included in their English counterparts. In all, he successfully identified 15 past forms: *åt* "ate," *betalade* "paid," *drack* "drank," *förstod* "understood," *gav* "gave," *hörde* "heard," *köpte* "bought," *lagade* "cooked, repaired," *lärde* "taught," *läste* "read," *öppnade* "opened," *skrev* "wrote," *talade* "spoke," *tänkte* "thought," and *valde* "chose".

(b). Preterit Forms of the Listed Verbs

använde "used," *åt* "ate," *avslutade* "finished," *begärde* "requested," *berättade* "told," *besökte* "visited," *betalade* "paid," *började* "started," *byggde* "built," *drog* "pulled," *drack* "drank," *fick* "got," *föreslog* "proposed," *förklaras* "explained," *förstod* "understood," *frågade* "asked," *gav* "gave," *gjorde* "did, made," *hörde* "heard," *kastade* "threw," *kände* "felt," *klippte* "cut," *köpte* "bought," *lagade* "cooked, repaired," *lämnade* "left," *lärde* "taught," *läste* "read," *öppnade* "opened," *översätte* "translated," *raderade* "erased, deleted," *räknade* "counted," *rättade* "corrected," *sålde* "sold," *såg* "saw," *skapade* "created," *skickade* "sent," *skrev* "wrote," *smakade* "tasted," *stängde* "closed," *talade* "spoke," *tog* "took," *tänkte* "thought," *trodde* "believed," *tryckte* "pressed," *tvättade* "washed," *upptäckte* "discovered," *uttalade* "pronounced," *uttryckte* "expressed," *valde* "chose," *visade* "showed".

Passive forms can often be constructed by a partial modification of infinitives; therefore, 16 passive forms were correctly answered: *äts* "eaten," *betalas* "paid," *dricks* "drunk," *förstås* "understood," *ges* "given," *görs* "done, made," *hörs* "heard," *köps* "bought," *lärs* "taught," *läses* "read," *öppnas* "opened," *ses* "seen," *skrivs* "written," *talas* "spoken," *tas* "taken," and *tänkas* "thought." Although the participant correctly identified its present and past forms, he could not write *väljs/väljes* "chosen" perfectly. The participant correctly answered 49 out of 150 verbs before the writing practice.

(c). Present Passive Forms of the Listed Verbs

används "used," *äts* "eaten," *avslutas* "finished," *begäras* "requested," *berättas* "told," *besöks* "visited," *betalas* "paid," *börjas* "started," *byggs/bygges* "built," *dras* "pulled," *dricks* "drunk," *fås* "gotten," *föreslås* "proposed," *förklaras* "explained," *förstås* "understood," *frågas* "asked," *ges* "given," *görs* "done, made," *hörs* "heard," *kastas* "thrown," *känns* "felt," *klipps* "cut," *köps* "bought," *lagas* "cooked," *lämnas* "left," *lärs* "taught," *läses* "read," *öppnas* "opened," *översättas* "translated," *raderas* "erased, deleted," *räknas* "counted," *rättas* "corrected," *säljs/säljes* "sold," *ses* "seen," *skapas* "created," *skickas* "sent," *skrivs* "written," *smakas* "tasted," *stängs* "closed," *talas* "spoken," *tas* "taken," *tänkas* "thought," *tros* "believed," *tryckas* "pressed," *tvättas* "washed," *upptäcks* "discovered," *uttalas* "pronounced," *uttrycks* "expressed," *väljs/väljes* "chosen," *visas* "shown".

IV. DATA ANALYSIS

A. Text 1

> *Jag har lärt mig svenska själv **för** (→ **i**) flera månader. Jag utövar svenska som hobby eftersom jag är intresserad **i** (→ **av**) Sverige. Jag skrev till exempel flera svenska meningar i min dagbok varje dag. Det är dock svårt att skriva mer komplexa saker. **Jämförelse** (→ **Jämförelsen**) mellan engelska och svenska ord är intressant. Om jag **har** (→ **får**) tid vill jag besöka Sverige i framtiden.*
>
> "I have been learning Swedish myself for several months. I practice Swedish as a hobby because I am interested in it. For example, I wrote several Swedish sentences in my diary every day. However, it is hard to write more complex things. A comparison between English and Swedish words is interesting. If I have time, I want to visit Sweden in the future".

A native Swedish speaker who examined Text 1 pointed out three words to be corrected. First, the Swedish preposition *för* had to be changed to *i* "in, for" before a duration. Second, the Swedish preposition *i* "in" is rarely used after *intresserad* "interested," but *av*, which also means "of," is more suitable. The Swedish noun *jämförelse* "comparison" was corrected to that with the definite suffix *-n*. Moreover, *har* "have" in the clause *om jag har tid* "if I have time," can be replaced with *får* "get, receive".

The translation software helped the participant write *mer komplexa saker* "more complex things," as he was unsure of the appropriate Swedish suffix for the adjective *komplex* "complex" before the indefinite plural word. It also assisted him in writing *i framtiden* "in the future," where *framtid* "future" was followed by the definite suffix *-en*.

B. Text 2

> *Idag gick jag till ett **café** (→ **kafé**) och drack etiopiskt kaffe. Det var utsökt. Baristor bryggde kaffe med sifon. Det var intressant som ett **chemisk** (→ **kemiskt**) experiment. Kaffe från olika länder i världen serveras i **caféet** (→ **kaféet**). För flera dagar sedan drack jag **latin-amerikan** (→ **latinamerikanskt**) kaffe. Det **finns** (→ **fanns**) en tydlig smakskillnad mellan de olika **kaffesorter** (→ **kaffesorterna**). Jämförelsen av vanliga saker **också** (→ moved after **möjliggör**) möjliggör många upptäckter.*
>
> "Today, I went to a café this evening and drank Ethiopian coffee. It was delicious. Baristas brew coffee with siphons. This was interesting, similar to a chemical experiment. Coffees from various countries around the world are served in the café. Several days ago, I had drunk Latin American coffee. There was a clear difference in taste among the different types of coffee. Comparison of usual things also allows many discoveries".

According to the Swedish informant, the French loanword *café* in the first sentence was acceptable; however, *kafé* "café" is a more common spelling. The participant coined the word *chemisk* to express "chemical," which should be spelled *kemisk* in Swedish. The singular neutral suffix *-t* was also required to conform to the neutral noun *experiment*. The translation software correctly proposed the phrase *i världen* "in the world." If the participant had attempted to translate without its assistance, he would have translated it by using a combination of *den* "the" and *värld* "world." In Swedish, *världen* "the world," comprising the definite suffix *-en* instead of a definite article, is the most appropriate. The coined adjective *latin-amerikan* was corrected to *latinamerikanskt*, the singular neutral form of the adjective *latinamerikansk* "Latin American." Additionally, *finns* "is found" in the phrase *det finns* "there is" was modified to *fanns* "was found" as a part of *det fanns* "there was." The definite suffix *-na* was added to *kaffesorter* "types of coffee." The informant suggested the position of *också* "also" be after *möjliggör* "allows".

C. Text 3

> *De grammatiska könen på franska har viss kontinuitet från ordets ursprung på **latin** (→ **latinska**). Många franska ord som slutar med -e är mestadels feminina eftersom vokalen ursprungligen var -a på **latin** (→ **latinska**). Många franska ord utan -e i slutet var också feminina ord från forntiden. Det är min strategi för att memorera substantivkön.*
>
> "The grammatical genders in French have some continuity from the words' origins in Latin. Many French words ending in -e are mostly feminine because the vowel was originally -a in Latin. Many French words without -e in the end were also feminine words from the ancient times. That is my strategy for memorizing the noun gender".

The Swedish corrector informed us that the spelling *latin* was incorrect, and should be changed into *latinska* "Latin," which includes an adjectival suffix *-sk*. This error was caused by directly translating from English. Proposing words

such as *de grammatiska könen* "the grammatical genders," *ordets ursprung* "the word origin," and *substantivkön* "noun genders" significantly assisted the participant who lacked the appropriate level of lexical knowledge.

D. Text 4

> **Den list (→ Listan)** i detta meddelande visar exempel på lånord av **vestlig (→ västerländskt)** ursprung på japanska. Holländska ord **lånas (→ lånades)** vanligtvis på 1700-talet eftersom holländska representanter **har (→ hade)** handlat med japanska köpmän under den perioden. Engelska, tyska och franska ord **lånas (→ lånades)** från början av **Meiji Era (→ Meiji-eran)** mellan 1868 och 1912, **vesterniseringsperiode (→ västerniseringsperioden)** i Japan. Tyska **medikala (→ medicinska)** ord **lånas (→ lånades)** ofta på japanska, men deras användning är mindre **frequent (→ frekvent)** nuförtiden. Många **kulinära (→ kulinariska)** termer **lånas (→ lånades)** från franska och italienska.
>
> "The list in this message shows examples of loanwords of Western origin in Japanese. Dutch words were usually borrowed in the 18th century because Dutch representatives had been trading with Japanese merchants during that period. English, German, and French words were borrowed from the beginning of the Meiji era between 1868 and 1912, the period of Westernization in Japan. German medical words were often borrowed into Japanese, but their use is less frequent nowadays. Many culinary terms were borrowed from French and Italian".

The incorrect word combination *den list* resembles its English equivalent, but it must be rectified as *listan* "the list". The false word *vestlig* may have been coined due to a negative transfer from the German adjective *westlich* "Western". The correct Swedish adjective *västerländsk* "Western" derives from *västerlandet* "the West". The indefinite neutral suffix *-t* is added to *västerländsk*, as it is preceding the neutral noun *ursprung* "origin" in the sentence.

The participant used the present passive *lånas* "are borrowed" instead of the past passive *lånades* "were borrowed." The present form *har* "have" in *har handlat* "have traded" had to be corrected to the preterit form *hade* "had" to construct *hade handlat* "had traded" to describe commercial relations between Japan and the Netherlands. These tense errors might have been caused by the participant's L1, because the distinctions between the present and past, or between the past and past perfect are sometimes unclear in Japanese.

The historical term *Meiji era* is written *Meiji-eran* "the Meiji Era," which includes the definite suffix *-n* at the end. The participant may have used the compound word *vesterniseringsperiode* due to interference from the English *Westernizing*. The Swedish word *västernisering* "Westernization," derived from the noun *väster* "west," was followed by the genitive suffix *-s*. To produce the meaning "the period of Westernization," they were connected to the Swedish *perioden* "the period," which comprises the definite suffix *-n*. The participant used the incorrect adjective *medikala*, while *medicinska* was the most appropriate adjective for "medical." The adjective *frekvent* "frequent" was written in English. Another similar analogy was observed in the incorrect adjective *kulinära*, which phonetically resembles French *culinaire* "culinary," but it must be spelled *kulinariska* in Swedish. This text demonstrated the imperfection of analogical translations.

E. Text 5

> 1. Lånord som inte kan översättas med ursprungligt japanskt ordförråd:
> Dessa lånord är svåra att översatta, så de **lånas (→ lånades)** direkt med viss fonetisk **ajustement (→ justering)**.
> 2. Lånord som kan översättas med ursprungligt japanskt ordförråd:
> Dessa ord anses ofta vara mer **impresionanta (→ imponerande)** eller eleganta än ursprungliga japanska ord.
>
> "1. Loanwords that cannot be translated using the original Japanese vocabulary:
> These loanwords are difficult to translate, so they were borrowed directly with some phonetic adjustments.
> 2. Loanwords that can be translated using the original Japanese vocabulary:
> These words are often considered to be more impressive or elegant than original Japanese words".

The software assisted the participant in translating the English phrase *loanwords that cannot be translated* with the correct word order in the target language. The Swedish *inte* "not" and *kan* "can" in the relative clause *som inte kan översättas* "that cannot be translated" are placed opposite to those in the main clause, such as *detta ord kan inte översättas* "this word cannot be translated." Translation software programs are beneficial as they provide appropriate suggestions.

The term *ajustement*, which is observed in the following sentence, means "adjustment" in French. It may have been used due to a negative transfer from French and was rectified to *justering* "adjustment." Moreover, the participant wrote *impresionanta*, like the French *impressionnant* and Spanish *impresionante* "impressive"; however, the correct Swedish term is *imponerande*, originating from Latin *imponere* "to impress".

F. Text 6

> Konsonanter i slutet är svåra att uttala för många **japanska (→ japaner)**: t.ex. art, top, book, puff, bad, club, dog, curve. Dessutom är konsonantkluster som [st], [sp], [sk], [kt], [pt] och [ft] hårda: t.ex. cost, crisp, task, fact, opt, soft. Som ett resultat är germanska språk, där dessa konsonantkluster ofta förekommer, svåra för de flesta **japanska (→ japanerna)**.

"Consonants at the end are difficult to pronounce for many Japanese: *art, top, book, puff, bad, club, dog, curve*. In addition, consonant clusters such as [st], [sp], [sk], [kt], [pt], and [ft] are hard: *cost, crisp, task, fact, opt, soft*. As a result, Germanic languages, in which these consonant clusters occur frequently, are difficult for most Japanese speakers".

In the first sentence of this part, the participant spelled the Swedish adjective *japanska* "Japanese" instead of *japaner* "Japanese people." A similar error is also observed in the third sentence, wherein the Swedish noun requires the definite suffix *-na*, as the definite article *de* is used in *de flesta* "the most." Translation from English negatively affected the participant unused to difference between Swedish adjectives and nouns related to nationalities.

G. Text 7

*Jag är intresserad av **Nederland** (→ **Nederländerna**). Jag har lärt mig nederländska själv som en hobby, så jag har grundläggande kunskap. Den nederländska ortografin är mer fonetisk än den tyska. Jag antar att dess ortografi tillåter nederländska att skilja den från tyska. Tyskar kanske föredrar att behålla likheten mellan tyska ord av latinskt ursprung och latinska ord. Svenska och holländska tillhör olika grenar av den germanska språkfamiljen. Det finns dock ett kontinuum mellan **tre språk** (→ **de tre språken**). Konsonanten t i många tyska ord ändrades till z eller tz. Därför observeras **regulara** (→ **regelbundna**) likheter. Flera ord som tidning (tyska: Zeitung) och tåg (tyska: Zug) förblir lika mellan svenska och tyska.*

"I am interested in the Netherlands. I have been learning Dutch myself as a hobby, so I have a basic knowledge. The Dutch orthography is more phonetic than the German orthography. I guess that its orthography allows Dutch to distinguish itself from German. Germans may prefer to maintain the similarity between German words of Latin origin and Latin words. Swedish and Dutch belong to different branches of the Germanic language family. However, there is a continuum between the three languages. The consonant *t* in many German words changed to *z* or *tz*. Therefore, regular similarities have been observed. Several words such as *tidning* (German: *Zeitung*) and *tåg* (German: *Zug*) remain the same between Swedish and German".

Nederland, written by the participant, was incomplete and corrected to *Nederländerna* "the Netherlands," which includes the plural noun *länder* "countries" and the definite suffix *-na*. The words *tre språk* "three languages" after the phrase *det finns dock ett kontinuum mellan* "there is however a continuum among" were changed into *de tre språken* "the three languages," to which the definite plural article *de* "the" and the definite plural suffix *-en* were added. The participant wrote *regulara* because of the transfer from the English adjective *regular*. The Swedish informant proposed *regelbundna* "regular" as the most appropriate translation.

H. Text 8

*Det **malayiska** (→ **malajiska**) språket **används** (→ **användes**) som ett lingua franca för handel i Nusantara, nuvarande Malaysia och **Indonesia** (→ **Indonesien**). Indonesiska är en variant av **malayiska** (→ **malajiska**). De två språken är ömsesidigt begripliga, men de anses olika av politiska **skälen** (→ **skäl**). Den **malayiska** (→ **malajiska**) dåtiden är gjord med en kombination av sudah och ett verb. Futurum görs med en kombination av akan och ett verb. Den passiva formen skapas av prefixet di- och ett verb. Den etniska majoriteten i Malaysia är **malayer** (→ **malajer**). Indonesier består av många austronesiska etniska grupper. De flesta språk i **Indonesia** (→ **Indonesien**) tillhör den austronesiska språkfamiljen.*

"The Malay language was used as a lingua franca for trade in Nusantara, present-day Malaysia and Indonesia. Indonesian is a variant of Malay. The two languages are mutually intelligible, but they are considered different for political reasons. The Malay past tense is created with a combination of *sudah* and a verb. The future tense is created with a combination of *akan* and a verb. The passive tense is created with a combination of the prefix *di-* and a verb. The ethnic majority in Malaysia are Malay. Indonesians consist of many Austronesian ethnic groups. Most languages in Indonesia belong to the Austronesian language family".

The participant used *används* "is used" instead of *användes* "was used" because he may not have been familiar to past passive forms. Moreover, he wrote *Indonesia* despite its Swedish form *Indonesien* "Indonesia." He spelled *skälen* to make an indefinite plural form of the Swedish noun *skäl* "reason"; however, *skälen* "the reasons" is only used as the definite plural form. The Swedish noun also functions in an indefinite plural form. This grammatical feature is significantly confusing for learners who know English, German, or Dutch. The writer spelled *malayiska* and *malayer* to respectively mean "Malay" and "Malays," due to an interference from its English equivalent. However, the correct Swedish forms were *malajiska* "Malay" and *malajer* "Malays," spelled with *j*. The translation software correctly proposed *austronesiska* "Austronesian" when the participant intended to write *austronesiska etniska grupper* "Austronesian ethnic groups".

I. Text 9

Det hebreiska alfabetet består av 22 bokstäver och kommer från det feniciska alfabetet, ett gammalt alfabet utan småbokstäver. De första hebreiska bokstäverna heter aleph, beth, gimel och daleth.

"The Hebrew alphabet consists of 22 letters and is derived from the Phoenician alphabet, an ancient alphabet without lowercase letters. The first Hebrew letters are called *aleph*, *beth*, *gimel*, and *daleth*".

The combination of a definite article and a definite noun appear in the text: *det hebreiska alfabetet* "the Hebrew alphabet" and *det feniciska alfabetet* "the Phoenician alphabet." The noun *bokstäverna* "letters," which comprises the plural suffix *-er* and the definite suffix *-na*, is included in *de första hebreiska bokstäverna* "the first Hebrew letters." Familiarization with these combinations facilitates learning of Swedish grammar.

> *Aleph kan **härstamma** (→ **ha härstammat**) från ett oxhuvud. Beth kan **komma** (→ **ha kommit**) från ett hus. Gimel kan **härstamma** (→ **ha härstammat**) från en kamel. Daleth kan **komma** (→ **ha kommit**) från en **dor** (→ **dörr**). Varje bokstav är **based** (→ **baserad**) på formen på en sak eller **kropp del** (→ **kroppsdel**).*
>
> "Aleph may have originated from an ox's head. Beth may have come from a house. Gimel may have originated from a camel. Daleth may have stemmed from a door. Each letter is based on the shape of a thing or body part".

The participant wrote *dor* to mean "door," which was corrected to *dörr* "door." The infinitive *härstamma* "to originate" was changed to *ha härstammat* "have originated." Similarly, *komma* "to come" was changed to *ha kommit* "have come." The tense adjustment appeared to be difficult for the Japanese learner. The Swedish past participle *baserad* "based" was spelled incorrectly as *based*, although the correct Swedish form derives from *basera* "to base" and includes the suffix *-d*. The participant used a combination of single words *kropp* "body" and *del* "part," instead of the correct compound word *kroppsdel* "body part".

> *För att särskilja två ljud har flera bokstäver en variant med en prick i **de mitte** (→ **mitten**). Prickarna utelämnas ofta i skrivna texter för vuxna. De grekiska och latinska skrifterna kommer också från det alfabetet. Med tiden började greker och romare att använda små bokstäver.*
>
> "To distinguish two sounds, several letters have a variant with a dot in the middle. The dots are often omitted in written texts for adults. Greek and Latin scripts also come from that alphabet. Over time, the Greeks and Romans began to use lowercase letters".

The Swedish word *mitten* "the middle," which includes *mitt* "middle" and the definite suffix *-en*, was spelled *de mitte*, whose second part is identical to the German word *Mitte* "middle." Swedish requires no article for the abovementioned noun.

J. Text 10

> *De senaste jordbävningarna i Turkiet är en av de värsta katastroferna sedan upprättandet av den turkiska **republik** (→ **republiken**). Dessutom **är** (→ **var**) **Syria** (→ **Syrien**) allvarligt skadad. Jag hoppas att ledarna kommer att återställa och återuppbygga dessa länder så snart som möjligt.*
>
> "Recent earthquakes in Turkey are one of the worst disasters since the establishment of the Turkish Republic. In addition, Syria has been seriously damaged. I hope the leaders will restore and rebuild those countries as soon as possible".

One of the topics in this text was February 2023 earthquakes in Turkey. The translation software proposed *de senaste jordbävningarna i Turkiet* "recent earthquakes in Turkey." The country name *Turkiet*, which includes the neutral suffix *-et*, is difficult for foreign learners to find without software assistance. The participant spelled *republiken* "the republic" without the definite suffix *-en* because he may have guessed that the article *den* "the" before the adjective *turkiska* "Turkish" appeared to be enough as a definite noun. In addition, *är* "is" as part of *är allvarligt skadad* "is seriously damaged," was changed to *var* "was" to describe it as a past event. This can be an interference caused by the unclear distinction between present and past passive forms in the participant's L1. Furthermore, *Syrien* "Syria" was spelled with its English form due to a negative transfer from English. The phrase *så snart som möjligt* "as soon as possible," suggested by the translation software, was correct. It is an advantage of machine translation that it often suggests idiomatic phrases as complete units.

> *När jag var liten ville jag lära mig alla mina utländska vänners modersmål. Det **är** (→ **var**) mitt främsta **motif** (→ **motiv**) för **språklärning** (→ **språkinlärning**). För närvarande har jag dock ingen möjlighet att använda främmande språk förutom engelska och franska.*
>
> "When I was little, I wanted to learn the mother tongue of all my foreign friends. That was my major motive for language learning; however, I have currently no opportunity to use foreign languages except English and French".

The present form *är* "is, are" in the second sentence of this text was corrected to *var* "was, were," as the participant had written about the past. The tense incoherence may have been influenced by the learner's L1, although the participant intended to stress that his main motivation remains till date. The participant spelled *motif* instead of the correct Swedish word *motiv* "motive." This error was caused due to the French word *motif* "motive," or its German counterpart *Motiv* "motive," wherein the consonant *v* is pronounced [f]. Moreover, the compound Swedish word *språkinlärning* "language learning" was misspelled *språklärning*, as *lärning* resembles the English word *learning*.

K. Text 11

> *Jag skriver lite om malajiska. Den malajiska ordstrukturen som används för jämförelse är **enkelare** (→ **enklare**) än den engelska. Inga stamförändringar observeras. Inlärningen av många former är en främst svårighet för germanska språk. På malajiska kan adverb göras genom att lägga till dengan "med" eller secara "på ett ... sätt" före adjektiv. Secara är mer formell än dengan. Modersmålstalare av språk med komplexa grammatiska regler har fördelar eftersom de snabbt kan vänja sig vid främmande språk.*

"I write a little about Malay. The Malay word structure used for comparison is simpler than that used in English. No stem changes are observed. Learning many forms is the primary difficulty in Germanic languages. In Malay, adverbs can be made by adding *dengan* 'with' or *secara* 'in a ... way' before adjectives. The latter is more formal than the former. Native speakers of languages with complex grammatical rules have advantages because they can quickly become accustomed to foreign languages".

The participant explained several features of Malay grammar, which is simpler than that of English and Swedish. The comparative adjective *enklare* "simpler," derived from *enkel* "simple," was spelled *enkelare* because the participant might not have been familiar with the stem's phonetic change from *enkel* to *enkl-*.

When the participants searched for words equivalent to "native speakers," the translation software suggested the Swedish compound noun *modersmålstalare* "native speakers," literally meaning "mother-tongue speakers." As the use of an adjective is preferred, *infödd* "native" can be used, as in *infödd talare* "native speaker" or *infödda talare* "native speakers".

V. DISCUSSION

After the participant finished writing the abovementioned texts, he successfully identified 97 Swedish words in the test; however, he could not identify *fuktig* "humid," *mörk* "dark," and *vetenskap* "science." The last word can be easily learned when the learner becomes aware that the German noun *Wissenschaft* "science" shares the same structure, namely, a combination of the German verb *wissen* "to know" and the suffix *-schaft*, which is equivalent to the English suffix *-ship*.

Table 1 demonstrates the crucial grammatical and lexical features that the participant noticed while practicing writing in Swedish. Relatively easy features may not hinder learning if learners have learned another Germanic language, such as German, Dutch, Danish, or Norwegian. Moderately difficult features may also confuse Germanic language speakers as a plural suffix *-ar*, *-or*, *-er*, or a zero ending is included in plural indefinite forms.

Relatively difficult features are the most time-consuming points for most foreign learners, except for Danish or Norwegian speakers. Irregular passive forms, such as *byggs/bygges* "is built," *läses* "is read," *säljs/säljes* "is sold," and *väljs/väljes* "is chosen," can be efficiently learned through continuous exercise. Writing exercises with topics of the learner's choice can be one of the best ways to master the hardest and most unique features of the Swedish language.

TABLE 1
CRUCIAL GRAMMATICAL AND LEXICAL FEATURES OF THE SWEDISH LANGUAGE

Relatively easy	Moderately difficult	Relatively difficult
V2 word order e.g., *Jag köpte en bok igår.* "I bought a book yesterday."; *Igår köpte jag en bok.* "Yesterday, I bought a book."	Adjective declensions e.g., *snabb* "quick, fast" (singular common); *snabbt* (singular neutral); *snabba* (plural)	Present passive forms e.g., *används* "is/are used"; *betalas* "is/are paid"
Present conjugations e.g., *betalar* "pay"; *skriver* "write"; *dricker* "drink"; *köper* "buy"	Comparative forms e.g., *enklar* "simpler" < *enkel* "simple"; *större* "bigger" < *stor* "big, large"	Past passive forms e.g., *användes* "was/were used"; *betalades* "was/were paid"
Preterit conjugations e.g., *betalade* "paid"; *skrev* "wrote"; *drack* "drank"; *köpte* "bought"	Superlative forms e.g., *enklast* "simplest" < *enkel* "simple"; *störst* "biggest" < *stor* "big, large"	Supine forms e.g., *betalat* "paid"; *skrivit* "written"; *druckit* "drunk"; *köpt* "bought"
Adverb forms e.g., *snabbt* "quickly"; *relativt* "relatively"; *positivt* "positively"; *allvarligt* "seriously"	Plural indefinite forms with an additional ending e.g., *dagar* "days"; *veckor* "weeks"; *månader* "months"; *böcker* "books"	Definite articles: *den* (singular common); *det* (singular neutral); *de* (plural) e.g., *den stora butiken* "the big shop"
Prepositions e.g., *i* "in (+ place), for (+ duration)"; *på* "at, on, in (+ place, way of doing)"	Plural indefinite forms without endings e.g., *språk* "language(s)"; *skäl* "reason(s)"; *ord* "word(s)"	Singular definite forms e.g., *grammatiken* "the grammar"; *språket* "the language"; *ordet* "the word"
Genitive case e.g., *en persons* "a person's"; *ett lands* "a country's"	Compound words e.g., *modersmålstalare* "native speaker(s)"	Plural definite forms e.g., *språken* "the languages"; *orden* "the words"

VI. CONCLUSION

This study examined the benefits of writing exercises assisted by translation software for learning Swedish as a foreign language. The participant knew 30 out of 100 words before the study, but correctly identified 97 words after the activity. Moreover, the participant correctly answered only 49 out of the 150 verb forms before the writing practice. He was able to correctly identify 144 words after the writing practice; however, the words *begär* "request," *begärde* "requested," *begäras* "is requested," *föreslår* "propose," *föreslog* "proposed," and *föreslås* "is proposed" were incorrectly identified. From the abovementioned results, the present study concludes that the writing exercises significantly enriched the lexical and grammatical skills of a Japanese-speaking learner of Swedish.

A major limitation of this case study was the small number of participants. In future studies, learners from different countries should be invited to participate. If various texts written by learners speaking different L1s can be compared,

detailed characteristics that differ depending on their L1s can be analyzed. As for common errors occurring regardless of L1, Swedish-language teachers can explain them in class to any category of learner.

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Navigating Linguistic Boundaries in Mozambican Literature: Translanguaging and Identity Formation in the Works of Paulina Chiziane

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Abstract—**Translanguaging, a dynamic process involving the creative blending of languages, varieties, registers, and diverse semiotic modalities in communication, has increasingly gained attention in the study of multilingualism and identity. This article examines the role of translanguaging in the expression of identity within the works of Mozambican author Paulina Chiziane, winner of the most prestigious Portuguese literature award in 2021. By analyzing 15 instances of translanguaging across five of her novels, this research seeks to contribute to the enrichment of translanguaging conceptualization within the post-colonial context that pervades the African continent. Moreover, it highlights the importance of engaging with linguistic diversity and the role of authors in shaping the understanding of complex cultural and national identities in contemporary literature. The findings reveal that Chiziane's use of translanguaging effectively communicates her identity as a woman, a Mozambican, a plurilingual individual, and a member of post-colonial society. Moreover, this study demonstrates that translanguaging is a common feature in Mozambican literature and contributes to the construction of a distinct Mozambican identity, or Mozambican-ness. As one of the first investigations into translanguaging phenomena in Chiziane's novels and within the broader context of postcolonial literature, this article provides a novel angle for exploring Mozambican literary works and advances the theory of translanguaging by highlighting its relationship with identity expression.**

Index Terms—**translanguaging, post-colonial Mozambican literature, Paulina Chiziane, cultural identity, Mozambican-ness**

I. INTRODUCTION

In the post-colonial era, the adoption of Portuguese as Mozambique's official language stimulated the growth of Mozambican literature in Portuguese (Fonseca & Moreira, 2007). This growth can be attributed to the increased acceptance of Portuguese-language literary works among the Mozambican population and their international visibility, particularly within the Lusophone world. Mia Couto, a prominent figure in Mozambican literature, emphasizes the significance of Portuguese in literary writing, asserting that employing Portuguese in a world where English dominates represents a subversive affirmation of diversity (Couto, 2014). This assertion is evident in the works of several post-colonial Mozambican authors, including José Craveirinha (1922-2003), Ungulani Ba Ka Khosa (1957-), Mia Couto (1955-), Luís Carlos Patraquim (1953-), Paulina Chiziane (1955-), Suleiman Cassamo (1962-), Lília Momplé (1935-) (Fonseca & Moreira, 2007), among others.

Paulina Chiziane, the first Mozambican female novelist and the sole Mozambican woman to have received the Camões Prize, holds a significant position in Portuguese-language literature. Born into a Bantu family, Chiziane learned Portuguese in school and developed into a skilled linguist, placing considerable emphasis on the use of words. She contends that "Word is construction. Word is deconstruction. And we must be aware of the importance of the word" (Chiziane, 2017b). In an interview, Paulina reiterates this perspective, underscoring her belief in the role of words in identity construction.

This article investigates the instances and contexts of translanguaging in Paulina Chiziane's novels, categorizing and analyzing the impact of these acts on the author's identity formation. The study offers three key contributions:

1. Examining and illustrating translanguaging practices in Paulina Chiziane's novels for the first time, providing a distinct linguistic understanding of Chiziane's language as a woman, a Mozambican, and a post-colonial individual.
2. Introducing a novel methodology for analyzing Mozambican literary works and potentially comparable works, demonstrating the presence and crucial function of translanguaging throughout the works and encouraging academic attention towards a more comprehensive investigation of related literature.

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3. Enhancing translanguaging theory by reinforcing the relationship between translanguaging practices and identity expression, extending the application of translanguaging from everyday life and pedagogy to the domain of literature, consolidating theoretical foundations with specific cases, and offering new insights for the future development of this theory.

To address the objectives, the research seeks to answer the following questions:
1. What translanguaging practices are observable in Paulina Chiziane's novels?
2. What are the contexts of these translanguaging practices?
3. What sense of identity can be discerned from the author through these acts of translanguaging?

II. LITERATURE REVIEW

A. Translanguaging: Concept and Definition

The concept of translanguaging was initially introduced as trawsieithu in the 1990s (Williams, 1994) to describe a pedagogical approach that involves receiving information in one language and conveying it in another. In 2001, Baker (2011) translated the term into English as "translanguaging" for the first time. As the concept evolved academically, it was redefined as fluid and dynamic practices that transcend boundaries between languages, language varieties, and other semiotic systems (Li, 2011; Li & Zhu, 2013; Li, 2018; Li & García, 2022).

Translanguaging's primary characteristic is its trans-nature, which extends beyond linguistic boundaries. It underlines the creative amalgamation of linguistic and semiotic options available to speakers, which occasionally occurs in response to contextual influences and challenges conventional grammatical norms (Baynham & Lee, 2019). It provides a theoretical framework that offers a distinct perspective on bilingualism and multilingualism, suggesting that all language users draw upon specific features from a unified linguistic repertoire to make sense of and navigate communicative contexts (Vogel & García, 2017).

Translanguaging arises under the following conditions:
1. The speaker possesses their unique linguistic repertoire or corpus, comprising languages, dialects, registers, multimodalities, and so on.
2. Each language resource has its expressive limitations, which can be supplemented by other linguistic forms.
3. The process of organizing language is dynamic, involving creativity and criticality, which is the ability to employ available evidence to question conventional wisdom and express viewpoints aptly through contextually appropriate responses (García & Li, 2014).

Translanguaging is generally applicable in the following situations:
1. Over the years, translanguaging has been recognized as an effective pedagogical approach in diverse educational contexts where the language of instruction differs from the learners' native languages.
2. Translanguaging serves as a valuable theoretical tool in applied linguistics, assisting in observing, interpreting, and understanding linguistic practices or phenomena in everyday life (Li, 2018).
3. It is utilized in media and linguistic landscapes as a component of artistic or commercial design (Li & Shen, 2021).

B. Language and Identity Construction

Various perspectives have been proposed regarding the relationship between identity and language (García, 2010; Hall, 2011; Blackledge & Creese, 2016; Zotzmann & P. O'Regan, 2016). García (2010) underscores the significance of linguistic diversity in negotiating and constructing identity, positing that language choice is an inherent aspect of negotiation in all social interactions. Multilingual speakers determine their desired identity and select their linguistic practices accordingly. Hall (2011) contends that the use of language and engagement with culture shape our identity through continuous transformation.

Canagarajah and Ashraf (2013) explore the phenomenon of language and identity confusion in post-colonial India and Pakistan, examining the hybridization of English and vernacular languages. Despite both countries implementing multilingual policies that treat languages as separate, autonomous systems, plurilingualism emerges, blending grammatical and communicative practices. Sandhu and Higgins (2016) associate linguistic hybridity with cultural hybridity, suggesting that bi/multilingual individuals are presumed to embody a hybrid cultural identity through the combination of codes in their linguistic repertoires.

Zotzmann and O'Regan (2016) encourage us to consider the reasons and conditions that influence language usage, how individuals are perceived as language users, the meanings they intend to convey in specific situations, and the resources employed for such purposes. Blackledge and Creese (2016) argue that identities are neither fixed nor singular; rather, they are connected to intersecting histories and can be best understood through ethnographic approaches. In essence, these authors maintain that language users create, construct, and negotiate identities based on a diverse array of linguistic resources, while identities are actualized, constructed, represented, and produced in communication with others.

C. Interconnection Between Translanguaging and Identity

As language is a fundamental aspect of both translanguaging and identity, it is essential to examine the relationship between the two concepts. Creese and Blackledge (2010) contend that all interactions give rise to new linguistic realities. Translanguaging, as employed by language users, sheds light on these new linguistic realities, embracing all available linguistic and semiotic resources for the creation, construction, and negotiation of meanings. This perspective challenges the monolingual ideology, breaking traditional boundaries of named languages, and transforms writing into a multilingual, multicultural, multi-semiotic, and multimodal space. This space allows for the dynamics of diverse values, linguistic interactions, meaning negotiations, and identity reflections. Consequently, translanguaging becomes a methodological tool for identity representation or reflection through language. Within this translanguaging space, it is not only a coexistence of "different identities, values, and practices" (Li, 2011, p. 1223) but also a dynamic space generating new identities, values, and practices fostered by multilingual practices.

Li and Zhu (2013) conducted a study on Chinese university students in the United Kingdom, demonstrating that translanguaging facilitates the understanding of identities deeply rooted in the developmental trajectories of the communities to which individuals belong. Their research highlights how these identities change, develop, and continuously transform as a result of social, linguistic, and community practices and reflections, contributing to the multiplicity of identity construction. Ng and Lee (2019) explored the translanguaging practices of Malaysian university students using digital social media applications, revealing that translanguaging enables multilingual individuals to maintain their sense of identity through linguistic expressions. Ge et al. (2021) investigated the translanguaging practices of five Laotian students in China on WeChat and Facebook, showing that their practices comprise various linguistic forms and patterns, which present diverse social meanings, such as local voice intertextuality, language learner identity construction, global citizen identity construction, and sociocultural interpenetration. The findings indicate that these Laotian students perform their transnational identities online, and their translanguaging practices intersect with social, cultural, political, and economic factors.

To date, these observations of the relationship between translanguaging and identity have primarily focused on the transnational sphere, while their approach to literary creation remains underexplored. Thus, the way translanguaging is reflected in other forms of literature, such as novels, and its relationship with identity construction warrants further investigation.

D. The Mozambican Sociolinguistic Landscape

Mozambique, a diverse, multilingual, and multicultural nation, boasts a rich linguistic landscape characterized by the coexistence of languages from various origins, such as African, European, Arabic, and Asian. The Mozambican Ministry of Education and Human Development has identified approximately twenty-four local or vernacular languages, nineteen of which have standardized orthographies and are utilized in bilingual education. These languages, mostly belonging to the Bantu language family, are distinct from one another and encompass over 60 dialects or variants (Patel et al., 2020). The Constitution of the Republic of Mozambique (Chapter 5) acknowledges the importance of multilingualism and promotes the development and use of national languages as vehicles for communication and education. This constitutional provision establishes the country's language policy and provides a framework for valuing linguistic diversity. Timbane (2015) highlights the significant role that Bantu languages play in Mozambican identity, culture, and social and ethnic cohesion.

The Portuguese spoken in Mozambique is significantly influenced by Bantu languages, resulting in variations in phonetics, lexicon, grammar, and other aspects that diverge from the norms of standard Portuguese. This interaction has given rise to the term "Mozambicanism," which refers to the linguistic features that define the Portuguese spoken in Mozambique. Dias (2002) defines Mozambicanisms as all the words (neologisms or borrowings) typically used in Mozambique that demonstrate and particularize the lexico-semantic regionalization of Portuguese in Mozambique. Mozambicanisms can be classified into two categories: neologisms and borrowings, both of which contribute to the distinctiveness of Portuguese in Mozambique compared to European Portuguese. This dynamic and ever-evolving variety of Portuguese in Mozambique reflects the sociocultural landscape of the region, warranting further scientific study and research without bias.

The coexistence of multilingualism and Mozambicanism fosters fluid and dynamic linguistic practices in Mozambique. These linguistic phenomena blur the boundaries between languages, varieties, and language registers, giving rise to acts of translanguaging that illustrate and elucidate the dynamic interplay between the languages involved. Utilizing translanguaging as a conceptual and methodological framework can enhance the understanding of the Mozambican linguistic landscape and pave the way for novel research directions, moving beyond the pedagogical focus of recent studies. Despite some advances in understanding the role of translanguaging in Mozambican society (Chambo, 2021; Reite et al., 2021), the analysis of translanguaging acts in Mozambican literature has yet to be explored in depth. Further investigation into the translanguaging phenomenon within the context of Mozambican literature offers promising avenues for future research, potentially shedding light on how writers like Paulina Chiziane navigate linguistic boundaries and construct complex identities through their creative works.

III. METHODOLOGY

This study aims to investigate the presence of Mozambican orality in Paulina Chiziane's novels, exploring the instances of translanguaging through the use of words, expressions, and phrases that deviate from standard Portuguese. To achieve this, we primarily rely on the glossaries provided at the end of Chiziane's novels, which contain the meanings of the foreign terms employed. These glossaries serve as the primary data source for our analysis. In cases where the glossaries lacked adequate information regarding specific terms, we consulted additional sources such as Infopedia.pt to supplement our understanding.

In addition to examining the glossaries, we analyze the paratexts of Chiziane's works, identifying 15 instances of translanguaging in Paulina Chiziane's five novels "Ventos do Apocalipse [Winds of Apocalypse]," "O sétimo juramento [The seventh oath]," "Niketche: Uma história de poligamia [Niketche: A story of polygamy]," "O alegre canto da perdiz [The joyful cry of the partridge]," and "As andorinhas [The swallows]".

Upon identifying the instances of translanguaging in Chiziane's novels, we proceed with a comprehensive analysis of these occurrences. This entails examining the contextual meaning and possible motivations behind the author's choice to include these linguistic elements. Our analysis will focus on aspects such as the interplay between languages and varieties, the function of translanguaging within the narrative, and the role of translanguaging in the construction of characters' identities.

IV. TRANSLANGUAGING AND IDENTITY CONSTRUCTION IN PAULINA CHIZIANE'S NOVELS

A. Contexts of Occurrence

Research suggests that most Mozambicans are at least bilingual, with many being multilingual (Pissurno, 2018). Bilingual or multilingual speakers develop their linguistic practices within specific social contexts, characterized as multiple and always adjusted to the multimodal and multilingual terrain of the communicative act (García et al., 2008). Consequently, it is essential to examine the contexts in which translanguaging occurs. Translanguaging liberates speakers from conventional language constraints, enabling them to exercise linguistic creativity as they navigate their learning and life experiences (Vogel & García, 2017). Li (2011) defines creativity as the ability to choose between following and disregarding rules and norms of behavior, including language use, and pushing and breaking boundaries between the old and the new, the conventional and the original, and the acceptable and the challenging. By scrutinizing the contexts in which translanguaging acts transpire, we aim to uncover the linguistic creativity behind these acts and analyze the interplay of linguistic powers in this dynamic, boundary-transcending space, ultimately revealing the hidden intentions that drive them.

Upon examining the contexts of the occurrence of translanguaging in Paulina Chiziane's novels, we identified two types of contexts: the characters' speech and the narrator's speech. Here are some examples:

(a). Characters' Speech

When analyzing the Portuguese language and its mixture with vernacular expressions in Paulina Chiziane's novels, it is crucial to acknowledge the significance of such expressions in the character's speech. These expressions not only contribute to the distinct Mozambican literary identity but also enrich the characters' dialogues by providing authentic local flavor and insight into the cultural context. These instances allowed for a nuanced exploration of the characters' identities and the ways in which they navigated the complex sociolinguistic landscape of Mozambique. This approach contributes to a broader understanding of how translanguaging functions in literature and its potential to convey complex notions of identity and belonging in post-colonial contexts (Pennycook, 2010).

1, "*Gugudja, gugudja Mambo, ndirikuza*!"

Sianga dialoga com os defuntos. (…)

"Escutai defuntos, amparai defuntos, abri as vossas portas para o filho que sofre, dizei-me alguma coisa, aguardo a vossa mensagem, *gugudja, ndirikuza Mambo, ndirikuza*!" (Chiziane, 1999, p. 26).

[**Translation**: *"Gugudja, gugudja Mambo, ndirikuza!"*

Sianga speaks with the deceased. (…)

"Listen, deceased ones, support the deceased, open your doors to the suffering child, tell me something, I await your message, *gugudja, ndirikuza Mambo, ndirikuza!*"]

Analysis: Both "*Gugudja, gugudja Mambo, ndirikuza!*" and "*gugudja, ndirikuza Mambo, ndirikuza!*" are traditional Bantu language prayers or chants and mean "Open up to me, God, listen to me" or "Open up to me, listen to me, God." Sianga's desperate plea to the ancestors demonstrates the incorporation of traditional beliefs and rituals in the character's speech. Dialogue is an essential element in conveying the character's emotional state and the cultural context of the situation.

2, "A coisa vai mal, *danger, danger*. Olha aqui: um monstro enorme. É uma velha feiticeira com cabeça de serpente de asas largas e braços muito compridos. A coisa está feia, a coisa está feia, *maiwê be careful*. Cobra aqui, cobra acolá, *very bad*! Pata de vaca aqui, hiena atrás, *siabamba, siabamba*, ah, sim, *siabamba*" (Chiziane, 1999, p. 27).

[**Translation**: "Things are going bad, danger, danger. Look here: a huge monster. It's an old witch with a snake's head, wide wings, and very long arms. The situation is ugly; the situation is ugly, maiwê, be careful. Snake here, snake there, very bad! Cow's foot here, hyena behind, siabamba, siabamba, ah, yes, siabamba."]

Analysis: "Danger, danger, be careful" and "very bad" are English words, while "maiwê" and "siabamba" are terms from the Bantu language. This is linguistic hybridism of a fortune teller, and the author wants to show irony through this speech.

3, "*Muthiana orera, onroa vayi*? pergunto. Elas escancaram as bocas e me respondem com sorrisos, de alegria, de amargura, de saudade, de desalento, ansiedade, esperança" (Chiziane, 2008a, p. 186).

[**Translation**: "Muthiana orera, onroa vayi? I ask. They open their mouths wide and respond to me with smiles of joy, bitterness, longing, discouragement, anxiety, and hope."]

Analysis: "Muthiana orera, onroa vayi?" is an Expression in Bantu and means "beautiful woman, where are you going?" The character Rami uses this expression to draw the attention of the women around her and initiate a conversation. The use of vernacular terms and phrases adds authenticity to their feelings and emphasizes the uniqueness of their cultural background.

(b). Narrator's Speeches

Translanguaging also occurs in the narrator's speeches, where Chiziane blends Portuguese with local languages to create a narrative voice that reflects the linguistic diversity of Mozambique. In Paulina Chiziane's novels, these narrator's speeches play a crucial role in conveying the cultural context and providing an authentic Mozambican literary identity. The incorporation of vernacular expressions in the narrator's speech allows for a deeper understanding of the cultural landscape and enhances the richness of the narrative. The use of translanguaging in the narrator's speech contributes to the creation of a unique literary space that allows readers to engage with the story on a deeper level.

1, O cinzento é uma miragem matinal e mantém-se lá no *guemetamusse* onde o céu abraça a terra e as mulheres mais respeitosas do mundo pilam de joelhos (Chiziane, 1999, p. 31).

[**Translation:** The gray is a morning mirage and remains there in *guemetamusse*, where the sky embraces the earth, and the most respectful women in the world kneel to pound.]

Analysis: *Guemetamusse* is a Bantu word and means horizon. This phrase describes a morning scene in a remote location, using local terminology to convey a sense of place and cultural specificity.

2, Tinham *nhamussoros* dos bons que pressagiavam tudo. A revolução transtornou tudo. Agora não há chicote, nem *xibalo*, e o negro jamais será deportado. E o *mbelele*? (Chiziane, 1999, p. 61).

[**Translation:** "They had good *nhamussoros* that foretold everything. The revolution changed everything. Now there is no whip, no *xibalo*, and the black man will never be deported again. And the *mbelele*?]

Analysis: *Nhamussoro* means *sorcerer*. *Xibalo* refers to a temporary forced labor system instituted by the Portuguese colonial administration. *Mbelele* is the rite for calling rain. This example discusses the changes brought about by the post-colonial revolution, mentioning traditional practices like "*nhamussoros*" and "*xibalo*" to highlight the impact of the societal shift on local customs.

3, Os filhos ensinam uma mãe a ser mais mulher. (…) Os filhos são riqueza, infortúnio, bênção e maldição. Quem tem filhos tem cadilhos. *Kuyambala mavala, kuveleka wukossi* (Chiziane, 2012, p. 153).

[**Translation:** Children teach a mother to be more of a woman. (…) Children are wealth, misfortune, blessing, and a curse. Those who have children have attachments. *Kuyambala mavala, kuveleka wukossi.*]

Analysis: "Kuyambala mavala, kuveleka wukossi" in the Bantu language means "dressing is fantasy and having children is wealth." This example discusses the complex relationship between mothers and their children, incorporating local wisdom and expressions to emphasize the emotional depth of the narrative.

B. Thematic Areas Covered

Each language has its limitations in expressing the complexity of reality and can be complemented by other language forms to negotiate meanings. As Mozambican reality is complex in terms of languages, it is pertinent to analyze the thematic areas where these acts occur. Throughout the novels, Chiziane employs translanguaging in various contexts, such as in the lexical areas of flora, fauna, tradition, and others. For example, she uses indigenous terms for plants and animals that are specific to Mozambique, thereby emphasizing the uniqueness of the country's natural environment. Additionally, she incorporates traditional customs, beliefs, and practices into her narratives through the use of translanguaging, which helps to convey the cultural richness of Mozambican society. The following sections present these different areas.

(a). Flora and Fauna

Mozambique has a unique local flora and fauna, and there are distinct vernacular expressions in its languages. As standardized Portuguese cannot replace these words, the vernacular origin words are used in literary writing. Borrowing these words as translanguaging acts highlights the origin of these typical Mozambican elements, providing a vivid representation of the unique Mozambican natural landscape. The use of vernacular terms highlights the author's respect for the local environment and strengthens the connection between her literary identity and the Mozambican context. See the following examples:

1, Mulata "prova *nhangana*", mulata de terceira - diz a Lu num tom de gozo. -Deve ser filha de um "branco de *cacana*", branco da loja de caniço, lá dos confins dos subúrbios (Chiziane, 2008a, p. 133).

[**Translation**: Mulata "prova *nhangana*," third-rate mulata - Lu says in a mocking tone. - She must be the daughter of a "branco de cacana," white man from the reed store, there in the far suburbs.]

Analysis: "*Nhangana*" is green bean leaves, and "*cacana*" is a climbing plant whose leaves and fruits are edible. These terms function as a metaphor for the character's social status, showcasing the creative linguistic blend employed by Chiziane in her novels.

2, O jovem pastor, que amava mais o gado que a sua própria vida, agarrou a *cobra mamba* com as mãos, esmagou-a contra as rochas e matou-a (Chiziane, 2012, p. 28).

[**Translation**: The young shepherd, who loved his cattle more than his own life, grabbed the *mamba snake* with his hands, crushed it against the rocks, and killed it.]

Analysis: Mamba is a *Tsonga* word, and mamba snake refers to a type of black and venomous snake. In Mozambican culture, it is an image related to the personification of the devil.

3, És a árvore de casca carnuda, tão amarga que ninguém morde. És *canhi*, fruto doce, perfumado (Chiziane, 2012, p. 87).

[**Translation**: You are the tree with fleshy bark, so bitter that nobody bites. You are canhi, sweet, fragrant fruit.]

Analysis: *Canhi* is a Bantu word and is the fruit of the *canho* tree. Chiziane uses the vernacular term to describe a sweet and fragrant fruit.

(b). Customs and Traditions

Mozambican customs and traditions are distinct from those of Portugal, and a wide variety of words related to this area can be found in Mozambique. All these words, mixed with Portuguese, constitute acts of translanguaging, frequently reminding readers of Mozambican multilingual reality and engaging them in a dialogue about Mozambican social reality. As customs and traditions preserve tribal cultures, borrowing these vernacular words reinforces Mozambican authenticity and the author's intention to preserve local riches. This intention is reflected in the significant number of these words used in her novels.

1, "Naquele dia, despia-me ao som ritmado dos batuques da minha terra e preparava a minha alma para dançar o niketche" (Chiziane, 2008a, p. 160).

[**Translation**: "On that day, I undressed to the rhythmic sound of the drums from my land and prepared my soul to dance the niketche."]

Analysis: Niketche is a love dance from the provinces of Zambézia and Nampula in Mozambique. It is a word of Bantu origin. Chiziane uses this term to evoke a sense of Mozambican culture and identity through the characters' connection to their customs and traditions.

2, O ciclo de *lobolo*s começou com a Ju. Foi com dinheiro e não com gado. *Lobolou*-se a mãe, com muito dinheiro, num *lobolo*-casamento. As crianças foram legalmente reconhecidas, mas não tinham sido apresentadas aos espíritos da família (Chiziane, 2008a, p. 124).

[**Translation**: The cycle of *lobolo*s began with Ju. It was with money and not cattle. The mother was *lobolo-ed*, with much money, in a *lobolo*-marriage. The children were legally recognized but had not been introduced to the family spirits.]

Analysis: The term "*lobolo*" refers to a traditional Mozambican custom, whereby the groom provides a bride price to the bride's family. Chiziane's use of this term emphasizes the cultural practices and their significance in the lives of the characters.

3, Viu a mente a transmigrar para outro espaço, outro tempo. A louca entra em possessão. *Matoa. Madjini. Mandiqui* (Chiziane, 2017a, Chapter 5).

[**Translation**: She saw her mind transmigrate to another space, another time. The madwoman enters into possession. *Matoa. Madjini. Mandiqui.*]

Analysis: The terms "matoa, madjini, mandiqui" are words from *Changane*, a language belonging to the Bantu group, referring to the spirits that locals believe in. Chiziane uses these terms to illustrate the characters' experiences with supernatural forces and their connection to traditional beliefs.

(c). Other Areas

Translanguaging instances in other miscellaneous areas offer a glimpse into the post-colonial Mozambican society. The use of vernacular expressions in the description of everyday scenes provides a realistic portrayal of the complex linguistic landscape of Mozambique, further strengthening the connection between Chiziane's literary identity and her cultural background.

1, A *xipalapala* soou, mamã, eu vou ouvir as histórias, eu vou. O *culunguana* ouviu-se do lado de lá, chegou a hora, mãe, conta-me aquela história do coelho e da rã (Chiziane, 1999, p. 15).

[**Translation**: The *xipalapala* rang, Mom, I'm going to listen to the stories, I will. The *culunguana* was heard from the other side; it's time, Mom, tell me that story about the rabbit and the frog.]

Analysis: The terms "*xipalapala*" and "*culunguana*" are vernacular expressions referring to a bell or signal and a call or announcement, respectively. Chiziane uses these terms to create a vivid sense of the characters' everyday lives and their connection to local customs and language.

2, Depois do pasto de *xima* branca, branquíssima, silada no alguidar, acompanhado de *nhewe* cozido, leite coalhado e carne grelhada, sente muito calor, o imperador! (Chiziane, 2016, p. 3).

[**Translation**: After the meal of very white xima, stored in the alguidar, accompanied by cooked nhewe, curdled milk, and grilled meat, the emperor feels very hot!]

Analysis: The terms "xima," "alguidar," and "nhewe" are vernacular expressions referring to a local staple food, a traditional container, and a type of wild fruit, respectively. Chiziane uses these terms to create an authentic description of a traditional Mozambican meal, highlighting the cultural specificity of the characters' environment.

3, O imperador nascera num berço de ouro. Nunca tivera uma ferida no corpo. *Vavava* as orelhas dos outros. Humilhava os vassalos e os inimigos, mas, hoje, chegou a sua hora (Chiziane, 2016, p. 23).

[**Translation**: The emperor was born in a golden cradle. He never had a wound on his body. He *vavava* others' ears. He humiliated vassals and enemies, but today, his time has come.]

Analysis: The term "*vavava*" is a vernacular expression meaning to pinch or tweak, likely used to imply the emperor's condescending attitude towards others. Chiziane uses this term to explore power dynamics within Mozambican society and to emphasize the emperor's arrogant and oppressive nature.

Paulina Chiziane's novels showcase the rich cultural and linguistic diversity of Mozambique by incorporating vernacular expressions into her writing. This transcends linguistic boundaries and helps create a distinct Mozambican literary identity. The thematic areas covered in her work, such as flora and fauna, customs and traditions, and other aspects of everyday life, are infused with local expressions that serve to emphasize the uniqueness and authenticity of Mozambican culture. Through her use of translanguaging, Chiziane effectively brings the multilingual reality of Mozambique to her readers, allowing them to engage with the social realities of the country. Ultimately, Chiziane's novels serve as a powerful example of how authors can use translanguaging to preserve and celebrate their local linguistic and cultural heritage in their writing.

V. ANALYSIS AND DISCUSSION

Paulina Chiziane, a renowned Mozambican writer, hails from a family with Chope as their mother tongue. While Portuguese was acquired as her second language in school, Chiziane emphasizes that her Portuguese writing style is imbued with Bantu cultural influences. In an interview, she describes her writing as having a resemblance to Portuguese and a novelistic style while maintaining a sense of proximity to her cultural roots (Chiziane, 2021). Chiziane rejects the label of a conventional novelist, asserting that she tells stories in the language she feels most comfortable with. She believes that her most profound ideas cannot be directly translated into Portuguese, necessitating expression in Chope, the language in which she initially encountered them.

Paulina Chiziane's literary works are deeply rooted in her peasant background, drawing inspiration from the rich oral traditions of Mozambique that are characterized by creativity and criticality (Baynham & Lee, 2019). Her novels artfully incorporate vernacular expressions, blending Portuguese with local languages such as Changane and Chope to create a vibrant linguistic tapestry. Chiziane's exploration of various thematic areas, including flora and fauna, customs and traditions, characters' speeches, and narrators' speeches, showcases a comprehensive representation of the Mozambican experience. By skillfully intertwining these themes with the unique linguistic elements in her works, Chiziane effectively highlights the cultural richness of Mozambique, revealing distinct aspects of Mozambican culture and daily social practices, including Mozambicanisms.

Chiziane's exploration of translanguaging further challenges purist monolingualism and regulated bilingualism. Her critical stance towards the Portuguese Language Orthographic Agreement and the CPLP (Chiziane, 2008b) positions her works as resistance against linguistic hegemony. This resistance enables readers to perceive the voices of a multilingual female, Mozambican writer seeking to dismantle the remnants of colonization and foster a more inclusive representation of Mozambican identity. Translanguaging, as both an act and methodology, encourages readers to join in the preservation of Mozambican identity, which is a central theme in Paulina Chiziane's work. This call to action contributes to the multifaceted construction of Mozambican identity, including the use of Mozambicanisms, and promotes a more inclusive and diverse understanding of the nation's cultural landscape.

In the post-colonial era, many Mozambican writers addressed national identity in their works (Fonseca & Moreira, 2007). Silva (2017) observes that Mozambican literature initially emerged as part of an anti-colonial struggle, later evolving to emphasize local cultural identity and promote nationalist consciousness. Translanguaging has been employed as a tool to express the complex socio-cultural landscape of Mozambique, reflecting the social divide between colonizers and colonized as well as the rich linguistic diversity of the country. For example, Ferreira (1985) notes a distinct Mozambican atmosphere and localized lexicon in Luís Bernardo Honwana's works, which capture the essence of the country's multifaceted identity. Other writers, like Ungulani Ba Ka Khosa (Diogo, 2010) and José Craveirinha (in his poem "A fraternidade das palavras [The Brotherhood of Words]") , also employ translanguaging in their works. This linguistic blending serves to create a more authentic representation of the Mozambican experience, bridging the gap between diverse linguistic communities and asserting cultural autonomy. By employing

translanguaging, these authors challenge the hegemony of the Portuguese language and contribute to the development of a distinctive Mozambican literary voice.

The use of translanguaging in Mozambican literature highlights the interconnectedness between language, culture, and identity, revealing the ways in which authors negotiate their belonging to multiple linguistic communities. This approach allows writers to showcase the vibrancy and dynamism of Mozambican culture while engaging with the complexities of linguistic diversity and historical legacies. Furthermore, translanguaging enables authors to address themes such as power relations, cultural hybridity, and the negotiation of identities in the post-colonial context. Additionally, translanguaging serves as a means for writers to resist the imposition of monolingual norms and promote linguistic inclusivity. By incorporating local languages and dialects into their literary works, Mozambican authors not only celebrate the country's linguistic diversity but also challenge the dominance of European languages within the literary canon. In doing so, they contribute to the construction of a more inclusive and diverse literary landscape that reflects the plurality of voices and experiences within Mozambique.

Despite Portuguese maintaining a prominent position in Mozambican literary works, translanguaging is a common practice, and translanguaging in Mozambican literature is a powerful vehicle for expressing the country's complex sociocultural realities and asserting its unique identity. As Pöysä (2011) suggests, the role of language in literature invites contemplation of Mozambique's cultural independence from Portugal. Mozambican writers embrace their roles as creators, guardians, and advocates of Mozambican culture, striving for national identity through the development of distinct Mozambican literature. This literature, characterized by the unique qualities of Mozambican culture and people, is referred to as Mozambican-ness (Mata, 2000). Similar phenomena can be observed in other African literatures, which participate in a broader trend of examining and thematizing colonial and post-colonial spaces. In the post-colonial context, African literatures propose that the generation of diverse identities depends on embracing differences and acknowledging the complex linguistic and cultural histories of each nation.

VI. CONCLUSION

Translanguaging is a dynamic multilingual or semiotic process that involves the creative blending of linguistic and semiotic resources accessible to speakers. This phenomenon sheds light on how identities are deeply connected to the developmental trajectories of the communities to which individuals belong and how they continuously evolve and transform. In this article, we examine 15 instances of translanguaging in Paulina Chiziane's novels "Ventos do Apocalipse [Winds of Apocalypse]," "O sétimo juramento [The seventh oath]," "Niketche: Uma história de poligamia [Niketche: A story of polygamy]," "O alegre canto da perdiz [The joyful cry of the partridge]," and "As andorinhas [The swallows]". These instances can be categorized by various modalities, such as characters' speech and narrators' speeches, as well as by different semantic domains, including flora, fauna, tradition, and others.

Through translanguaging, the author establishes a space that conveys her cognition to the reader and provides deeper insight into her identity. Consequently, we discern that the identity the author aims to reveal encompasses her status as a woman, a Mozambican, a plurilingual individual, and a member of post-colonial society. This translanguaging phenomenon facilitates the expression of identity, as observed in the works of other post-colonial Mozambican authors. Therefore, we can conclude that the identity these authors seek to convey through translanguaging corresponds to the concept of Mozambican-ness.

To the best of our knowledge, this article represents the first study to investigate translanguaging phenomena in Paulina Chiziane's novels. Furthermore, it is among the pioneering studies to address the theory of translanguaging in literature and the post-colonial context. This research provides a unique perspective for examining Mozambican literary works and contributes to the theory of translanguaging by reinforcing its relationship with the expression of identity.

While the acts of translanguaging explored in this article do not encompass an exhaustive analysis of this phenomenon in Paulina Chiziane's works, they offer a representative sample that reveals her identity. Investigating translanguaging in the literature of other Mozambican authors falls beyond the scope of the present article, leaving the relationship between translanguaging and post-colonial Mozambican literature only partially explored. Future research could broaden the analysis of translanguaging acts in the works of other Mozambican authors and even African Portuguese-language literature within this category. Such expansion would aim to develop a more comprehensive and diverse understanding of the relationship between translanguaging and identity within the literary domain.

ACKNOWLEDGMENTS

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Theme and Thematic Progression in Jochebed's Journey

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Abstract—This paper addresses the concept of Theme and thematic progression in Towriss's novel *Ordinary Woman of the Bible: A Mother's Sacrifice: Jochebed's Story* (2019). The impetus behind these elements is to pay heed to the journey of Mose's mother through a systematic functional grammar landscape. The aim of this study is to show how different Themes and thematic progression targeted by the novelist and their consistent manipulation serve to expose the story of the secondary characters, Mose's mother as an example. The study follows descriptive analysis including qualitative and quantitative techniques as well as inferential analysis via the chi-square test and the probability value. The analysis reveals that both Theme and thematic progression are escapement techniques to regulate the movement of the lines to form a unified system in the novel. It is concluded that Theme and thematic progression help divulge the suffering, struggle, and tolerance of Jochebed to keep her son safe through a systemic functional grammar frame.

Index Terms—systemic functional grammar, novel, theme, thematic progression

I. INTRODUCTION

Language is a thought-holder in which it shapes and reinforces temper and faith. Accordingly, language is a system of meanings realised by forms. From this point of view, Halliday provides better resources for the description of literary effect through language choices. This explains why language is used functionally since what is said depends on what one needs to accomplish and in which situation. Functional systemic grammar offers a consolidated comprehensive and systemic model of language to study different literary texts. With systemic functional grammar, language is seen as a dynamic set of choices for a writer or speaker to use in a variety of social contexts.

Systemic functional grammar is not just a macro-level theory of language; it includes a detailed account of grammar. The language of interaction influences the choice of words and the structure of sentences (Ingold, 2017). Systemic functional grammar includes two components: systemic and functional grammar. The former aims at explaining the internal relations in language, as a system network whereas the latter's aim is to reveal language as a means of social interaction (Song, 2005). Because information is viewed in systemic functional grammar as meaning rather than knowledge, language is viewed as a "social semiotic system" rather than a mental system (Gonzaga, 2012, p. 2). Systemic functional grammar is a resource perspective grammar rather than a rule perspective grammar because it displays the overall system of grammar not only fragments; that is why it came under the title Systemic Functional Grammar (Halliday, 1985). The clause is the realisation of ideational, interpersonal, and textual meanings. These are called "metafunctions" in the systemic theory where the clause is a representation of the ideational meaning, an exchange of the interpersonal meaning, and a message of the textual meaning (Song, 2005, p. 31). In short, Xiao (2017) perceives systemic functional grammar as focusing on two questions:

1. What are the special functions of language?
2. How are these functions reflected on language system?

Leaving the interpersonal and ideational metafunction apart, the textual metafunction expresses the textual meaning through which the language is used to be related to its environment. At the same time, in addition to relating what is said or written to the rest of the text, language itself also plays a crucial role in the linguistic event (Gerot & Wignell, 1995; Kuswoyo, 2016). By making a text contextually and co-textually relevant, language can be used to organise it. Whitelaw and Argamon (2004, p. 74) add that the textual metafunction provides "a resource for presenting information as text in context". Texts and oral conversations, for Bakuuro (2017), are organised using language to create continuity and flow. Martin (2002) describes the textual metafunction as an organiser for a coherent text appropriate for a particular situation.

Halliday (1978, p. 113) points out that textual metafunction is an "enabling function" with respect to the ideational and interpersonal metafunctions. Ideational and interpersonal metafunctions are unactualised without the textual metafunction. The combination of ideas and reality a speaker/writer wishes to express, as well as the relationship he/she

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wishes to develop are revealed by the textual metafunction via the choices made by the speaker/writer (Forey & Sampson, 2017). Halliday regards textual metafunction as the "construction of message, and essentially what creates discourse by the interpersonal and experiential function linguistically both within and between clauses" (Castello, 2014, p. 6). Thompson (2014) explains that with the textual metafunction, the speaker/writer constructs his/her message smoothly into the unfolding language event in addition to interacting with the listeners. The speaker or writer organises the way his/her message is expressed in order to communicate how this point relates to the other parts of the message. Fahlevi (2015) affirms that the textual meaning, which is expressed by the textual metafunction, has a text-forming function of language. Such a function is realised by the thematic structure that includes the Theme and Rheme. For the study limitation, Rheme analysis is out of the limitation of the study.

In this paper, Theme and thematic progression are investigated through Towriss (2019) novel *Ordinary Woman of the Bible: A Mother's Sacrifice: Jochebed's Story.* Through producing this novel, the American novelist makes a try to spotlight characters in the Bible that little is known about so; she reverts to Jochebed as a representative example. Therefore, this study represents an attempt to accomplish the task through systemic functional grammar. Thus, the study attempts to answer the following questions:
1.   What are the grammatical choices that realise the textual metafunction in the data?
2.   What is the most prominent kind of themes employed to deliver Mose's journey?
3.   According to the thematic progression, what is the most dominant type of progression in the novel?

The eventual focus of the paper is to find out the feasibility of Theme and thematic progression in Towriss's novel. Based on the introduction to M.A.K. Halliday's Systemic Functional Grammar, the study tries to find the relation between the linguistic structures and the constructed meaning in a narrative text within Jochebed's journey theme and to shed light on the story of Mose's mother from a systemic functional grammar domain.

A. Significance of Study

The significance of this study is to notify how the Theme and thematic progression affect the development of the events in Jochebed's story since, from the systemic functional grammatical perspective and to the best of the researchers' knowledge; there remains a paucity of evidence on dealing with such characters and their stories.

B. Hypothesis

It is hypothesised that systemic functional linguistics helps uncover the grammatical and lexical choices employed by the novelist to show the story of a secondary character as Jochebed via Theme and thematic progression, precisely, in Towriss (2019) novel *Ordinary Woman of the Bible: A Mother's Sacrifice: Jochebed's Story.*

C. Aims of the Study

In line with the research questions stated above, the study aims at:
1.   finding out the feasibility of Theme and thematic progression in Towriss's novel.
2.   indicating the most frequently used Theme that reflects the story of Mose's mother in the novel.
3.   tracing the most significant type of thematic progression in the novel.

II. THEMATIC STRUCTURE

Thematic structure gives the clause its character as a message. The clause is "the quantum of information in the flow of discourse". This is achieved through the organisation of the clause into Theme and Rheme. This terminology is originally from the Prague School (Halliday & Matthiessen, 2014). Castello (2014) and Schleppegrell (2004) mention that the "Theme is a construct of grammar that reveals how a clause in English is organised as a message". The Theme is a point of origin for the message that is the heart of the matter people are concerned with. For Horinza (2020, p. 147), Theme is the "aboutness" of the clause, and this is in agreement with Halliday's perspective that the Theme is the point of departure of the message. It is concerned with the organisation of information in the individual clause. Feng (2013, p. 90) calls the point of departure as the "local context". According to the Theme system, the clause is organised in relation to its general context within the text it serves. By focusing on the point of departure in relation to what has come before, it is clear where the clause fits into the text and how it contributes. Bartlett and O'Grady (2017) note that essentially, Theme is the lexicogrammatical element and semantic label is the point of departure. Message focus and organisation are key factors contributing to the coherence and success of the message. Halliday and Matthiessen (2014, p. 89) affirm that the speaker chooses the Theme as his/her point of departure to "guide the addressee in developing interpretation of the message; by making point of the message prominent as Theme, the speaker enables the addressee to process the message". It is "what sets the source for the clause itself and positions it in relation to the unfolding text" (Halliday & Matthiessen, 2014, p. 90).

By location, the Theme is the first element that comes to the first position in the clause. It is realised by what is initially positioned in the clause (Yan, 2015). This initial position gives the Theme its "special status" within the clause (Halliday, 1994, p. 37; Horinza, 2020, p. 147). Martin (1992) asserts that using the Theme can be exploited by the writer consciously or unconsciously to convey his point of view by manipulating and exploiting various patterns and meanings. Depending on the choice of Theme, the clause conveys a different message. Therefore, there are different

types of Theme. Consequently, the Theme boundary starts from "the beginning of the clause incorporating every element extending up to include the first participant, process, or circumstance of the experiential meaning" (Castello, 2014, p. 6).

In short, Theme is a key resource for textual cohesion and coherence underlying the logical development of ideas and information. Structurally, it is the beginning part of a clause. Semantically, it represents a "conceptual background or requisite information, the knowledge shared by the writer and the reader (Park & Nam, 2015, p. 68).

A. Types of Theme

Theme is either topical or non-topical. The non-topical is either multiple or other types. They are to be clarified in the following sub-sections:

(a). The Topical Theme

Paltridge (2006, p. 148), Feng (2013, p. 90), Halliday and Matthiessen (2014, p. 92), Thompson (2014, p. 148), and Horinza (2020, p. 147) agree that the topical Theme is either marked or unmarked. The unmarked is the subject while other parts are possible to be marked Themes, as in:

(1)	John's friend	came to see me yesterday.
(2)	Tom	stole a big.
(3)	A big	was stolen by Tom.
(4)	A poisonous bite	the captured –battle was given by the red back.
(5)	Text	can be used for both.
(6)	You	probably haven't heard of SOU before.
	Theme	**Rheme**

What is more, the subject itself can be an embedded clause i.e., all the clause is considered as an unmarked Theme (Thompson, 2014, p. 146) as:

(7)	The Language that the Eskimo people speak around the top of the world in places as far apart as Siberia, Alaska, Canada, and Greenland John's friend	differ quite a lot in details of vocabulary.
	Theme	**Rheme**

As a process, it can act as a marked Theme:

(8)	Open	the door
	Theme	**Rheme**

(Feng, 2013, p. 90)

Alternatively, the circumstance as a marked Theme:

(9)	From house to house,	I went my way.

(Halliday & Matthiessen, 2014, p. 92)

(10)	Yesterday,	the lecturer wrote

(Horinza, 2020, p. 149)

Theme	**Rheme**

(b). The Multiple Theme

Beside the topical Theme, there are other elements that come before it. Functionally, they are either textual or interpersonal. They are possible to be extended to three sub-types for each:

1. Textual Theme

Textual Themes can be continuatives, conjunctives or conjunctives:

(11)	No,	you	wouldn't.

(Bartlett & O'Grady, 2017, p. 133)

(12)	Well,	I	come in to this world in the rough and ready year of 1932.
(13)	And	I	can tell you.
(14)	Oh,	the teacher	gives us homework.

(Fahlevi, 2015, p. 38)

Continuative	**Topical**	
Theme		**Rheme**

(15)	But all rooms	look out onto the secluded garden.

Conjunctive	**Topical**	
Theme		**Rheme**

(16)	Then	We haven't met before, have we?

(Thompson, 2014, p. 162)

Conjunction	**Topical**

Theme		Rheme	
(17)	Thus	disorder	will tend to increase with time.
(18)	Nevertheless,	we	can reflect on our activities.

<div align="right">(Thompson, 2014, p. 162)</div>

Conjunctive	Topical	
Theme		**Rheme**

2. Interpersonal Theme

It includes modal/comment adjunct, vocative, and finite verbal operator:

(19)	I think,	they	take a point.
(20)	Maybe	Stephen	could help.

<div align="right">(Eggins, 2004, p. 303)</div>

(21)	Certainly,	his wife	was a very odd woman.
(22)	Admittedly,	He	took the trouble to destroy all the papers in the cottage.

<div align="right">(Thompson, 2014, p. 162)</div>

Modal/Comment Adjunct	Topical	
Theme		**Rheme**
(23) Kate,	I	must say this fish is cooked beautifully.

Vocative	Topical	
Theme		**Rheme**
(24) Simon,	isn't	that	where they put the needle in?

<div align="right">(Halliday & Matthiessen, 2014, p. 110)</div>

Vocative	Finite verbal operator	Topical	
Theme			**Rheme**
(25) Did	you		come to her party yesterday?

<div align="right">(Fahlevi, 2015, p. 36)</div>

(26) Have	you	finished your meal, Sir?

<div align="right">(Thompson, 2014, p. 151)</div>

(27) Hasn't	He	changed his name?

<div align="right">(Thompson, 2014, p. 151)</div>

Finite	Topical Theme	
Theme		**Rheme**

It can be concluded that the extent of a Theme begins at the very beginning, up until the first element of the experiential function, which is the participant, the process, or the circumstances (Halliday & Matthiessen, 2014). It is possible for more than one Theme to appear in one clause either in the order of textual, interpersonal, and topical (Thompson, 2014, p. 146):

(28) But	Surely	the course	doesn't start till next week.
(29) And	Oddly	he	was right.
Textual	**Interpersonal**	**Topical**	
Theme			**Rheme**

Or with the sequence of interpersonal, textual, and topical especially when a conjunction and a modal adjunct appear together in the thematic structure. The modal adjuncts, normally, precede the conjunctive:

(30) Not surprisingly	then,	its opposites	were viewed with admiration.
Interpersonal	**Textual**	**Topical**	
Theme			**Rheme**

In the last two cases, such kinds of Themes are called interpersonal-textual Themes.

(c). Other Types of Theme

Other types of Themes include thematic equatives, predicated Theme, and preposed Theme.

1. Thematic Equative

It is a kind of thematic structure where the Theme equals the Rheme. In the thematic equative, the elements of the clause are organised into two constituents linked by an identity relation expressed by verb to be. Traditionally, it is called "pseudo-cleft sentences" (Halliday & Matthiessen, 2014, p. 93; Thompson, 2014, p. 153):

(33) It was Jane   that started it.

(Halliday & Matthiessen, 2014, p. 124)

(34) It is me   who have not learned how to use it.

(Thompson, 2014, p. 156)

Theme   **Rheme**

2. Predicated Theme

The use of a predicated Theme is to shed the hearer/reader's attention for the predicated constituent because it is either contrasted with something in another part of the text:

(35) It is not the technology   which is wrong.

Theme   **Rheme**

or it is represented as a selected from among a number of alternatives, as in:

(36) It is the second of these points   that I shall be concentrating on this talk.

Theme   **Rheme**

3. Preposed Theme

It is a kind of thematic structure where the speaker/hearer announces his/her Theme as a separate constituent and then substituted by a pronoun in its appropriate place. In most cases, the preposed Theme is a nominal element, commonly the subject whether in the declarative or interrogative clauses (Thompson, 2014, p. 158), as:

(37) Happiness   that's what life is about.

(38) You mum   does she know you're here?

Theme   **Rheme**

(d). Developing the Markedness of Theme

When combining the types of Themes with markedness, the topical theme is either marked or unmarked. It is unmarked when the first element is the subject, a process in the imperative clause, or an interrogative asking either about an action, a complement, or circumstances:

(39) They are still together. (Subject)

(40) Go out! (Process)

(41) What are you doing? (Process)

(42) What did you get? (Complement)

(43) Where do you live? (Circumstance)

The marked Theme in the topical theme is when the clause starts with anything except the subject. In other words, it starts with either a complement, not in interrogative clause, circumstance, or process on emphasis or an explicit subject in the imperative mood:

(44) Tomorrow, they are going to leave. (Circumstance)

(45) On the right, is it? (Circumstance)

(46) After all, what did they have? (Circumstance)

(47) Do take it. (Process)

(48) You go out! (Process)

With the multiple Themes, the textual, interpersonal and interpersonal textual are unmarked themes. The other types of themes, including thematic equative, predicated and preposed theme, are put outside the unmarked/marked distinction (Thompson, 2014).

B. Thematic Progression

Some texts may contain "thematic progression" since the Theme is the "most significant factor in the development of a text" (Halliday & Matthiessen, 2014, p. 132). It is the schematic structure or the method of the development of a text (Kuswoyo, 2016). Thematic progression enables the textual metafunction to organise the clauses within a complex text and to link and develop them to form a cohesive whole (Forey & Sampson, 2017). This supplies a chance to gain an understanding of how the choice of what comes first in a clause is made, and how those choices serve to link ideas together to form the text. The value of thematic progression is to make the invisible organisation of the text visible (Forey & Sampson, 2017). For Thompson (2014), Themes are related to the preceding Themes and Rhemes depending on where the content of each Theme is derived from. He proposes three types of thematic progression:

(a). Constant Progression

It is where the Theme of one clause is related back to the Theme of the preceding one (Thompson, 2014), as it is clear in the following figure:
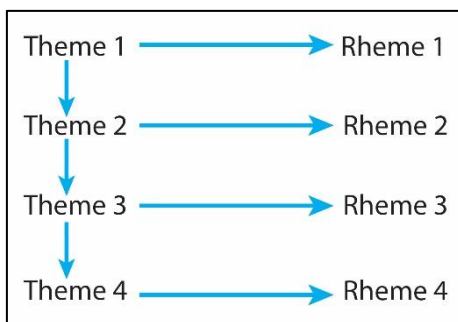
Figure 1. Constant Progression With Theme according to Thompson (2014)

(49) Naom Chomsky, author of Aspects of the Theory of Syntax, revolutionized linguistics. He also happens to be well-known for his political view. In fact, he is for his revolutionary linguistic ideas (Kuswoyo, 2016, p. 260).
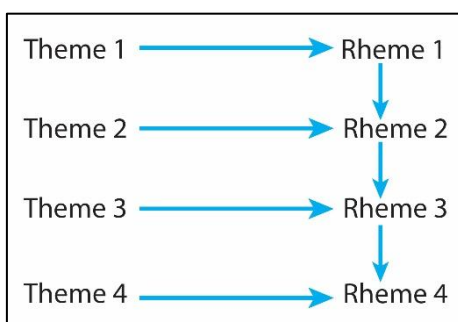
The same is true for the Rheme of the clause.

Figure 2. Constant Progression With Rheme according to Thompson (2014, p. 175)

(50) Everybody loves Boogie Burgers. Children love Boogie Burgers. Teenagers love Boogie Burgers. Parents love Boogie Burgers. Grandparents love Boogie Burgers Boogie Burgers(Kuswoyo, 2016, p. 260).

(b). Linear Progression

It is where the Theme of one clause relates back to one or more elements in the Rheme of the preceding clause i.e., the Rheme of one clause is the Theme of the subsequent clause (Kuswoyo, 2016). It is called the "zig-zag pattern" by Eggins (2004, p. 324), the following figure fleshes this out:
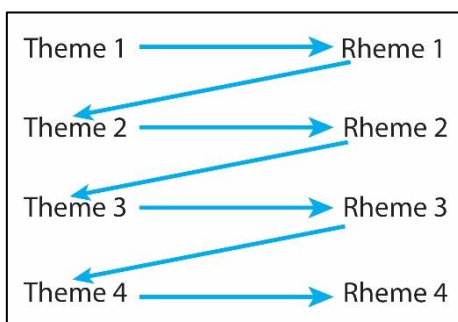

Figure 3. Linear Progression According to Thompson (2014, p. 175)

(51) The museum is located in the centre of town near the square. This square is a common destination of tourist buses. The buses, all belonging to the tour Bus Company, are driven by the tour guides. These guides get off at each stop with the passengers and explain the sights to them (Deterding & Poedjosoedarmo, 2001, p. 128).

(c). Derived Progression

The Themes are related back to a "hyper-theme" which is the topic for a longer stretch of text Thompson (2014, p. 175). It is not necessary for the Theme of a clause to be identical to the Theme of the previous clause in form. It can be related in meaning to the Theme or Rheme of the previous clause (Bloor & Bloor, 2004):
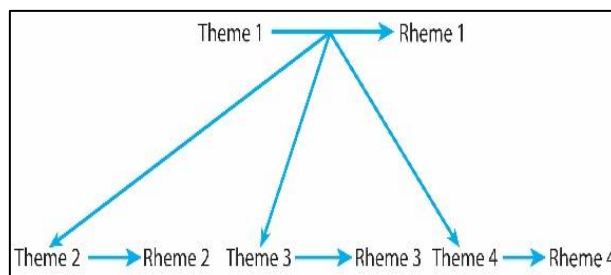
Figure 4. Derived Progression According to Thompson (2014, p. 175)

(52) New Jersey is flat along coast and southern portion; the northern-western region is mountainous. The coastal climate is mild, but there is considerable cold mountain area during the winter months. Summers are fairly hot (Kuswoyo, 2016, p. 262).

III. METHODOLOGY

A. Data Description and Selection

The novel under study is written by the American novelist Towriss (2019) entitled *Ordinary Woman of the Bible: A Mother's Sacrifice: Jochebed's Story*. The novelist's aim is to shed light on the ordinary characters in the Bible that little is known about them, especially Mose's mother, Jochebed. It is about a Hebrew family consisting of a wife, named Jochebed, her husband, named Amraam, and their three children: Aaron, Miriam, and Jovoyah (Mose). The novel starts with the giving birth scene and at the same time, the threat starts at the same moment when the midwives told them about the pharaoh's order to kill any newborn baby boy because it causes a threat to the pharaoh's life according to the prophecy. The mother's struggle journey starts from that time sustaining to hide him from everyone. Because of God's order to throw her son in the Nile, she experiences pain and fear. Being obliged to obey, she has to make a courageous action to save her son's life in a time of great peril. Then God's miracle happens when He returns him back to her to nurse him. In spite of that, she keeps suffering and struggling because of the secret, she keeps concerning her relation to Mose. She suspects everyone, the guards, the mother nurse, her neighbours, her friends, especially Elisheba who has her baby killed due to the pharaoh's order. After revealing Jochebed's secret by Elisheba's daughter to the princess, she makes the decision of her life i.e., to choose between her family and her son. Overthinking and over-caring leads her to leave him again, this time for good, to offer him a better life and a safer future.

B. The Tools for Analysis

In systemic functional grammar, Halliday and Matthiessen (2014) present the textual metafunction that is devoted by the writer to reveal the journey of Mose's mother. This metafunction is represented by Theme and its types and the thematic progression.

C. Method of Analysis

This study follows a qualitative and a quantitative analysis concerning the Theme and thematic progression found in the novel according to Halliday and Matthiessen (2014) Halliday's Introduction to Functional Grammar, and Thompson (2014) Introducing Functional Grammar. The qualitative research method focuses on descriptive statistics and explanatory results obtained from the quantitative analysis collected from the data that are some selected extracts of (2096) clauses that contain the journey of Jochebed. Inferential statistics, which supports descriptive statistics, embraces the chi-square test and the probability value (henceforth p-value). Through using the qualitative and quantitative analysis of Theme and thematic progression with the aid of the inferential analysis, it is still hoped that this study offers answers concerning the grammatical choices that realise the textual metafunction in the data, the most prominent kind of themes employed to deliver Mose's journey, and the most dominant type of progression in the novel.

D. Procedures

For the analysis of the data under study, the researchers have followed the procedures listed next:
1. Examining carefully entitled *Ordinary Woman of the Bible: A Mother's Sacrifice: Jochebed's Story*, then identifying all the extracts that enlighten the journey.
2. Revealing textual metafunction meaning through explaining its relation with the Theme and thematic progression that appear in the selected extracts.
3. Applying a descriptive analysis supported by an inferential analysis to enrich the findings of the analysis.
4. Unveiling Theme and thematic progression each extract exploits to deliver how the story of Mose's mother is developed to reach the unexpected end.

IV. RESULTS

The results of this study are shown in the following subsections:

A. The Results of Theme Analysis

For Theme, descriptively, the data employ both the topical and non-topical themes but with different rates. The total Themes employed in the data are (2096) within (2096) clauses. This means that each clause contains at least one Theme as part of its structure regardless of its type. The topical Themes are highly used with occurrences of (1333) and a ratio of (63.60%) per clause whereas other types, including the preposed, thematic equation and predicated Theme, show the lowest with (35) times with a ratio of (1.67%) per clause. The multiple Themes are in between with occurrences of (728) and a ratio of (34.73%) per clause. The inferential statistics supports this since the topical Theme is the highest since it is more than 0.05. As it is clear in Table 1 and 2:

TABLE 1
DESCRIPTIVE STATISTICS OF TYPES OF THEME IN TEXTUAL METAFUNCTION IN THE DATA

The Textual Metafunction							
Types of Themes							
Topical		Multiple		Other Types		Total	
F	%	F	%	F	%	F	%
1333	63.60	728	34.73	35	1.67	2096	100
Total Clauses in the Data						2096	
Ratio of Types of Themes per Clause						100	

TABLE 2
INFERENTIAL STATISTICS OF TYPES OF THEME IN TEXTUAL METAFUNCTION IN THE DATA

Topical	Multiple	Other Types		
F	F	F	Chi-square	P-value
1333	728	35	1207.58	5.99

(a). The Result of Topical Theme Analysis

Through the whole data, and according to the descriptive statistics, the topical Themes invade (63.60%) in each clause and in the whole data. They include subtypes whether marked or unmarked. Starting with the unmarked subject, the data shows the highest use with (1101) occurrences with a ratio of (82.60%). Most of the unmarked subjects are references to the major character, the mother. The novelist announces this character to be a surrogate mother as well as a supportive member in this family. What is more, Jochebed (Kebi) is introduced to the threat but once while she is giving birth through the midwife Puah's declaring that the king's order is to kill any Hebrew newborn baby boy. Until the end, Jochebed starts to realise and evaluate the situation and turns to be ready to give him up. She justifies that by saying she did not give him up earlier because she could not let her son go, since he needs to be protected but if he is in danger even when she is around, her presence will be in vain. Beket (The Princess) helps her in making the decision. Jochebed realises that it is not a condition to be with him to protect him, she can take good care of him, pray for him and love him even when she is not nearby. She is convincing herself that Tovyah (Mose) belongs to the palace and she belongs to her home. Another excuse she gives to herself is that albeit he is just over two, not like his brother until three, she will not nurse him anymore because he is well-fed and goat's milk will suffice and the princess could hire another nurse. After warm farewell moments with Mose, she promises him her love and prayers wishing that God will protect him. She braces up her strength to give him up and pull herself out of the palace. Sometimes, circumstances, whether adverbial phrases or prepositional phrases, with place, time or even manner, are to reflect the circumstances upon which the mother's journey is developed through the series of events. Marked circumstances are sometimes thematically necessary to reflect the importance of time and place for the mother since she feels the lack of time till the last moment thinking about the places that employ safety for her family and son. With manners, the thematic importance is to show how she is hesitant, reluctant, afraid or in a reaction manner.

According to the inferential statistics, the chi-square test, for the whole data supports the descriptive statistics in the eminent employments of the unmarked subject and the marked circumstance as the prominent Themes. This is due to the p-value in the whole data which is higher than 0.05. It is illustrated in the following tables:

TABLE 3
DESCRIPTIVE STATISTICS OF TOPICAL THEME IN THE DATA

Topical Themes in the Data													
Subject		Complement				Process				Circumstance			
Unmarked		Unmarked		Marked		Unmarked		Marked		Unmarked		Marked		Total	
F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1101	82.60	27	2.03	25	1.88	19	1.43	50	3.75	43	3.22	68	5.10	1333	100
Total Clauses												2096	
Ratio of Topical Themes per Clauses												63.60	

TABLE 4
DESCRIPTIVE STATISTICS OF TOPICAL THEME IN THE DATA

Subject	Complement		Process		Circumstance		Chi-square	P-value
Unmarked	Unmarked	Marked	Unmarked	Marked	Unmarked	Marked		
1101	27	25	19	50	43	68	3266.14	12.59

In Table 3, what attracts the attention is that marked processes come third to reflect the mother's demands from God to keep her, her family, and Tovyah (Mose) safe. Sometimes, her husband asks her to understand and accept God's order and people's pain and envy when she has her son back.

(b). The Result of Multiple Theme Analysis

These Themes include the textual, interpersonal and the interpersonal textual Themes. These are used as techniques to link the clauses and help create unity in the text. The textual Themes are used either for signalling a move in the responses and conversations between the characters to continue or to bind the clauses and relate the previous clauses with the next ones. Interpersonal themes include either comment or modal adjuncts to express the writer's or the speaker's judgment or attitude to the content of the message in each clause or showing polar interrogatives with finite verbal operators or clauses starting with vocatives. The interpersonal textual Themes are blends between the two previous types of Themes. The following table fleshes them out:

TABLE 5
DESCRIPTIVE STATISTICS OF MULTIPLE THEME IN THE DATA

Multiple Themes							
Textual		Interpersonal		Interpersonal-Textual		Total	
F	%	F	%	F	%	F	%
598	82.14	92	12.64	38	5.22	728	100
Total Clauses						2096	
Ratio of Multiple Themes per Clauses						34.73	

Following the descriptive statistics, the multiple Themes are used (728) times with a ratio of (34.73%) per clause. The whole data show a higher use of textual Themes with (598) occurrences and a ratio of (82.14%), the lower are the interpersonal textual Themes with occurrences of (38), and a ratio of (5.22%) and the in between goes to the interpersonal Themes with (92) occurrences with a ratio of (12.64%). The novelist uses textual Themes to link the themes of the whole novel to give unity to the text and reflect successive events to link the details of the journey.

The inferential statistics supports the descriptive statistics since the chi-square test shows the p-value for the novel to be higher than 0.05% in having the textual Themes to be the most prominent Themes within the multiple Themes. It is clear in the following table:

TABLE 6
THE INFERENTIAL STATISTICS OF MULTIPLE THEMES IN THE DATA

Multiple Themes				
Textual	Interpersonal	Interpersonal-Textual	Chi-square	P-value
598	92	38	786.49	5.99

(c). The Result Other Types of Theme Analysis

They include thematic equative, predicated, and preposed Themes. The Theme choice decides how to guide or orient the listener or reader. With the preposed Themes, the focus is on elements other than the topical or multiple Themes but related in a way or another to the subject. Thematic equative expresses the contextual pressure, as the speaker wishes to establish a contrast or an exclusion relation. Thematic equatives serve to stage the message. The predicated themes are guides employed for the reader to notice some patterns of emphasis, i.e., they signal out the predicated part as noteworthy since they are picked up among other alternatives. From the descriptive statistics point of view, the preposed Themes in the data are highly used with (32) occurrences with a ratio of (91.43%) whereas thematic equatives and predicated themes are (1) and (2) respectively. This is supported by the chi-square test since the p-value of the whole data is higher than the standard significant value, which is 0.05. The following tables elucidate them:

TABLE 7
THE DESCRIPTIVE STATISTICS OF OTHER TYPES OF THEMES IN THE DATA

Other Types of Themes							
Thematic Equative		Predicated		Preposed		Total	
F	%	F	%	F	%	F	%
1	2.85	2	5.71	32	91.43	35	100
Total Clauses						2096	
Ratio of other Types of Themes per Clauses						1.67	

TABLE 8
THE INFERENTIAL STATISTICS OF OTHER TYPES IN THE DATA

Other Types of Themes			
	F	Chi-square	P-value
Thematic Equative	1		
Predicated	2	53.22	5.99
Preposed	32		

Descriptively, the novelist employs (35) other types of Themes with a ratio of (1.67%). The highest is the preposed Theme with (32) occurrences and a ratio of (91.43%), appearing from the first scene when her husband tries to support her in "*Breathe, Kebi. That's what the midwives say, isn't it?*", "King Tut ordered us to kill all male Hebrew babies the moment they are born", "*There! You can relax a moment*", "*The pain as her milk slowly dried up…as her breasts became engorged with milk no child would ever drink*", in the middle of her terror, she thought of naming her baby in " He needed a name—or rather, she needed one—*that would remind her to trust in the Almighty in the face of death. We will call him Tovyah*", as tenacity to keep her son beside her in "*Tovyah was staying right here. No matter what anyone said*", at a time when she suffers general moblisation to protect her son even from his father in "*Kebi released the breath she'd been holding*", afraid of the women seeing her nursing her son near the river in "*The Egyptian mothers she had seen so often knelt in the shallow water of the Nile*", her fears from the guards "*but the taller she stood, the more visible it was*", when she decided to throw her son into the river in a basket "*She looked at the Tovyah-sized basket she'd completed*", when her daughter chased him in "*Miriam, do you realize how dangerous that was*?", her joy when God return her son back in "*Could El Shaddai really be giving her back her son? She sipped her tea—the tea she would no longer need if Miriam had gotten the story straight*", etc.

B. The Results of Thematic Progression Analysis

It describes the way in which the Themes are related to the preceding Themes or Rhemes in terms of where the content of each Theme is derived from. Constant progression relates the Themes of each clause with those of the preceding, whereas linear progression links the Rhemes of the preceding clauses with those of the following and vice versa. Derived progression shows a kind of predication for a typical Theme introduced in the first clause whereas the Themes of the following clauses are framed and derived from the typical one. This implies that the novelist draws the text that unfolds from that point and aims to guide the reader cooperatively through the text. According to the concerned descriptive statistics, the data show occurrences of (540) with a ratio of (25.76%) per clause. The novelist reflects this journey following the same techniques in various and gradual ways through different levels in developing the events of the journey dangling between being high progression or low progression. Concerning the types, the data reveal that constant progression is the highest with occurrences of (263), (48.70%) whereas lineal and derived progressions are (140), (25.93%) and (137), (25.37%) respectively. This is supported by the chi-square test due to the p-value for the whole data and for each novel being higher than 0.05. It is illuminated in the following tables:

TABLE 9
DESCRIPTIVE STATISTICS OF THEMATIC PROGRESSION IN THE DATA

Thematic Progression							
Constant		**Linear**		**Derived**		**Total**	
F	%	F	%	F	%	F	%
263	48.70	140	25.93	137	25.37	540	100
Total Clauses							2096
Ratio of Thematic Progression Per Clauses							25.76

TABLE 10
DESCRIPTIVE STATISTICS OF THEMATIC PROGRESSION IN THE DATA

Thematic Progression				
Constant	**Linear**	**Derived**	**Chi-square**	**P-value**
263	140	137	57.42	5.99

To be more delicate, the constant progression appears in all the selected extracts to link the first Theme of each clause with the Theme of the next to create coherence and texture centering and to keep the unity that every clause carries an important Theme that is a point of departure to the next. In some extracts, thematic progression, in general, appears to be low, especially when Jochebed is introduced to the threat and when she reacts as a try to deceive herself and deny the sooner or later danger. This is because of the order of the king to kill any newborn baby boy; Jochebed felt lost and confused and with mind distraction deciding not to care but only for her baby. In fact, she is in the dilemma and calamity. What is attracted is the high use of the derived progression at the opening scene to reveal the fact that the major events of the novel are going to develop between those participants: the baby, Jochebed, her husband, her children, their house, the king, and their reactions that are flavored with pain.

V. DISCUSSION

From the obtained results, it is clear that the most significant factor in the development of the text is the thematic

organisation of the clause. Each clause has a theme-rheme structure. Theme, in particular, is the prominent part of the structure; through which it is possible to create the texture of the text and help understand how the novelist reflects the nature of Jochebed's journey. As such, there are various types of Themes employed in the data whether topical or non-topical. What is more, the text does not depend only on the types of Themes to keep the texture of the text but also on the thematic progression whether through constant, linear, or derived progression.

The systemic functional linguistic employment of the textual metafunction in the data happens through the linguistic choices of various types of Themes and all kinds of thematic progression to trace Jochebed's journey. Delicately, the topical Theme is the most prominent kind of Themes employed in the data. Precisely, the unmarked subject is the most dominant within the topical Theme to shed the focus on the major character Jochebed. The reliability of this hypothesis is assured by the descriptive and inferential statistical analysis pictured in Tables 1 and 2. Within the thematic progression, constant progression is the most dominant type of progression. It is proved by the descriptive and inferential statistics in Tables 9 and 10. Although the derived progression is the lowest, it appears heavily at the opening scene of the novel as a spontaneous technique used by the novelist to have the major Theme as the delivery of the baby whose mother is suffering from the very beginning and referring to other Themes in the next clauses when the text developed shedding light on the other members of the family, the king, the prophecy, etc.

VI. Conclusions

Based on the previous discussion, it is now the time to draw some conclusions:

1.   To express the clause as a message, in the textual metafunction, there is the one who delivers the message therefore it is the Theme of each clause dangling between the topical Themes as the characters in the novel and their actions as processes or their deeds as compliments in the topical Themes. This happens even through the novelist's use of various multiple Themes to join between the Themes of each clause at each level in the journey. The employment of other minor types of Themes is to show the importance of some information fronted by the use of the preposed, thematic equative, and predicated Themes. In a flexible way, thematic progression is used to link those kinds of Themes through the paragraphs in all the levels in the data.

2.   In order to reflect Jochebed's journey, the data dealt with all the types of Themes but with different rates. In other words, the novelist employs all kinds of Themes that go hand in hand having the topical as the highest, other Themes the lowest and the multiple Themes in between. In the data, the unmarked subject is the dominant topical Theme whereas the marked circumstance Theme is the second dominant. These types of topical Themes are to girdle the events and the development of the journey to the family environment, the mother, precisely, and in how, when and where the journey developed through different levels leading to the final state.

3.   Albeit the multiple Themes are the second highest types of Themes within the textual metafunction in the data, it is important to spotlight the fact that the types of the multiple Themes have gradual appearance stating with the textual as the highest, the interpersonal in between, and the interpersonal textual as the lowest. Despite their appearance at all the levels in the novel, the textual Themes show a higher appearance to link the texture of the texts as it is filled with conjuncts and connectives to relate clauses together.

4.   Other types of Themes include the preposed, thematic equative, and predicted Themes. In the whole data, the preposed Themes are the highest among the other types of Themes. They are used to ring the bill as reminders of the threat opening the gate for a second level of realisation in each use.

5.   Thematic progression helps focus on particular Themes, so the Themes are either the same by employing constant progression, a chain like where the Rheme is the Theme of the next or vice versa with linear progression, or the Themes are derived or related in some way or another to the Theme of the first clause of the text. Delicately, in the data, the subtypes show higher use of the constant progression, the linear, and finally the derived progression. Surprisingly, in some levels of the journey, the thematic progression is low. This low use is to reflect the confused state the mother finds herself in where she feels the psychological loss and mind distraction.

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Exploring the Language Learning Beliefs of Thai Junior High School Students in Chinese Learning: A BALLI-Based Study

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Abstract—The development of the BALLI scale and the five-factor model by Horwtiz has led to a surge in research on language learning beliefs. The present research explored the language learning beliefs of 300 junior high school students from three schools located in the Bangna region of Bangkok as they learned Chinese, utilizing the BALLI scale. Using confirmatory factor analysis (CFA), the researchers attempted to fit Horwtiz's five-factor model to the data, but this model did not receive sufficient support. Therefore, exploratory factor analysis (EFA) was employed to analyze the factor structure, resulting in the identification of five dimensions. However, the items included in these dimensions were considerably different from those in Horwtiz's five-factor model. As a result, a new measurement model was proposed for this study. Following this, the researcher conducted a CFA to assess the appropriateness of the newly proposed measurement model, and the findings suggested that the data matched the model effectively.

Index Terms—language learning beliefs, BALLI, Chinese learning, Thai students

I. INTRODUCTION

Beliefs about language learning (BALL) have been a prominent subject in the field of second language acquisition for the last 30 years and are generally considered an important factor in the progress of language learners (Bernat & Gvozdenko, 2005; Dörnyei, 2005; Kormos et al., 2008; Wesely, 2012). The research's primary focus on language learning beliefs has recently shifted from the teacher's perspective to that of the learner (Bagherzadeh, 2012). Beliefs about language learning (BALL) have the potential to provide a thorough understanding of language learning beliefs that may therefore be used to influence language education and instructional strategies (Horwitz, 2017).

Horwitz developed the Beliefs About Language Learning Inventory (BALLI) scale, which comes in three distinct versions, to gauge language learning beliefs (Nikitina & Furuoka, 2006). The initial version, introduced by Horwitz in 1985, consists of 27 items and focuses on evaluating the language learning beliefs of language educators. The second version, developed by Horwitz in 1987, contains 34 items and measures the language learning beliefs of non-American EFL or ESL learners. The third version, proposed by Horwitz in 1988, is also composed of 34 items and is intended to measure the language learning beliefs of American language learners who are studying a second language.

Thus far, numerous scholars have extensively researched language learning beliefs employing Horwitz's BALLI measurement instruments, but primarily concerning non-native English speakers' beliefs about learning English in ESL and EFL contexts (Bernat, 2004; Nikitina & Furuoka, 2006; Park, 1995). Diab (2000) asserts that the language learning beliefs of learners in second language acquisition are intricate and can be influenced by several factors, such as cultural background and educational experiences. According to Fujiwara (2011), the empirical testing of Horwitz's five-factor model based on the BALLI scale has been inadequate.

Numerous studies have employed the BALLI questionnaire to investigate the Chinese learning beliefs of non-native Chinese speakers (Guo & Lee, 2015; Liu & Zhang, 2019; Rohmah et al., 2021; Shang & Zhang, 2019; Wang, 2014; Zhang, 2016). Nonetheless, insufficient research has been conducted to undertake an in-depth study on Thai students' beliefs about learning Chinese. Thai students begin studying Mandarin in the first year of elementary school and continue until the third grade of junior high. At the senior high school level, students are free to choose whether to continue learning Chinese. Therefore, Chinese is an important foreign language for them.

This research examined the language learning beliefs of 300 junior high school students in three private schools in Bangkok, Thailand, in relation to learning Chinese, using Horwitz's BALLI questionnaire. The researchers utilized exploratory factor analysis to establish the dimensions of the 35 items in the study and create a conceptual model. A confirmatory factor analysis was also conducted to compare the study data to Horwitz's five-factor theoretical model and the newly developed conceptual model to assess model fit.

II. REVIEW OF LITERATURE

Beliefs refer to an individual's comprehension and premises regarding the world, which are influenced by their distinct experiences, cultural background, social interactions, and personal values (Richardson, 1996). The Beliefs about Language Learning Inventory (BALLI) was established by Horwitz (1985, 1987, 1988) as a tool for evaluating language learners' beliefs about the language learning or acquisition process.

Following the development of the BALLI, numerous researchers have conducted diverse investigations into language learning beliefs. Abraham and Vann (1987) suggest that one's language beliefs have a significant influence on language learning behavior. In other words, the more positive a learner's language beliefs are, the more likely they are to exhibit positive behavior toward language learning. Also, if language learners hold negative language learning beliefs, it can impede their motivation to learn the language (Dörnyei & Otto, 1998). Tanaka (2004) conducted research to compare the language abilities and learning beliefs of two groups: one that studied in New Zealand and one that studied in Japan, and the finding shows that changes in learning beliefs did not significantly affect general language proficiency. Oz (2007) conducted research on the language learning beliefs of Turkish secondary school students in EFL using the BALLI scale. The results indicated that learners' attitudes or beliefs toward language learning varied depending on their age, stage of learning, social background, and educational setting. Bernat and Lloyd (2007) sought to determine whether variations existed in the language learning beliefs of male and female EFL learners. After evaluating the learning beliefs of 155 females and 107 males, they found that there were mostly no major distinctions in the language learning beliefs of language learners of different genders, except for one item that was statistically significant and another that was borderline significant. According to a study by Jafari and Shokrpour (2012) on the language learning beliefs of Iranian ESP learners, it was found that the participants held the conviction that learning a language demands hard work and dedication and that interacting with native speakers can help enhance their language proficiency.

Nikitina and Furuoka (2006) conducted a study on the factor structure of the BALLI scale in Malaysia by applying deterministic and confirmatory factor analysis, and their findings indicated that BALLI's model was not supported by the data. Hsiao and Chiang (2010) employed confirmatory factor analysis to investigate the factor structure of the BALLI scale, and their results were in line with Nikitina and Furuoka's research. This research highlights the significance of evaluating and adjusting the factor structure of instruments to guarantee their validity in diverse contexts. Fujiwara (2018) conducted a study using the 35-item BALLI scale to explore the learning beliefs of 537 Thai students who were studying Japanese. The results indicated that the Horwitz five-factor BALLI did not align well with the Thai students' data, but a revised factor structure was found to have a better fit and more fitting factor loadings.

III. METHODOLOGY

A. Participants

This study involved 300 junior high school students who were from three private schools located in the Bangna area of Bangkok, Thailand, and were on the verge of starting their senior high school education. Out of the 300 individuals involved in the study, every single one held Thai citizenship. Of these participants, 101 (33.7%) were male, and 199 (66.3%) were female. Additionally, 18 (6%) of the individuals had learned Chinese for one to three years, 32 (10.7%) had studied Chinese for three to five years, and 250 (83.3%) had studied Chinese for over five years.

B. Sampling Technique

Firstly, the researcher contacted three private schools in the Bangna area of Bangkok, Thailand, and obtained information about the number of junior high school students from Mandarin teachers. According to the information provided, there were 2,862 junior high school students in the three schools. The first school had 1128 students, accounting for 39.4% of the total. The second school had 1086 students, accounting for 38.0%. The third school had 648 students, accounting for 22.6%. Following the above-mentioned data, the researchers employed stratified sampling to establish the required number of participants for each school. As a result, the first school needed 118 participants, the second school needed 114 participants, and the third school needed 68 participants.

Next, the researcher employed convenience sampling by visiting three schools and inviting students from all three schools to participate in a survey. Each student who completed the questionnaire received a packet of snacks worth 20 baht as an incentive.

Lastly, the researcher utilized judgmental sampling to review all the questionnaires. Only those students who were junior high school students and had at least one year of experience learning the Chinese language were selected to be participants in the study. The researcher ceased the data collection process after obtaining three hundred valid questionnaires.

C. Instruments

The researcher adopted a survey as a data-gathering instrument for this study. This research used a modified version of Horwitz's (1987) Beliefs About Language Learning Inventory (BALLI) questionnaire, which consists of 35 items and is designed for use in English as a Second Language (ESL) and English as a Foreign Language (EFL). This

questionnaire was used by Fujiwara (2018) to investigate the beliefs of Thai students about studying the Japanese language.

To make the questionnaire understandable to Thai junior high school students, the researcher had to translate it into Thai. The researcher enlisted the help of two Thai language graduates from Chulalongkorn University to translate the questionnaire from English to Thai. The translated Thai questionnaire was then given to two other Thai language graduates from the same university to re-translate it back into English for accuracy checking. Prior to distributing the questionnaire to the participants, the researcher asked ten junior high school students from private schools to test the Thai version of the questionnaire. After confirming that the questionnaire contained no linguistic errors or cultural bias, the researcher used the Thai questionnaire to collect data for the study.

D. Procedures

The study involved a three-step process. Initially, the researcher utilized AMOS modeling and confirmatory factor analysis (CFA) to assess whether Horwitz's (1987) five-factor model could be applied to the study data. Next, the researcher performed exploratory factor analysis (EFA) with SPSS software to validate the study's dimensions and distributions and to construct a measurement model for the study. Finally, the researcher applied AMOS modeling once again to fit the measurement model generated from the EFA with confirmatory factor analysis (CFA).

IV. FINDINGS

A. Explore Whether Horwitz's Five-Factor Model Is Applicable

The researcher examined the data collected in this study to check whether it supported Horwitz's (1987) five-factor model. Therefore, a confirmatory factor analysis (CFA) was applied to test the fit. Using AMOS 24, the researcher created the measurement model as depicted in Figure 1. However, after analyzing the model fit, it was determined that each goodness-of-fit indicator failed to meet the minimum threshold as shown in Table 1, which indicated that the data from this study could not support Horwitz's model.
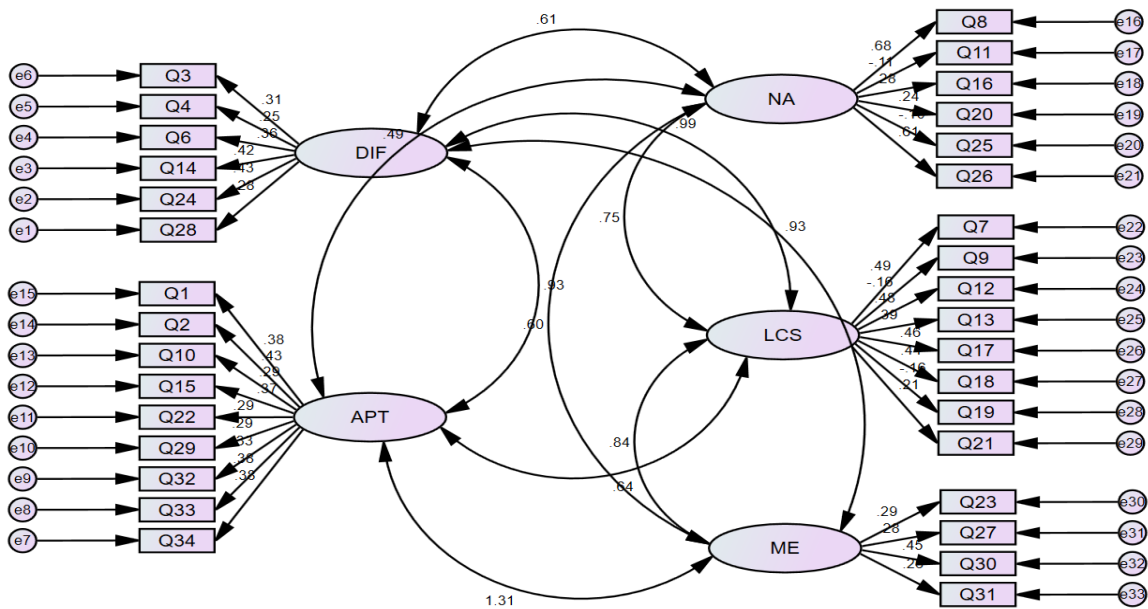

Figure 1. Testing of Horwitz's (1987) Five-Factor Model (Standardized Estimates)
Note: DIF refers to the difficulties of language learning. APT refers to the aptitude to learn a foreign language. NA refers to the nature of language learning. LCS refers to learning and communication strategies. ME refers to motivations and expectations.

TABLE 1
GOODNESS-OF-FIT INDICES OF HORWITZ'S (1987) FIVE-FACTOR MODEL

Index	Acceptable Value	Model Measurement Values
CMIN/DF	< 3.00 (Awang, 2012)	3.0393
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.7230
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.6796
CFI	≥ 0.80 (Bentler, 1990)	0.4194
TLI	≥ 0.90 (Sharma et al., 2005)	0.3679
RMSEA	< 0.08 (Pedroso et al., 2016)	0.0826
Conclusion	The model does not fitted	

B. Establishing the Measurement Model

In light of the current study's inability to support Horwitz's model, the researcher chose to utilize exploratory factor analysis (EFA) to construct a measurement model instead. This was carried out using SPSS 27. As per Shrestha (2019), the value of Kaiser-Meyer-Olkin (KMO) should be greater than 0.6, which is considered barely adequate. The KMO value for the present study was 0.764, indicating that the data was appropriate for the subsequent step of EFA. Also, Bartlett's test for sphericity yielded a statistically significant result with a p-value of less than 0.001.

Using the EFA varimax rotation method, the researchers extracted five dimensions from the 35 items. Steven (1992) proposed that the minimum threshold for the absolute value of factor loadings in EFA should be 0.4, regardless of sample size, and that each item should only load onto one dimension. As a result, the researcher removed items 8, 9, 11, 19, 21, and 34 from the analysis because their factor loadings were below 0.4. After eliminating the six items listed above, the five dimensions were able to explain 57.0% of the total variation, or 17.93%, 11.80%, 10.45%, 9.20%, and 7.623%, respectively.

The researcher conducted a reliability test using Cronbach's α to ensure the consistency and reliability of the study data. The results showed that Cronbach's α for each dimension was 0.775, 0.756, 0.752, 0.690, and 0.662, which all fall within the acceptable range according to Griethuijsen et al. (2015) of greater than 0.6. Thus, the data of this study were deemed reliable and internally consistent across all dimensions.

TABLE 2
DIMENSIONAL STRUCTURE OF BELIEFS ABOUT LANGUAGE LEARNING INVENTORY (BALLI)

	Items	Loading
Factor 1 - Self-efficacy and Expectations (8 items, Cronbach's α = 0.775)		
29	If I learn Chinese very well, I will have better opportunities for a good job.	0.718
6	People from my country are good at learning foreign languages.	0.560
20	People in my country feel that it is important to speak Chinese.	0.554
5	I believe that I will learn to speak Chinese very well.	0.542
13	I enjoy practicing Chinese with Chinese people I meet.	0.509
4	Chinese is a very easy language.	0.503
24	I would like to learn Chinese so that I can get to know Chinese people better.	0.495
16	I have a special ability for learning foreign languages.	0.421
Factor 2 – Focus (6 items, Cronbach's α = 0.756)		
23	The most important part of learning a foreign language is learning grammar.	0.635
26	It is important to practice with audio-visual materials (such as CDs and DVDs).	0.610
28	The most important part of learning Chinese is learning how to translate from my native language.	0.602
17	The most important part of learning a foreign language is learning vocabulary words.	0.571
7	It is important to speak Chinese with excellent pronunciation.	0.522
18	It is important to repeat and practice a lot.	0.517
Factor 3 - Strategies and Methods (5 items, Cronbach's α = 0.752)		
35	Language learning involves a lot of memorization.	0.702
14	It is OK to guess if you don't know a word in Chinese.	0.562
31	I want to learn to speak Chinese well.	0.561
12	It is best to learn Chinese in Chinese-speaking countries.	0.559
32	I would like to have Chinese friends.	0.555
Factor 4 - Attitude (5 items, Cronbach's α = 0.690)		
10	It is easier for someone who already speaks a foreign language to learn another one.	0.652
3	Some languages are easier to learn than others.	0.602
22	If beginning students are permitted to make errors in Chinese, it will be difficult for them to speak correctly later on.	0.544
27	Learning a foreign language is different than learning other academic subjects.	0.514
25	It is easier to speak than understand a foreign language.	0.496
Factor 5 - Perceptions (5 items, Cronbach's α = 0.662)		
30	People who speak more than one language are very intelligent.	0.641
15	If someone spent one hour a day learning Chinese, it would take him/her a long time to speak Chinese very well.	0.538
2	Some people have a special ability for learning foreign languages.	0.485
33	Everyone can learn to speak a foreign language.	0.453
1	It is easier for children than adults to learn a foreign language.	0.445

C. Testing the EFA Model

Following the EFA, the researcher reconstructed the model using AMOS 24 and conducted another analysis of the model fit using confirmatory factor analysis, based on the five dimensions and their corresponding items. The measurement model obtained from this study is presented in Figure 2. After the analysis, as indicated in Table 2, all goodness-of-fit indices were within acceptable ranges, indicating the measurement model has a good fit.
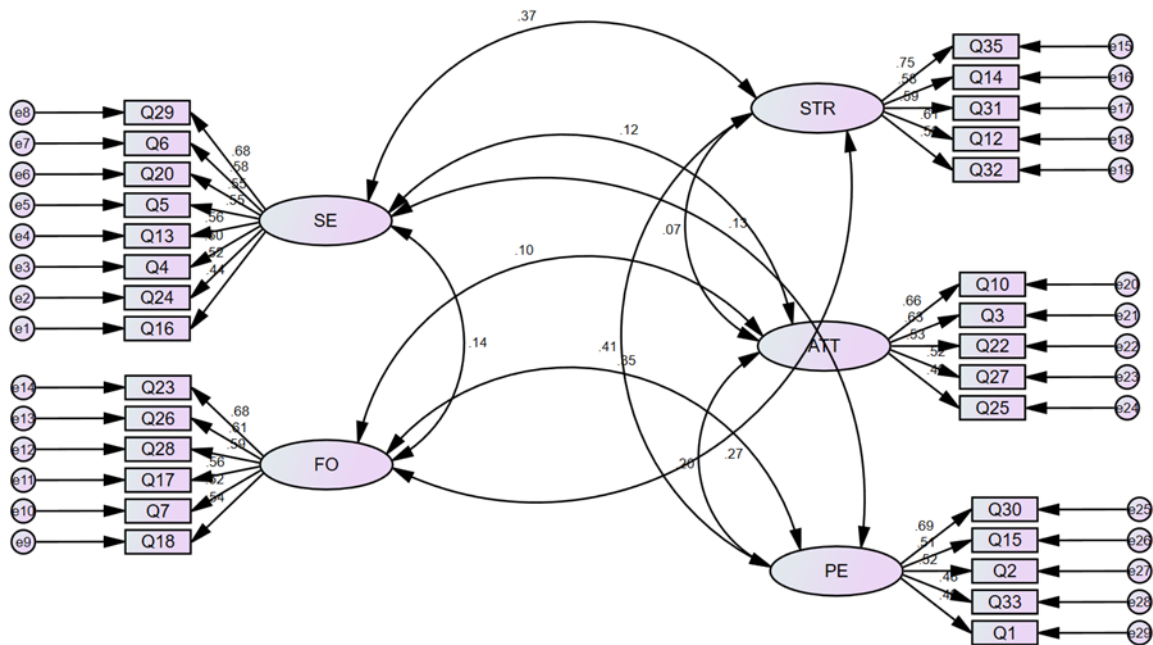
Figure 2. Testing of Measurement Model Based on EFA (Standardized Estimates)

Note: SE refers to self-efficacy and expectation in language learning. FO refers to focus in language learning. STR refers to strategies and methods for language learning. ATT refers to attitude toward language learning. PE refers to perceptions of language learning.

TABLE 3
GOODNESS-OF-FIT INDICES BASED ON THE MEASUREMENT MODEL

Index	Acceptable Value	Model Measurement Values
CMIN/DF	< 3.00 (Awang, 2012)	1.3454
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.8994
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.8808
CFI	≥ 0.80 (Bentler, 1990)	0.9245
TLI	≥ 0.90 (Sharma et al., 2005)	0.9145
RMSEA	< 0.08 (Pedroso et al., 2016)	0.0340
Conclusion	The measurement model fitted	

V. DISCUSSION AND CONCLUSIONS

This research investigated the attitudes towards learning Chinese among 300 junior high school students from three private schools in Bangkok, Thailand, using Horwitz's BALLI questionnaire, which assesses language learning beliefs. After collecting the data, the researcher conducted a confirmatory factor analysis (CFA) to compare it with Horwitz's (1987) five-factor model. The researcher applied the Tucker-Lewis Index (TLI) as one of the fit coefficients to determine whether the model fits because TLI is less sensitive to sample size than some other fit indices, which can make it a useful choice when working with small sample sizes. However, the results indicated that Horwitz's model was not a good fit for the data. A study by Fujiwara in 2018, which investigated Thai students' beliefs about learning the Japanese language, produced results similar to the current study, indicating that Horwitz's five-factor model could not be supported. Hsiao and Chiang (2010) conducted a study on the language beliefs of Taiwanese college students. The researchers tested the data collected from 750 college students using Horwtiz's (1987) five-factor model. However, the results showed a persistent lack of fit between the data and the model.

Horowitz's (1987) five-factor model, often known as BALLI, was initially employed to investigate the beliefs of non-U.S. students studying English as a second or foreign language. However, in the current study, the focus was on Thai students' beliefs about learning Chinese, and hence it was reasonable that the original five-factor model could not be fitted. Furthermore, the significant difference in the items for each dimension between this study and the original model can be attributed to the likelihood that the items on the BALLI scale might differ in various cultural and social contexts.

Therefore, the researcher continued to use exploratory factor analysis (EFA) to categorize the 35 question items into five distinct dimensions. Six questions were removed from the analysis because they had an absolute factor loading value of less than 0.4 or didn't fit with any of the identified dimensions. The researcher then assigned a name to each of the five dimensions to create a new five-dimensional model. The researchers subsequently validated the newly created five-dimensional model by conducting confirmatory factor analysis (CFA) on the data and confirming that the experimental data fit the model well.

In conclusion, our study found that the data did not support Horwitz's (1987) five-factor model of language learning beliefs as measured by the BALLI questionnaire. Despite this, the BALLI scale is still seen as a suitable instrument for conducting research on language beliefs in diverse social, cultural, and linguistic contexts.

VI. LIMITATIONS AND RECOMMENDATIONS

The researcher has recommended several directions for future research in response to the limitations of the current study. First, this survey was conducted on Thai middle school students' beliefs about learning Chinese, while Horwtiz's (1987) study on language learning beliefs was conducted in English for non-U.S. students learning ESL or EFL. As there are considerable variations in beliefs about language learning among learners from different cultures and social contexts, it is necessary to determine whether Horwitz's BALLI scale can be applied to examining beliefs about learning Chinese in future research. Another limitation identified by the researcher is that even though Chinese language classes are offered in almost all primary and secondary schools in Thailand, most junior high school students still struggle with recognizing Chinese characters and communicating fluently in the language. Additionally, the study found that most students view Chinese as a highly challenging language to learn. As a result, Thai junior high school students may not have developed the necessary language proficiency to yield accurate results in comparison to their English language learning counterparts. To address this issue, future studies could focus on Thai university students who are majoring in Chinese, which would allow for a more in-depth examination of their beliefs about language learning.

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Decolonizing Neoliberalism: A Literary Critique of Western Influence in Ngugi Wa Thiong'o's *Matigari*

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Abstract—**This paper analyzes Ngugi wa Thiong'o's novel *Matigari* through the lens of allegory, highlighting the critiques of the neoliberal socio-economic system imposed on many African countries after independence. The paper examines the impact of Western influence on African countries, perpetuating class segregation, gender and labor violence, and socio-economic injustice. The paper argues that *Matigari* can be read as a counter-narrative to the neoliberal system that disempowers the local masses economically, socially, and politically. Moreover, the character of Matigari serves as a catalyst for the revolution, embodying the people's desire for change and their aspirations for a just and equitable society. Matigari's revolutionary actions demonstrate that the people have the power to resist and challenge the oppressive system. The paper also suggests possibilities for further examination of decolonized third world literary texts through this lens of allegory, emphasizing the potential for analyzing other texts that critique oppressive systems and offer hope for revolution and change. Overall, the paper contributes to the ongoing conversation about the impacts of neoliberalism on third world countries and the potential for resistance and change through literature.**

Index Terms—**Ngugi wa Thiong'o, Matigari, neoliberalism, African literature, decolonization**

I. INTRODUCTION

Decolonization was a complex and multifaceted process that produced a range of literary works reflecting the struggles and aspirations of the formerly colonized peoples. Among these works is Ngugi wa Thiong'o's *Matigari*, a novel that portrays the neocolonial crisis in post-independence Kenya and the people's resistance to it. This novel is particularly noteworthy for its depiction of the collective representation of the people, their quest for justice and liberation, and their struggle against the hegemonic ruling party. Maya Jaggi notes that the character of Matigari represents the collective worker in history and that his three allies - a woman named Guthera and a boy named Muriuki - represent the three main pillars of a heteronormative family. The collective theme of the revolution is thus extended to all types of people, including men, women, and children. Through a careful analysis of the novel, this paper argues that Ngugi wa Thiong'o's *Matigari* highlights the neocolonial crisis in third world countries, exposes the brutality and corruption of the ruling party, and illustrates the people's struggle for justice and liberation. Drawing on a range of literary and cultural theories, including postcolonial theory, Marxist theory, and feminist theory, this paper sheds light on the ways in which Ngugi's novel challenges dominant discourses and offers alternative visions of society, history, and power. By doing so, it contributes to a deeper understanding of the complexities and contradictions of decolonization, neocolonialism, and resistance in postcolonial Africa and beyond. As the world continues to grapple with issues of inequality, injustice, and domination, *Matigari* remains a powerful reminder of the urgent need to imagine and create a more just and equitable future for all.

II. LITERATURE REVIEW

The literature review presented here offers a comprehensive overview of the critical literature on Ngugi Wa Thiong'o's novel *Matigari*. This powerful work has been the subject of intense scrutiny by scholars and critics alike, who have sought to understand its place in the wider debates on African literature, postcolonial studies, and Marxist theory. The authors of the articles reviewed here offer a range of perspectives on Ngugi's work, exploring its themes, its political implications, and its literary significance. Through these reviews, we gain a deeper understanding of the complex political and cultural context in which *Matigari* was written, and the ways in which it continues to resonate with contemporary debates on social justice, imperialism, and the role of literature in shaping political consciousness. Taken together, these reviews offer a rich and insightful introduction to the critical literature on Ngugi Wa Thiong'o's work, and a valuable resource for scholars and students interested in African literature and culture, postcolonial studies, and Marxist theory.

Matigari as Myth and History: An Interview (Jaggi & NgugiWa Thiong'o, 1989). Jaggi's interview with Ngugi Wa Thiong'o provides a fascinating insight into the author's intentions and inspirations behind his novel *Matigari*. Ngugi

discusses the role of myth and history in his work, and how he seeks to use literature as a means of cultural and political resistance. He also reflects on his experiences as a writer and political activist, and the challenges he has faced in his efforts to promote African literature and culture. Jaggi's interview is a valuable resource for scholars and students interested in Ngugi's work and the wider debates on African literature and postcolonial studies.

The Neocolonial State and Other Prostheses of the Postcolonial National Body: Ngugi Wa Thiong'o's Project of Revolutionary National Culture (Cheah, 2003). Cheah's essay explores Ngugi Wa Thiong'o's project of revolutionary national culture and the challenges it poses to the neocolonial state and postcolonial national body. Through a close reading of Ngugi's novel *Matigari*, Cheah argues that Ngugi's project seeks to expose the continuation of colonial domination and to develop a revolutionary national culture that is free from neocolonial influences. Cheah's essay is a valuable contribution to the debates on the decolonization of literature and the role of literature in national liberation struggles.

"A Brief History of Neoliberalism – David Harvey" (Ginsbur, 2006). Ginsburg's article provides a brief overview of David Harvey's book on neoliberalism and its effects on global capitalism. Ginsburg summarizes Harvey's argument that neoliberalism is a political project aimed at the reorganization of capitalist society and the restoration of the power of economic elites. He also discusses the various ways in which neoliberal policies have contributed to the exacerbation of inequality, the erosion of social protections, and the intensification of economic globalization. Ginsburg's article is a useful introduction to the debates on neoliberalism and its impact on contemporary societies.

Neoliberalism and Allegory (Joseph, 2012). Joseph's article explores the relationship between neoliberalism and allegory in contemporary literature and culture. She argues that the allegorical mode has become an important means of critiquing neoliberalism and its effects on society, particularly in the context of globalization and the financial crisis. Joseph analyzes a range of literary and cultural texts, including films and television shows, to demonstrate how the allegorical mode can be used to expose the contradictions and injustices of neoliberalism. Her article is a valuable contribution to the ongoing debates on the role of literature and culture in shaping political consciousness.

Addei, Osei, and Annin's (2013) article "Ngugi and Post-Colonial Africa: History, Politics and Morality in Petals of Blood and *Matigari*" explores the themes of history, politics, and morality in two of Ngugi Wa Thiong'o's most celebrated novels. The authors focus on the ways in which Ngugi's work critiques neocolonialism and the continuing effects of colonialism on post-colonial Africa. Through a close reading of Petals of Blood and *Matigari*, Addei, Osei, and Annin argue that Ngugi's writing challenges traditional forms of literary representation, and uses the novel as a platform for social and political critique. The authors also analyze Ngugi's emphasis on the moral dimensions of the struggle for African liberation, and how this emphasis shapes his representation of individual characters and their struggles. Addei, Osei, and Annin's article is an important contribution to the critical literature on Ngugi Wa Thiong'o, and provides a valuable analysis of his work in the context of post-colonial Africa.

Mwetulundila (2016) provides a Marxist analysis of Ngugi Wa Thiong'o's novel *Matigari*. Drawing on Marxist theory, the author explores the themes of class struggle, exploitation, and imperialism in the novel. Mwetulundila argues that *Matigari* is a powerful critique of the neocolonial state and the capitalist system that underpins it. The author pays particular attention to the character of Matigari, who is portrayed as a revolutionary figure fighting against the forces of oppression and exploitation. By examining the novel through a Marxist lens, Mwetulundila sheds light on the complex political and economic realities of postcolonial Africa, and the challenges of building a truly equitable and just society. Overall, Mwetulundila's analysis offers a valuable contribution to the ongoing debates on Ngugi Wa Thiong'o's work, Marxist theory, and the struggle for social justice in Africa.

Matigari is a rich and complex work that has been the subject of extensive critical analysis. The articles reviewed in this literature review have offered unique perspectives on Ngugi's work, from postcolonialism to Marxism. However, this review has highlighted the theme of debt ideology in *Matigari*, which has not been explored extensively in the existing critical discourse. This theme is of particular importance in the context of contemporary global economic systems, and a deeper understanding of neoliberal ideology in *Matigari* can offer insights into the ways in which debt shapes contemporary societies.

III. METHOD

In his 1987 novel *Matigari*, Kenyan author and intellectual Ngugi presents a narrative that serves as a prescient critique of neoliberalism. Through an unfixed time and space and the use of allegory, Ngugi creates a narrative that symbolizes the decolonized time and space of the Third World, with essential symbols of ruling regimes, neoliberal socio-economic systems, class division and struggle, droughts, and exploitation of natural resources and labor. By leaving the narrative unfixed, Ngugi provides readers with the opportunity to draw allegorical meanings that can be applied to any country with similar experiences.

This paper argues that a debt ideology reading of *Matigari* is necessary to understand the significance of Ngugi's work in the context of decolonized nations. Debt ideology is a framework that explains how financial debt operates as a tool of power and domination, shaping political and economic relations between nations and groups. By examining *Matigari* through a debt ideology lens, this paper explores how Ngugi's work exposes the ways in which neoliberalism creates debt as a means of control and how debt can be a powerful tool for resistance and liberation.

To achieve this goal, this paper will first provide a close reading of *Matigari* to analyze its use of allegory and symbolism to critique neoliberalism. It will then examine the role of debt in the novel and explore how it is used as a tool of control and exploitation. Finally, it will use a debt ideology lens to interpret *Matigari* as a work of resistance, analyzing the ways in which the novel suggests that debt can be used as a means of liberation and empowerment. By examining *Matigari* through this lens, this paper aims to contribute to a better understanding of the ways in which neoliberalism operates in the Third World and the potential for resistance and liberation through debt.

IV. NGUGI'S *MATIGARI*

Matigari, 1987, has garnered critical attention for its unique style and content. The novel is set in a non-fixed time and place, allowing for various allegorical interpretations. Ngugi's opening statement, "this story is imaginary...has no fixed time...has fixed space...Reader/listener: may you place the action in the space of your choice...Once upon a time, in a country with no name," serves as a framework for the reader to interact with the story and provides a space for multiple readings (Ngugi Wa Thiong'o, 1987, p. ix). The narrative is privileged to have the possibilities to be read as a work of fiction, and allegorically as a historical document that condemns the aftermath of the corrupted era of colonization.

Matigari addresses many essential symbols of decolonized nations, including apartheid-ruling regimes, neoliberal socio-economic systems, class division and struggle, droughts, and the exploitation of natural resources and labor. The novel offers a counter-narrative to the neoliberal socio-economic system, which disempowers the local masses economically, socially, and politically. As a result, *Matigari* has become a significant point of discussion in academic circles, particularly for scholars interested in postcolonial studies, African literature, and Marxist literary theory.

Since its publication, *Matigari* has been the subject of numerous studies and critical analyses. Some scholars have examined the novel through Marxist literary theory, exploring how the novel's content can be used to critique capitalism and imperialism. Others have focused on the novel's role in African literature and postcolonial studies, analyzing how Ngugi's work challenges colonialist narratives and provides alternative perspectives on African history and culture. Despite the diversity of perspectives and analyses, scholars have consistently praised Ngugi's ability to craft a narrative that can be read in multiple ways, making it a valuable contribution to the literary canon.

Matigari has made a significant impact on the literary world and serves as a reminder of the importance of literature in reflecting the struggles and experiences of the oppressed. Ngugi's work has provided a unique space for critical dialogue and is a testament to the power of literature to inspire change and promote social justice.

A. The Critique of Neoliberalism in Matigari

Ngugi's *Matigari* is a powerful literary work that critiques the neoliberal socio-economic system imposed on many African countries after independence, perpetuating class segregation and struggle, gender and labor violence, and socio-economic injustice. The ruling system protects and works for the interests of the private sectors and Western nations, privileging them over the indigenous people. The National Radio statement in the novel exemplifies the impact of Western influence on African countries and the oppressive neoliberal socio-economic system that they impose. The statement goes:

> we have just received news that Britain and the European Community have given this country a loan of several million pounds for the development of the administration of instant justice. The loan will be used to buy handcuffs, hand and leg chains, uniforms for prison warders, electric fences to help the prisons and ropes for the hanging of those who have been sentenced to death. All materials must be bought from British factories or from other EEC countries. (Ngugi Wa Thiong'o, 1987, p. 132)

The loan is conditional, requiring all materials to be bought from British factories or other EEC countries, ensuring that the Western nations continue to benefit from the African countries' resources and labor. This condition reinforces the neocolonial relationship between Western nations and African countries, where the former continue to exploit the latter for their own benefit.

The National Radio statement underscores the novel's political undertones and critiques the oppressive system that many African countries faced after gaining independence. It also highlights the influence and control of the Western nations in African countries, which they exert through the support of corrupt regimes. The quote aligns with Fredric Jameson's argument, stating that "all third world texts be read as allegorical because of that world's specific entry into capitalism without western cultural markers such as the private-public divide. Without that divide, all characters appear as stand-ins for collective, social phenomena" (Joseph, 2012, p. 68). Ngugi's *Matigari* can be read allegorically, as a counter-narrative to the neoliberal socio-economic system that disempowers the local masses economically, socially, and politically.

Moreover, the character of Matigari serves as a catalyst for the revolution. He embodies the people's desire for change and their aspirations for a just and equitable society. *Matigari*'s revolutionary actions give hope to the oppressed and demonstrate that the people have the power to resist and challenge the oppressive system. Ngugi's portrayal of the masses as a volcano that only needs a trigger to erupt against injustice shows the potential for change and revolution in African countries.

Ngugi's *Matigari* is a powerful critique of the neoliberal socio-economic system imposed on many African countries after independence. The novel highlights the corrupt ruling systems that serve the interests of the Western nations and the private sector, while neglecting the needs and aspirations of the indigenous people. The National Radio statement exemplifies the impact of Western influence on African countries and underscores the need to resist and challenge the oppressive system. Matigari's character serves as a symbol of hope and demonstrates the people's potential for change and revolution.

B. Matigari the Character Symbolism

In Ngugi wa Thiong'o's novel *Matigari*, the titular character is a powerful symbol of resistance against an unjust socio-economic system that has disempowered the people of his country. As the narrator observes, "*Matigari* is seen as a symbol; he is even called Jesus the savior" (Ngugi Wa Thiong'o, 1987, p. 9). Matigari's name itself is significant, meaning "the patriot who survived the bullets". He is portrayed as a heroic figure who has fought against the imperial colonizer in the forest, and returns to claim what is rightfully his.

The narrator in Matigari describes the protagonist as a "wild and fearless person" who emerges from the forest after years of war against the colonizer (Ngugi Wa Thiong'o, 1987, p. 9). This depiction of Matigari highlights his unwavering bravery and tenacity in the face of oppression, drawing a parallel to the historical context of the Mau Mau rebellion in Kenya. The use of the forest as a base by the guerrilla fighters during the rebellion is reminiscent of Matigari's emergence from the forest, representing the resilience and determination of his people to resist oppression and fight for their rights. In fact, Matigari is compared to a volcano that only needs a trigger to erupt against injustice, emphasizing his readiness to take action and fight for justice.

Matigari's unwavering determination to challenge the oppressive system that has subjugated his people for decades sets him apart as a unique character. He symbolizes the collective will of the people to resist the injustices imposed by their rulers and break free from the chains of oppression. Matigari's desire to claim what is rightfully his and to liberate his people from socio-economic and racial boundaries is reflective of his passion for change. As Ngugi wa Thiong'o writes, "Matigari is back to claim what is 'his.' He states that he is back to claim his house, factories, and farms he had built with his bare hands. The possessive pronoun 'his' is a collective representation of all the people of his country" (Ngugi Wa Thiong'o, 1987, p. 11). This highlights the fact that Matigari is not just fighting for his own benefit, but for the common good of the entire community. The use of the possessive pronoun in this context represents the communal nature of African societies, where the concept of individual ownership is subservient to the collective welfare of the community.

Matigari's return from the forest after years of fighting against the colonizer is symbolic of the resilience and determination of his people to resist oppression and assert their rights. His struggle for justice is similar to that of the Land and Freedom Party in Kenya, which advocated for the redistribution of land from wealthy white settlers to the indigenous population. Matigari's mission goes beyond the mere reclamation of what is rightfully his; it is about reclaiming the dignity and freedom of his people. His bravery and tenacity inspire others to join him in the fight against oppression. Matigari's story serves as a beacon of hope for all those who have been oppressed for too long, and his legacy continues to inspire generations of activists and freedom fighters across the world.

In addition to his role as a symbol of resistance, *Matigari* is also a unique and distinctive allegorical figure. His return "has flipped the country upside down in two days" (Ngugi Wa Thiong'o, 1987, p. 10). This reflects the power of collective action and the ability of oppressed people to effect change when they work together towards a common goal. Matigari's self-image is also significant; he represents the people's awareness and courage to claim what is rightfully theirs.

Matigari's character is a powerful symbol of resistance against an unjust socio-economic system. His wild and fearless nature, combined with his ability to go against the grain, make him a unique and distinctive allegorical figure. To fully understand the symbolism of *Matigari*, it is important to consider the historical context of the novel and the author's own experiences and background. Ngugiwa Thiong'o is a Kenyan writer and political activist who has long been involved in the struggle for decolonization and the fight against authoritarian regimes in Africa. The Land and Freedom Party, which fought for the redistribution of land and the end of British colonial rule, was a major influence on Ngugi's writing. The Mau Mau rebellion in Kenya, as well as other anti-colonial movements around the world, also shaped his understanding of the struggle against imperialism and oppression.

Moreover, Matigari's character can be seen as a representation of the resilience and determination of the African people in the face of colonialism and its aftermath. His name, which means "the patriot who survived the bullets," emphasizes his status as a hero who has survived the violence and oppression of the past and is now ready to fight for justice and freedom (Ngugi Wa Thiong'o, 1987, p. 20). Matigari's return from the forest can also be interpreted as a symbolic representation of the resurgence of African nationalism and pride. His assertion that he is back to claim what is "his" speaks to a collective desire for self-determination and the reclamation of African identity and resources.

In addition, Matigari's character can be compared to other revolutionary figures in history, such as Che Guevara and Mao Zedong. Like these figures, Matigari is willing to risk his life for the cause of justice and liberation. To fully understand the symbolism of Matigari, it is therefore important to consider not only the specific historical context of the novel, but also the broader historical and political context of Africa and the world. Ngugiwa Thiong'o's use of allegory

and symbolism in the novel serves to highlight the ongoing struggles of the African people for social, economic, and political justice, and to inspire readers to join in the fight for a better future.

It is clear that *Matigari* represents the collective struggle of the African people against oppressive and corrupt systems. His character embodies the spirit of resistance and the determination to fight for a better future. As such, *Matigari* serves as an important symbol of hope and inspiration for readers, reminding them of the ongoing struggles for justice and liberation around the world.

C. Narrative and Counter Narrative in Matigari

The narrative form of *Matigari* functions as a counter-narrative to the neoliberal socio-economic system. Ngugiwa Thiong'o's use of allegory and symbolism in the novel serves to highlight the ongoing struggles of the African people for social, economic, and political justice, and to inspire readers to join in the fight for a better future. As Ngugistates in the preface to his translation of the novel, "intelligence reports suggested that a man named Matigari was roaming the country making subversive demands, and there were orders for his immediate arrest. Subsequently realizing its mistake, the government banned *Matigari* in February 1987" (Ngugi Wa Thiong'o, 1987, viii). This statement illustrates how Ngũgĩ's novel was seen as a threat to the Kenyan government, and how it was banned as a result.

Moreover, Ngugi's counter-narrative calls for a peaceful revolution against the betrayal of neocolonial regimes and neoliberal socio-economic systems. Matigari, as a self-image of the people, provides a model for peaceful resistance against oppression. When he returns from the forest, he buries his weapons of war and instead wears a belt of peace. He states that he is back to reclaim his house, which was taken by "Settler Williams and his servant John Boy," and to seek "Truth and Justice" (Ngugi Wa Thiong'o, 1987, p. 62). This how-to manual shows the people the right way to revolt, which is to wear the belt of peace and to peacefully demand what is rightfully theirs.

Ngugi's use of allegory and symbolism in *Matigari* is a powerful critique of the neocolonial system and its exploitation of African people. According to Cheah, "Ngugɪ intends his literature to be a practical exemplar of his theoretical writings, the literary works that follow his fuller understanding of nationalist Bildung seek to fulfill two tasks: First, they must depict the cruel reality of neocolonial Kenya in a stylistically cogent manner that will shock their implied reader, the Kenyan people" (Cheah, 2003, p. 363). This statement highlights how Ngũgĩ's literature seeks to expose the harsh realities of neocolonialism and inspire readers to take action against it.

Additionally, Ngugi's use of local expressions in the novel is a self-reflexive tool that calls the Kenyan reader's attention to what is implied. The unfixed time and place of the novel, as Nguginotes in the preface, makes it a literature of all times and places. However, it also contradicts the usage of local language in the novel. These local expressions implemented by Ngugiare self-reflexive tools that call attention to the implied reader, the Kenyan people, and their role in the fight against neocolonialism and oppression.

Matigari is a powerful work of literature that serves as a counter-narrative to the neoliberal socio-economic system and neocolonialism. Ngugiwa Thiong'o's use of allegory and symbolism, along with his intentional narrative and self-reflexive tools, serve to expose the harsh realities of neocolonialism and inspire readers to take action against it. Through *Matigari*'s actions and behaviors, the novel provides a how-to manual for peaceful resistance against oppression and a model for a better future.

D. Collective Representation of Matigari

In Ngugi wa Thiong'o's novel, *Matigari*, the character of Matigari represents the collective worker in history, as Maya Jaggi argues in her interview with Ngugi. Jaggi highlights that *Matigari*'s character lays down his arms and returns to claim his collective inheritance, reflecting the collective image seen in the three leaders of *Matigari*'s revolution, *Matigari* himself, Guthera, and Muriuki. This trio represents the three main pillars of a heteronormative family, a man, a woman, and a child, emphasizing the collective theme of the revolution and its inclusivity for all types of people. The revolution is not only for men, like Kuriro, who suffers inequality and brutality in the work zones and ends up with a sentence to death just because he stands and calls for a raise in wages, but also for women, like Guthera, who suffers gender abuse by the policemen to feed her family, and for children like Muriuku, who search the junkyard every day for leftover food and live in a car graveyard.

The drowning of *Matigari* and Guthera in the river while the boy Muriuku successfully crosses the river and digs out the buried AK 47, the cartridge, and the pistol, signals the next generation's responsibility to take over and resist the unjust. As Cheah notes, it is the mark of survival, the nation's survival after colonialism, and the promise of its survival beyond neocolonialism. Matigaris would return from the forest to reverse the betrayal of independence. This collective sense of being unjustly treated by and indebted to the hegemonic ruling party is one of many factors that pushed *Matigari* to resist and revolt against the KKK regime.

The Minister of Truth and Justice's call for a national meeting to make a settlement with the people about the arresting of striking factory labors and the killing of Marxist university students plus other unjust incidents in the country is another factor that ignites the revolution. However, the Minister talks down to the people during the meeting, patronizing them and privileging the whites. He asserts that any country's welfare and stability depend on three kinds of people: the wealthy, like these capitalists; the soldiers, like our security forces; and thirdly, leaders, that is people like me. This statement highlights the ruling party's view of the people as mere tools, without any agency or say in the country's governance.

The Ministry further declares that people should be thankful to be alive in this country, implying that the ruling party has provided them with this life. This idea of indebtedness to the ruling party is a heavy load that the poor have carried for years, and it has become a motive for the revolution. As Ngugi writes, "The revolution is a people's struggle against the conditions that put them in debt, against the indebtedness that is the most powerful weapon of the ruling class" (Ngugi Wa Thiong'o, 1987, p. 121). The neocolonial crisis in third-world countries is manifested in the way the ruling class exploits the poor and keeps them in a state of indebtedness.

In conclusion, *Matigari*'s collective representation emphasizes the inclusivity and diversity of the revolution's leaders and participants. The drowning of *Matigari* and Guthera and the passing on of *Matigari*'s weapons to Muriuku signifies the next generation's responsibility to carry on the struggle against the ruling class's exploitative and oppressive policies. The ruling party's patronizing language and their assertion of the people's indebtedness to them is a heavy load that the poor carry and is one of the factors that ignite the revolution. The novel highlights the neocolonial crisis in third-world countries and the people's struggle against the conditions that put them in debt.

E. The Allegorical Potential of Matigari as a Critique of Neoliberalism

The allegorical reading of Ngugi's *Matigari* highlights multiple motifs and examples that make it a historical document calling for an up-rise against the neocolonial crisis in third worlds. As Cheah notes, "The novel's fable-like quality suggests that the Kenyan postcolonial experience is exemplary of the general crisis of contemporary Africa" (Cheah, 2003, p. 350). These qualities allow *Matigari* to function as a counter-narrative to the unjust neoliberal socio-economic systems around the globe.

Building my arguments on the allegorical reading of the novel, I argue that *Matigari* can be viewed as a counter-narrative to the contemporary socio-economic systems. Neoliberal systems have taken various forms and have different implications on the individuals according to the geo-political settings they take place in. Ngugi's *Matigari* serves as a prescient narrative/form because it was written during the emergence of neoliberalism into the world. It serves to prophesize the destruction this newer form of colonialism can cause and calls for resisting it. It illustrates the neoliberal ideology and its implications on the ground.

Matigari's significance lies in its potential to be read allegorically as a historical document that denounces the aftermath of the corrupt colonization era. According to Fredric Jameson, "all third world texts should be read as allegorical because of that world's specific entry into capitalism without western cultural markers such as the private-public divide. Without that divide, Jameson asserts, all characters appear as stand-ins for collective, social phenomena" (Joseph, 2012, p. 68). Therefore, *Matigari* can be read allegorically as a counter-narrative to the neoliberal socio-economic system that disempowers the local masses economically, socially, and politically.

Through *Matigari*, Ngugi presents a unique form of literature that allows for various interpretations and has the potential to serve as a critique of neoliberalism. Ngugi's decision to leave the time and space of the narrative unfixed provides readers with the opportunity to draw allegorical meanings that can be applied to any country with similar experiences. Thus, this paper argues that a debt ideology reading of *Matigari* is necessary to understand the significance of Ngugi's work in the context of decolonized nations.

The analysis of Ngugi's *Matigari* as a counter-narrative to neoliberalism can be applied to other decolonized third world literary texts. By using debt ideology as a lens for analysis, we can reveal the underlying structures and power dynamics that shape these narratives. This approach can also illuminate the ways in which these texts serve as critiques of colonialism and its afterlife, highlighting the ongoing struggles for liberation and decolonization in the Global South.

For instance, in the works of authors such as Chimamanda Ngozi Adichie, Arundhati Roy, and Salman Rushdie, we can see similar themes and motifs that speak to the impact of neoliberalism on decolonized societies. By analyzing these works through the lens of debt ideology, we can better understand the complex relationships between power, economics, and culture in the postcolonial world. This approach can also help us to identify the ways in which these writers use their art to challenge dominant narratives and provide new ways of seeing and understanding the world.

Overall, this analysis of Ngugi's *Matigari* demonstrates the importance of examining decolonized third world literary texts through a debt ideology lens. Through this approach, we can reveal the underlying structures and power dynamics that shape these narratives, as well as the ways in which these texts function as critiques of colonialism and its afterlife. By expanding this analysis to other works of decolonized literature, we can deepen our understanding of the ongoing struggles for liberation and decolonization in the Global South, and the crucial role that literature plays in these movements.

V. CONCLUSION

Ngugi's novel *Matigari* serves as a critical text for understanding the effects of neoliberalism on decolonized nations. Through the allegorical reading of the novel, we can draw out several motifs and themes that illustrate the devastating impact of neoliberalism on the social, political, and economic structures of the third world.

First, the unfixed time and space of the narrative allows readers to view the story as a symbol of the decolonized time and space of the third world. The narrative/form that Ngugi creates is privileged to be read as a fiction and, allegorically, as a historical document that denounces the aftermath of the corrupt colonization era. *Matigari* can be read allegorically

as a counter-narrative to the neoliberal socio-economic system that disempowers the local masses economically, socially, and politically.

Second, the novel highlights the impact of neoliberalism on natural resources and labor. The novel showcases how the exploitative practices of multinational corporations and corrupt government officials lead to the depletion of resources and the exploitation of labor. The allegorical nature of the novel allows readers to apply these themes to similar situations in other countries.

Third, the novel exposes the violent nature of neoliberalism, both in the use of state-sponsored violence to quell dissent and in the ways that neoliberal policies lead to social inequality and suffering.

Overall, this analysis of *Matigari* demonstrates the importance of using the lens of neoliberalism to analyze decolonized third world literary texts. This approach allows us to draw out the themes and motifs that speak to the experiences of marginalized communities in the third world. Furthermore, it opens up new possibilities for future analyses of other decolonized third world texts, which can be examined through this same lens to provide insights into the impact of neoliberalism on these communities.

Matigari is a significant text that provides a nuanced critique of neoliberalism and its effects on decolonized nations. It is a text that deserves further examination and discussion, particularly in the context of ongoing struggles for social justice and decolonization. By examining *Matigari* through the lens of neoliberalism, we can gain a better understanding of the impact of this ideology on the global South and work towards creating a more equitable and just world.

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Analysis of Translation Errors Among Jordanian Students When Translating the Text *Al-Ġazāla Al-Ḏakillah*[*]: The Case of 4th-Year Spanish-English Students at Al al-Bayt University

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Abstract—**Translation is a much more complicated task than it really seems. It is a work in which nuances, knowledge, culture, and the transmission of science are important. The aim is to study the translation errors made by the students of the Translation - 2 course at the University of Al al-Bayt in order to improve their level and learn about and solve the difficulties that our students have. We have asked them to translate a text taken from the book *Uncle Hamdī's Tales*, which is considered a simple literary text full of sentences with different tenses and highly varied vocabulary. We have detected that there are many spelling difficulties, problems with the semantic meanings in the translation, and failures in terms of correctly translating the syntactic structure of Arabic sentences into Spanish. We have proposed several ways to solve these problems, including spending more time in the course to review tenses with students, strengthening their vocabulary, and having optional tasks to raise their level of writing and spelling.**

Index Terms—**translation, syntax, morphology, spelling, semantics**

I. INTRODUCTION

Al al-Bayt University is one of two Jordanian universities which teach the Spanish language as a specialty (Bachelor's in Languages: Spanish and English). It has around 400 students in this major, and includes over 18 courses in Spanish, of which two are translation courses.

It is important to always try to improve students' Spanish level in order to offer better graduates to the labor market, as well as people who can use Spanish proficiently in various sectors of Jordan (tourism, translation, press, etc.).

The idea for the study arose after observing how many students had problems with Arabic-Spanish translation. The errors' causes must be understood in order to resolve them and raise the students' level.

Our research intends to achieve the following objectives:
1. Analyze the translation errors committed by students in the Translation – 2 (advanced) course at Al al-Bayt University in Jordan.
2. Seek out the causes of each mistake in order to find a proposal for resolving these errors.
3. Change the course content according to what students need in order to graduate with better levels of Arabic-Spanish translation.
4. Give recommendations to Spanish language teachers in Jordan in both universities where Spanish is taught, so that their students do not make the same translation mistakes.
5. Contribute more research to our libraries to improve Arabic-Spanish translation in Jordan, which could strengthen ties between Jordan and Spanish-speaking countries, as well as have better graduates for the Jordanian labor market.

II. THEORETICAL FRAMEWORK

It is important to closely analyze the level of Arab students learning Spanish, apart from analyzing their mistakes and knowing the reason behind each one, in order to improve translation methods between the two languages and how the translation process is taught.

We have observed that many students in the Translation – 2 course at Al al-Bayt University make various types of mistakes when translating Arabic texts into Spanish. We will study these mistakes and try to classify them, which will help highlight student errors and let professors concentrate on correcting the student.

We have recorded a large number of studies related to analyzing translation errors between various languages. Each of these adopts a different methodology to classify errors. The studies by Elgamal (2017) and Tawfiq (2000) analyze

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[*] We used the Arabic transcription system from the Al-Qantara journal in this study.

grammatical-level mistakes in religious texts. By contrast, Rodríguez (2001) centered more on analyzing errors from the perspective of sentences' syntactical structure in Spanish and Arabic.

Other studies also analyzed errors from different perspectives. For instance, Molina (2001) studied the analysis of cultureme translation, with their difficulties and the most common errors made by translators. Other studies also consider more than one aspect at once, particularly the study by Lu and Luo (2000) about translation mistakes between Chinese and Spanish regarding the meanings of words, sentence structure, and cultural knowledge.

According to Espinoza (2018) and Marotta (2018), the most common translation errors arise from choosing the right word (semantic value), spelling mistakes, and syntactic expression. Other studies including Orozco-Jutorán (2006), Cruces (2001), and López (2018) state that the most common mistakes are semantic value, lack of cultural knowledge, and grammatical and syntactic mistakes.

In the present study, we will analyze translation mistakes made by Translation 2 students in terms of the three following aspects:
1.   Errors in the semantic sense.
2.   Spelling mistakes.
3.   Syntactic structure errors.

We have chosen a text (*Al-Ġazāla Al-Ḏakillah*) extracted from the book *Tales of Uncle Ḥamdī* (Al-Masry, 2010) because it is considered a simple literary text corresponding to the level of students in the Translation-2 course. It also has diverse vocabulary related to nature, animals, and social life, and has various types of subordinate and compound sentences to examine students' syntactical level.

III. METHODOLOGY

Our study sample consists of students in the Translation – 2 course (35 students) within the undergraduate Spanish and English major. These students previously studied the materials of Intensive Spanish 1 and 2, Writing (Introductory and Advanced), Conversation 1 and 2, along with courses in Advanced Spanish Grammar and Translation 1. At this level, students should be able to translate texts between Spanish and Arabic, and vice versa. However, they always present mistakes when translating, which motivates us to study these errors, their causes, and how to avoid them. This allows us to improve teaching in this course, and translation students' overall level.

We have divided translation errors into three groups; the first considers spelling-related mistakes, the second covers semantic errors, and the third includes relative failures in the syntactical order of the Spanish sentence and poor verb conjugations.

We will analyze each error in each group and find out the reason for it, in order to finally offer a model to help avoid such errors. This will let us consider these errors in the future when teaching translation to students. This model will consist of the conclusions which we draw from each error, and we will leave errors from specific texts up to future studies (specifically legal texts) since they form much of the corpus for translations done in Jordan in various translation service offices and companies.

A. Analyzing Students' Most Common Spelling Errors

We have detected and recorded all the mistakes made by students. This has let us observe that the most frequently mistranslated word is ال غزالة *al-ġazāla* (la gacela, the gazelle). Many students translate it as *gazela* (13 students). This implies that there is a problem in distinguishing the letters *c* and *z* when expressing the phoneme /θ/. We have also detected the following translations of the same word *gazilla, gazlla, gazel* and *gazala*, which are related to the same mistake when distinguishing the letters *c* and *z*. It should be mentioned that the final translation (gazala) uses the same pronunciation and letter order as the Arabic word *ġazāla*. This error is because the etymological origin of the word *gacela* comes from the Arabic noun *ġazāl*, and in the feminine form the suffix *a* is added: *ġazāla*.

In turn, three students translated this word as *gacila*. In this case, the students have not yet perfected the distinction between the phonemes /e/ and /i/. This is a common problem for Spanish language learners, and has been reflected in the translation of the Arabic word *al-ġazāla*.

Spelling mistakes have also occurred when confusing the letters *v* and *b*. Thus, one student translated the noun *al-ġazāla* as *el cierbo*, using the letter *b* instead of *v* when trying to call the animal in question a deer. However, this mistake has not been repeated many times throughout the text in the various words using both letters. It should be mentioned that the student also simultaneously made a mistake about the semantic sense, since in Arabic the word for deer is *ẓabī*.

We saw that 21 students made a mistake when translating the expression *al-ḥayawānāt al-ʾalīfa*. The most appropriate translation for this expression would be the plural feminine noun *mascotas (pets)*. However, 3 students translated this phrase correctly from a semantic perspective, but forgot the pluralizing suffix *s*. One student translated the expression as *mescota*, misusing the vowel *a*, and using the vowel *e* in its place.

Similarly, two students made two spelling mistakes when translating the expression *al-ḥayawānāt al-ʾalīfa: muscotes*. We can see that they have used the vowel *u* rather than *a*, and they have not chosen the proper suffix to express the female gender, as they have used *e* instead of *a*.

Other spelling mistakes when translating the same expression included *masqatas* and *masqotas*. In both translations, the students used the letter *q*, although it is considered grammatically incorrect in this case. This implies that some students confused the letter *q* with *c*, and do not properly understand the correct usage for them.

We have also noticed various spelling mistakes when translating the plural noun *usūd* (leones, lions). Seven students translated it while maintaining the stress mark from the singular *leˊn*. This shows that these students have trouble with understanding accentuation and stress patterns in Spanish, and cannot clearly distinguish stress pattern variations. Three students also translated *usūd* as *lˊones*. This also implies difficulties with the concept of proparoxytone stress.

This latter mistake, apart from the spelling *liones* perpetrated by another student, shows the influence of the English word *lions* on students' minds when translating the Arabic plural noun *usūd*.

After this, we found that over ten students could not properly translate the feminine Arabic noun *qaria* (*pueblo*, village). It should be observed that the mistakes are not repeated between students; rather, each one makes a different mistake.

In one case, a student translated the noun as *puelvo*, erring in the graphic expression of the letters *v* and *b*. The same occurred with other students who present it as *vuelvo* (also confusing *p* with *v*) or *bueblo* (confusing *p* with *b*). The spelling mistakes in *boeblo* and *bueblu* also show mistakes when differentiating *u* and *o*. There are also mistakes including more than one of the aforementioned errors. These cases include *vublo* and *vuello*, where students also used *l* instead of *b*.

When translating the word *huğūm* (*atacar*, attack), two students translated it by adding another *t*: *attacar*, presenting a clear English influence. Another student translated it as *attaquˊe*, which appears very similar to the French word *attaque* with a similar meaning. Yet another student used the letter *i* instead of *a* for the same translation: *aticar*.

When reviewing translations of the verb *tabḥaṯ* (*busca, estáˊbuscando*, look, is looking for), we have observed a wide range of spelling mistakes. Some students misused verb tenses, such as *estaba buscar* (She was to look)*, he buscando (*I have looking*), se queda buscar* (remain to look)*,* etc. However, one student used the letter *o* instead of *u*: *boscando*. Yet another student made two mistakes; using a *p* instead of a *b*, and also inserting an *a* after the *s*: *pusacar*.

Finally, when translating the verb *taˊkulahā* (*las comen*, they eat them), various students made spelling mistakes when expressing this verb in Spanish. We have observed the forms *comiaron* and *comeres* among other mistakes in this regard.

B. Analyzing Semantic Understanding-Related Translation Errors

As in the previous part, we have found a plethora of mistakes related to the meaning of each word. In this case, it is not a syntactic or spelling mistake, but a misunderstanding of the Arabic word, thus leading to an incorrect translation.

To begin, we have found semantic errors when translating the word *huğūm* (*atacar* or *ataque*, attack). Two students used the noun *lucha* (struggle) and the verb *lucharon* (they struggled). This is considered a semantic error, since *lucha* refers to an aggressive act or conflict between two or more parties. However, *atacar* or *ataque* is an aggressive action that one party carries out against another. Similarly, another student used the noun *conflicto* (conflict) in the same context, which is also considered wrong, since *conflicto* means almost the same as *lucha*, rather than *ataque* or *atacar*.

Another error of meaning which arose in the translations is the case of the Arabic noun حـصان *ḥiṣān* (*caballo*, horse). Three students in the Translation – 2 class translated this word using the expression *cabello*, which refers to the hair which grows upon the head, not the mammal animal. We have also found the translations *capillero* and *cabagero*. In this context, we can observe that students attempted to refer to the noun *caballero* (knight), but with spelling errors. This noun refers to a person who rides a horse, not what the original text requires (a mammal called *caballo*).

We subsequently noted two errors in meaning which could be due to the student forgetting or not knowing the proper word in Spanish. One student translated the verb *taˊkulahā* (*para comerles*, to eat them) through the verb *matar (*to kill*)*. Another student translated the noun *usūd* (*leones*, lions) with the word *perros* (dogs*)*. These mistakes can occur when the student tries to shoehorn in a term or lexical unit which appears close to the meaning of the translated word.

Another mistake related to words' semantic value lies in translating the noun *ġāba* (*bosque*, forest). One student translated it as *jardˊn* (garden), which has a different meaning: 'a place where flowers or ornamental plants are cultivated'. Another student translated the same word as *fuerste*, presenting a clear English influence.

There were also various incorrect translations of the past tense verb هاجرت *hāğarat* (*han inmigrado/ inmigraron*, immigrated/have immigrated). Two students used the verb *ir* (to go) in this context, which is considered erroneous. Others used the verb *trasladar* (to move) which also could not be used in this context. One student used the verb *escapar* (to escape), which may have a similar meaning, but is not the most appropriate translation of *hāğarat*. Similarly, one student used the verb *viajar* (to travel) with the spelling mistake *veaje*; we also consider this an inappropriate textual translation.

Finally, one student made a mistake by translating the verb *tabḥaṯ* as *sercando*. It appears that the student used a form derived from the English *search*, without realizing that this form does not exist in Spanish.

C. Syntactical Order Mistakes in Spanish Translation

We have observed two syntactic errors arising from translating the verb *tahğum* (*atacar*, to attack) followed by the preposition *'alā* (*contra/sobre*, against/upon). One student translated them with only the preposition *contra*, thinking

that this preposition could express the meaning of the verb *atacar* at the same time. Another student made almost the same mistake, but using the preposition *por* (for) instead of *contra*.

Another very common mistake among students is related to prepositional phrase in the sentence: *badaát al-ʼusūd taḥǧum* (*los leones empezaron a atacar*, the lions began to attack). One student translated this sentence as *empezaron un ataque a* (they started an attack to). In this case, the student mistakenly used the preposition *a (*to) to introduce an indirect object ([*a los animales*, to the animals] instead of [*contra los animales,* against the animals]).

Another mistake in the same sentence was the use of the preposition *contra* instead of *a* to introduce a prepositional phrase: *han empicido contra* (they have started against) (we can also see a spelling mistake when writing the participle *empezado/*started). Another student made the same mistake, but used the preposition *por* (for) in the same context.

Other students left out the preposition *a* and placed the infinitive verb directly after the verb *empezar*. We could also observe the same previous mistake using the verb *comenzar* (to start) (**comenzaron comer a los animales*, they started eat the animals).

In the same sentence, various students did not properly conjugate the verb *empezar* in the proper past tense, presenting the following mistakes: *empiezó (*begann*), han empicido (*have bigun*), empezados a* (begun to), *empecé* (I began), *empezo* (beggin), and *embezaban* (beegann).

When translating the verb *taʼkuluhā* (*comerlos*, to eat them), various students did not choose the proper infinitive verb conjugation. Some used the second person imperfect indicative *comás* (you ate). Others used the first-person plural indefinite past tense *comimos* (we ate), and some also chose the third-person plural form *comieron* (they ate).

Some students also used other mistaken tenses in this context, including *se comieron* (they ate), *cometela* (eat it), and *comemos ellos* (we eat they). Some students also did not spell the verb tenses properly, such as the two following mistakes: *comiaron* (they aet) and *comeres* (eadt).

When translating the verb *tufakkir* (*piensa/ pensando*, think/thinking), many incorrect syntactic forms arose. One student translated this verb using the indicative imperfect tense *pensaba a* (thought to). This is a syntactic error, and inappropriate in this context. Some students did not translate this Arabic verb, and merely used the preposition *por* to be understood as the verb *pensar*.

One student translated the previous verb with the expression *al piensa en* (when think about). Others used the preposition *por* followed by the construction *piensa en* (think about). The two previous cases show that these students have problems applying Spanish infinitives.

One student used the expression *pensar amigo* (to think friend) without putting the preposition *en* between the two lexical units.

However, we have seen three spelling mistakes for the same verb, namely: *panso en* (I thingk of), *pensiando en* (theenking of*),* and *pensiando sobre* (thienking about). The third form also shows a mistake in choosing the right preposition in the sentence.

Finally, we have found a large number of mistakes when translating the sentence *ǧalasat al-ġazāla ḥazīna* (*la gacela se sentó triste,* the gazelle felt sad). One student used the verb *sentirse* (to feel) but incorrectly conjugated and spelled: *se siento cansado* (he feel tired). In this case, the student has problems with the indefinite tense and the stress mark, as well as not properly applying the female gender and not finding the right semantic sense for the Arabic adjective *ḥazīna* (*triste*, sad).

Another notable error was *tristemente pensaba* (sadly thought). In this case, there is a semantic error with the verb *pensaba* (thought). The student also could not properly express the adjective *triste*, and instead used the adverbial form *tristemente*.

Another frequent student error is using *ser* or *estar* (to be) before the verb: *es senter huerte (is feeil fid up). In this context, it is true that the student wanted to use the adjective *harto* (fed up), which is inadequate for translating this sentence[1]. The student also misspelled *sentirse* (to feel).

We also noticed a case of not using the verb *sentirse* in its pronominal form: *sentaba triste*. There were also various incorrect forms of conjugating the same verb: *sentió triste*, *senterse treste* (to feiel sadt), *senterse cansado* (to feeil tired), and *se sentere triste* (was feel sad). There were several students who misspelled the adjective *triste* as *treste*.

One student used the verb *ser* in the indefinite tense after the adjective *triste*: *fue triste* (was sad). In this context, the student used the verb *ser* (denoting long-term conditions of being) rather than *estar* (for more transitory states).

IV. CONCLUSIONS

Based on analytical data, we conclude that spelling mistakes are the most common among Translation – 2 students, followed by syntactic order errors, and finally mistakes related to translating Spanish words' semantic sense.

This indicates a need to follow up with students to improve their writing level and reduce the number of mistakes they make in this regard. It would also be appropriate to provide optional writing homework to Translation – 2 students to overcome these spelling problems.

We have also detected a sizable number of syntactical mistakes made by students, indicating that these students should review all verb tenses and know how to use them in each context. To face this matter, we recommend that

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[1] We also saw various semantically incorrect ways of translating *triste* (sad), such as: *cansada* (tired), *en mal situación* (in a bad situation), etc.

professors, when translating texts with students, concentrate on verb tense translation. It would also be good to dedicate the first two or three classes in the semester to reviewing Spanish verb tenses and invariable words (prepositions, adverbs, conjunctions, and interjections).

We have also found a large number of mistakes related to semantic meanings, albeit fewer than with spelling and syntactic mistakes. These errors are often due to misunderstanding the original text, confusion with another English or Arabic word, or lack of studying by the student (for mistakes with simple words). To face this challenge, we propose that students write additional texts about general topics, which the professors must then correct to show students the right choice for the meanings of words in the original text, and so students can expand their vocabulary and choose the best word for translation.

Finally, our most crucial objective is to change the course as a result of our findings, so that our students can improve their Arabic-Spanish translation level and receive more effective teaching at Al al-Bayt University.

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Assistive Technology for Enhancing Saudi Female Undergraduate Students' Reading Cognitive Abilities: An Investigation of Reading Models and Their Impacts on Reading Performance

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Abstract—This study examines the effects of assistive technology, specifically text-to speech (TTS) technology on enhancing Saudi EFL students' reading cognitive abilities. The study utilized text to speech Natural Reader by Natural Soft Ltd (2022) to carry out a pretest-posttest quasi experiment, to measure students' reading scores before and after the treatment. Instruments also include two questionnaires. 49 students, enrolled in level III reading course of the English Department at the College of Languages and Translation, at Imam Mohammed Ibn Saud Islamic University (IMSIU), Riyadh, Saudi Arabia, participated in the present study. The experiment lasted 12 weeks during the first semester of the year 2022-2023. The first questionnaire results showed that 66.7% of the students face problems in reading, with 43.8% having problems with loud reading, and 31.3% of students read less than 100 words per minute. The results also showed that 40.81% face problems related to pronunciation, vocabulary, and reading comprehension. The total score of the pre-test and posttest are in favor of posttest with mean score of (74.73 ±10.65) compared to (41.48 ±7.94) for pre-test. The findings reveal that there is an effect of assistive technology on students' reading cognitive abilities related to reading speed, comprehension, vocabulary, and critical thinking, affirming students' strong satisfaction with the Reader software, reaching the percentage of 87.5%. The study recommends using the technology-based reading model, proposed by the researcher, in the reading courses at Saudi universities, and investigating the linguistic changes that students experience due to the use of assistive technology in EFL.

Index Terms—assistive technology, cognitive abilities, reading models, reading performance, text-to-speech

I. INTRODUCTION

The challenges that students face in reading hinder their abilities to master English as a foreign language since reading affects their abilities to understand different types of texts, and interact with their contents. Reading affects students' abilities to express their ideas, and develop their speaking, listening, and writing skills. Basarab et al. (2013) identified some reading comprehension obstacles including inability to understand the author's core message, and inability to provide critical and inferential evidence of the issues that reading texts deal with. Al-Jarrah and Ismail (2018) identified difficulties contribute to fluency, comprehension, and retention. Durukan (2020) found problems related to reading training speed and its impact on comprehension skills (pp. 184-185). Al Roomy (2022) investigated how lack of critical reading has negative impacts on students' overall reading skills. Furthermore, research explored the effects of assistive technology, including text -to speech software (TTS) on students' cognitive interactions. For example, Silvestri et al. (2022) indicated that TTS helped students to improve their cognitive competencies that impact reading comprehension, which include fluency, critical analysis, mental lexicon, and phonological process, which helped students to understand various texts at lexical, syntactical, semantic, and pragmatic levels. Schmitt et al. (2019) indicated that there is a statistically significant effect of assistive technology on improving students' reading performance, within three measures, highlighting reading comprehension, vocabulary, and silent reading efficiency. Bonifacci et al. (2022) showed that assistive technology, specifically, TTS helped struggling readers who face challenges to decode the text through improving pronunciation and word identification. Staels and van den Broeck (2015) asserted that TTS can provide scaffolding to reduce the burden of decoding the text, and which can motivate students to acquire cognitive resources to help them improve their reading speed, fluency, and comprehension (pp. 448-450). Therefore, the current study aims to examine the problems that Saudi female undergraduate students face while studying reading as an essential course in their study of EFL. The current study investigated the feasibility of using TTS as a means to help students improve their reading cognitive abilities. The study utilized Natural Reader Edu by Natural Soft Ltd (2022), which has been used by a number of universities in USA and Canada. The specific problem that this

research tackles is that teachers at the College of Languages and Translation, Imam Mohammed Ibn Saud Islamic University (IMSIU) complain that students' reading final exam scores are low, reflecting that students face difficulties in reading skills, including detecting comprehension knowledge from the texts, identifying main ideas, applying critical and analytical thinking, understanding word meanings, building new vocabulary, and improving reading speed. The final exam results also showed weakness in summarizing main ideas, understanding referential meanings, interpreting figurative language and implied meanings, and reconstructing new meanings when answering the comprehension questions. As such, the current study aims to examine the impact of assistive technology, specifically text-to speech (TTS) technology on Saudi female undergraduate students' reading cognitive abilities, and consequently reading performance. This study investigated the extent to which TTS can affect students' performance in reading, and how technology can help students to improve their cognitive abilities and skills, in terms of carrying out the mental tasks associated with reading, including understanding details and sequences of events, interpreting implied and inferential meanings, expressing new perspectives on the reading texts, storing and retrieving of information, building new vocabulary, and summarizing main ideas. Since there is a relationship between cognitive abilities and reading skills (Abusamra et al., 2020; Al Roomy, 2022; Alshammari, 2022; Mohseni et al., 2020; Reza et al., 2013), the study examined the extent to which assistive technology would help students to improve their perception in recognizing the words and their meanings from the reading texts, enhance their attention and abilities to sustain concentration on a particular piece of information, and improve their working memory to identify and manipulate the ideas of the texts so as to make sound decisions to solve any problems while they read.

II. LITERATURE REVIEW

A. Reading Theories and Models

Theories and models of reading have been developed over the past decades to provide EFL learners with effective tools to improve reading skills. Research (Abu Baha, 2017; Atkinson et al., 2017; Wilhelm et al., 2001; Witte & Cherry, 1994) examined a number of models and revealed that the read-aloud model has been used to help learner access information from short-term memory. Using this model, students can verbalize their thoughts, and express their comprehension of the texts while they read. Another model is the transmissional model which directs students to read for specific information in order to use it to answer comprehension questions. The third model is the transactional reading, which guides students to know that the meaning of the texts does not exist only in the text, but it also requires an interaction between the text and the reader. Therefore, in the transmissional model of reading, students share the knowledge they learn from the reading texts, while in the transactional model, students become active meaning makers based on their lived experiences (Kim, 2020). A fourth model is the bottom-up reading model, which focuses on the phonetic and phonological aspects of the text. A fifth model is the top-down reading model, or the concept-driven model, which emphasizes the contents of the text. Research also indicated that teachers use different approaches to teach reading in the EFL classrooms, including behaviorism, cognitivism, sociocultural structuralism, and the schema theory. While the behaviorist theory depends on providing students with stimuli to motivate them to respond to the reading process, the cognitivist approach guides students to think critically, summarize the information, ask questions, and interpret inferential meanings (Sutherland & Incera, 2021). In other words, the cognitive structuralist model is used to help students to focus on the purpose of reading, using their cognitive skills of perception, attention, analysis, and evaluation to identify main ideas, recognize and recall specific details, follow the sequence of events and illustration, and draw conclusions from the arguments. The schema theory is based on using learners' past experiences to create mental frameworks that help them make sense of new experiences (Anderson, 1994, pp. 469–482). Using the schema model, students can understand the message of the text and create a mental system that helps them to put together all the detailed information, the descriptions, and the events that are involved in developing the message of the text. Another theory, which is used in reading, is information processing theory, which shows readers how information is grasped in order to be able to store and retrieve what they read (Kmetz, 2020). While there are different models of information processing, including Atkinson and Shiffrin (1977, 2017), and Baddeley and Hitch's (2019), they are all based on helping students to enhance their memories to perceive, store, and retrieved information. While Atkinson and Shiffrin's model focuses on enhancing sensory memory, short-term memory, and long term-memory, Baddeley and Hitch's model works on phonological information, articulatory rehearsal process, visual spatial information, and episodic information.

B. Students' Reading Problems and Solutions

Previous research (Al-Jarrah & Ismail, 2018; Al-Qahtani, 2016; Martins & Capellini, 2021) investigated the problems that EFL students face when developing their reading performance, including difficulties in reading comprehension, loud reading and reading speed, understanding details and inferential meanings, and lack of vocabulary skills, all of which affect their reading fluency. In another study, Baddeley and Hitch (2019) concluded that phonological problems affect reading fluency when students are unable to differentiate the features of different sounds. Many students struggle in understanding the text and responding to comprehension questions because of difficulties in pronunciation, sound recognition, and silent sounds (Abusamra et al., 2020). In general, EFL students struggle with linguistic processing, from phonology to morphology, syntax, and semantics. These students face challenges in getting the literal meaning or the general understanding of what they read, and they cannot remember facts and details that support the main ideas.

These studies reveal that many EFL students have major difficulties with reading comprehension even after years of learning English. Furthermore, previous research (Atkinson et al., 2017; Manarin et al., 2015; Sutherland & Incera, 2021) examined the cognitive difficulties that impact reading performance and concluded that lack of practice lead to hindering the ability to develop critical and analytical thinking skills. In addition, Wang et al. (2003) identified problems of struggling readers due to reading difficulty with the capacity of human memory, which affects saving and retrieving information. Such studies indicate that the challenges of acquiring reading fluency begin with letter and word recognition, sentence recognition, and meaning. For example, inability to recognize silent letters affects reading comprehension, as a result of inaccurate decoding of words and meanings (Amin, 2022). Eppard et al. (2020) assert that fluency is a significant skill which is correlated with comprehension, reading performance, and academic achievements. Furthermore, investigating solutions for students who struggle in reading, developing cognitive and metacognitive reading strategies is an effective factor that can foster reading comprehension among readers (Reza et al., 2013). Automaticity and repeated reading exercises can also help students to achieve fluency while interacting in predicting reading comprehension (Kieffer & Christodoulou, 2020; Swain et al., 2017). The cognitive skills that students need to improve their reading performance include attention, visual and auditory processing, sensory integration, and short-term and long-term memory (Hautala et al., 2022; Wang et al., 2003). According to Hautala et.al, students can develop their reading cognitive abilities when they monitor their cognitive processes. Previous studies (Bonifacci et al., 2022; Bone & Bouck, 2017; Chiang, 2019) also show that technology, and computer software can help students enhance reading comprehension and fluency. Such studies concluded that technology has helped students to develop their cognitive abilities, and consequently, develop their reading skills. For example, text-to-speech technology helps students to improve attention, memory, abstract thinking, critical thinking, and auditory and visual processing, and therefore students can improve loud and silent reading, reading speed, reading comprehension, and vocabulary building. In other words, technology works as an automatic scaffolding, helping students to improve their reading performance (Mirzaei et al., 2018, p. 202).

C. Implications of Assistive Technology

Assistive technology refers to any technology, including equipment or software, which can be used to improve the functional capabilities of learners who face difficulties in learning (Assistive Technology Industry Association- ATIA, 2004). Amin (2022) provided evidence on a number of issues related to the use of assistive technology in education, including improving learners' cognitive abilities; providing numerous opportunities for learning independence; and diversifying the learning materials. Text-To-Speech Software (TTS) is among the packages that assistive technology has provided to be used in the reading classroom. This read-aloud technology helps in facilitating the process of reading, motivating students to enjoy reading and interact with the text. TTS helps students to achieve their learning objectives by providing them with easier ways of comprehending the texts already put in loud words (Mirzaei et al., 2018). Using TTS, the reader's attention span is increased, and the interactivity with long-term memory is also increased, aiding learners to store most of the learned concepts to their memory, and improve their vocabulary performance (Chiang, 2019). According to Eksi and Yesilcinar (2016), TTS enhances learning since the access to the reading materials is facilitated, helping students to develop comprehension skills, attention to details, memory enhancement, and interactions to various types of readings, which influence the overall reading process. Therefore, EFL learners who use the TTS technology are bound to achieve progress in their cognitive abilities, and improve their reading performance.

D. Students' Cognitive Reading Abilities

Kmetz (2020), and Swanson and Siegel (2001) indicated that cognitive variables of reading, including reasoning skills, attention, short -term, and long-term memory, visual and auditory processing, and processing speed, impact students' reading performance. Cognitive variables also include interactions, decoding, comprehension, concept formation, visual matching, and re-expression of ideas, all of which affect students' abilities to not only read efficiently, but also use English in different communicative settings. Basaraba et al. (2013), and Garcia and Cain (2014) assert that when learners acquire advanced cognitive abilities, they become capable of not only understanding the texts they read, but also constructing literal and inferential meanings. Such studies conclude that there is a strong relationship between the ability to think critically, and reading performance. For example, critical thinking helps students to ask questions about the author's message, the meaning of implied and metaphorical language, the relevance of the content, and the purpose of reading itself. Thus, students' cognitive profiles help teachers to teach students how to read. Furthermore, enhancing cognitive abilities help students to accelerate reading speed, improve comprehension, and conduct phonological, structural, semantic, and rhetoric analysis, and holistic evaluation because critical thinking leads to critical reading. Mohseni et al. (2020) investigated the effects of cognitive and metacognitive strategies on improving EFL students' reading comprehension, asserting that such strategies as problem-solving, analytical thinking, and critical reading, help in raising students' awareness of the intrinsic aspects of reading comprehension. Previous research (Meniado, 2016; Villanueva, 2022; Zhao et al., 2022) also revealed a correlational relation between higher-order cognitive skills and reading performance.

III. METHOD

The current one group pretest-posttest quasi experimental study aimed to examine the relationship between TTS and cognitive reading abilities. The experimental design of cause and effect helped in examining the effect of assistive technology TTS on the Saudi female student's reading performance. The quasi-experiment included three phases: (1) the diagnostic phase through a questionnaire to identify EFL students' reading problems, and entry testing, to check students' reading performance; (2) training period using the integrated reading based-technology model Natural Reader software TTS; (3) posttest to check the final EFL students' reading performance after the training period of intervention, and a final questionnaire to check EFL learners' satisfaction of the TTS model.

A. Research Questions

1. What are the problems that EFL Saudi female undergraduate students face in reading?
2. What are the results of EFL students' test scores before and after using TTS Natural Reader Software?
3. What are the effects of assistive technology, specifically TTS, on EFL students' reading cognitive abilities?
4. To what extent are EFL students satisfied with Natural Reader software?

B. Participants

49 students participated in the study, selected from the Saudi female undergraduate students who study at the English Department at the College of Languages and Translation, at Imam Mohammed Ibn Saud Islamic University (IMSIU), Riyadh, Saudi Arabia. The age of the participants ranges between 18-20 years old. Their mother tongue is Arabic, and they have studied English for 6 years at school before they joined the university. The participants have not received any training on TTS technology, and they have not used Natural Reader software prior to this experiment. The participants did not study the reading text prior to test.

C. Instruments

The study utilized text to speech Natural Reader Edu by Natural Soft Ltd (2022) to measure the students' reading scores before and after the training period. Instruments also include two questionnaires: the first one was used to identify students' problems in reading; and the second one was used to examine their satisfaction with the software. The reading test aims to examine specific cognitive abilities, including the abilities to identify comprehension knowledge, vocabulary, visual-spatial thinking, critical and inferential thinking, auditory processing (e. g. loud reading), reading speed, and information retrieval.

D. Procedures

The pretest-posttest was prepared by the researcher based on Woodcock-Johnson III's cognitive variables (Woodcock et al., 2001), and which aims to examine cognitive abilities, and achievement. The comprehension text was selected from Douglas and Bohleke (2020). A worksheet was prepared by the researcher (see Appendix) to track reading progress. The training period targeted the application of Natural Reader TTS on a daily basis. In the final phase, the participants were given a questionnaire to know their degree of satisfactions with TTS software.

E. Research Limitations

The present study has several limitations. First, the experiment was limited to 49 female students, who study English at the College of Languages and Translation, at Imam University. These 49 students study reading, Level III, which is assigned in their second semester. In other words, the results of the study do not include students who study in different levels, or different courses of reading. The study also excludes all the male students who study the same course of reading, due to social constraints. Furthermore, the time span covered by the study was only one semester of the academic year 2023. Further investigation may include different levels of English for both male and female students.

IV. RESULTS

Data were analyzed using the statistical packages for Social Sciences (SPSS) version, (IBM-SPSS®, version 25.0), which helped in calculating the following: (a) frequencies and percentages to recognize the participants' responses about the research questions; (b) mean and standard deviation to identify the participants' responses; (c) paired sample t-test to determine the effects of assistive technology on the participants' cognitive abilities; and (d) ETA square to determine the effects of assistive technology on the participants' reading cognitive abilities. Descriptive (frequency, percentage, mean, and standard deviation) and inferential analysis (paired sample t-test) were used in the analysis.

Answering the Study Questions

Q1: What are the problems that EFL Saudi female undergraduate students face in reading?

Frequencies, and percentage of the individuals' responses were calculated to show the problems that Saudi female students face in their reading courses (n=48). The results showed that more than half of the respondents face reading problems (32), with percentage of (66.7%), while there were (3) students with percentage of (6.3%) who do not find it hard. 16 students with percentage of (33.3%) often like reading, while (2) students with percentage of (4.2%) never like it. Furthermore, (23) students with percentage of (47.9%) sometimes spend time to read every day, while (4) students

with percentage of (8.3%) always spend time to read every day. The results also find that (26) students, with percentage of (54.2%) read one book per week, while only (2) students with percentage of (4.2%) read more than three books per week. 18 students with percentage of (37.5%) sometimes like to read on their computers. The results also revealed that there were (15) students with percentage of (31.3%) sometimes prefer to listen to audiobooks rather than read books, while (6) students with percentage of (12.5%) between always and frequently prefer to listen to audiobooks. Moreover, the results also showed that, there were (15) students with percentage of (31.3%) can read less than 100 words per minute, while only (4) students with percentage of (8.3%) can read 200 words per minute. Additionally, about half of respondents (21) students with percentage of (43.8%) sometimes have problems with loud reading, while (3) students with percentage of (6.3%) always have problems with loud reading; besides the results find out there were (15) students with percentage of (31.3%) always prefer silent reading to loud reading, while (4) students with percentage of (8.3%) never prefer silent reading to loud reading. All of these results point to students' problems in reading fluency since students do not practice loud reading. The results also showed that there are many problems facing students when they read as (20) students with the percentage of (40.81%) have problems related to *pronunciation*, *vocabulary*, reading comprehension, *answering* indirect comprehension questions, and *summarizing* the reading text. These results indicate that students need to practice reading, using assistive technology to develop their reading speed, improve pronunciation, and increase vocabulary, all of which affect reading fluency.

Q2: What are the results of EFL students' test scores before and after using TTS Natural Reader Software?

As displayed in Table 1, the results showed that there were statistically significant differences at level of (0.01) between the mean scores of the EFL students in the pretest and posttest related to vocabulary building and its sub-dimensions (parts of speech suffixes, vocabulary antonyms) in favor of posttest with mean score of (7.38 ±1.09) for parts of speech suffixes, and (6.96 ±1.06) for vocabulary antonyms, and (14.33 ±1.40) for vocabulary building total score, ETA score amounted to (0.43, 0.72, 0.63) respectively. These results indicate that there was an effect of assistive technology on EFL students' reading cognitive abilities related to vocabulary building and its sub-dimensions, including parts of speech suffixes, and vocabulary antonyms (see Figure 1).
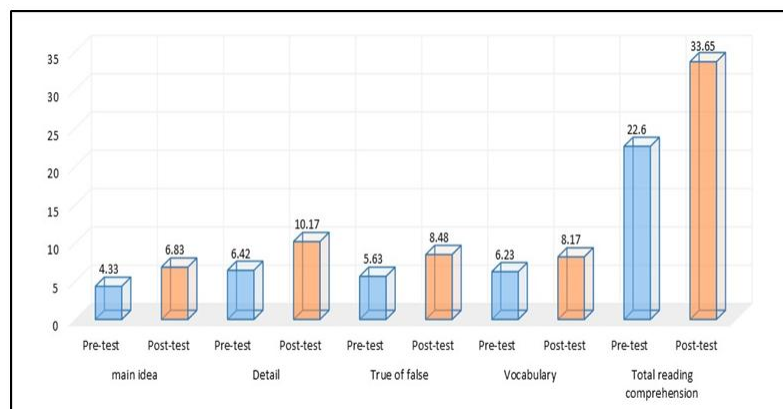

Figure1. Mean Scores of EFL Students in Pretest and Posttest in Reading Comprehension

As shown in Figure 1, the posttest revealed higher scores in the area of understanding the reading text main ideas, and the detailed information, identifying the true and false information, and understanding the meaning of the vocabulary as the total reading comprehension reached 33.65. Furthermore, the posttest results revealed higher scores in all areas of vocabulary with 14.33 compared to 6.48 in the pretest scores. In addition, the results also revealed that there were statistically significant differences at level of (0.01) between the mean scores of the EFL students in the pre and post related to the relationship between reading and writing an effective paragraph summary, showing a favor of post-test with mean score of (11.56 ±1.18) compare to (4.96 ±1.02) for pre-test, ETA score amounted to (0.57), these results indicate that there was an effects of assistive technology on EFL students' reading cognitive abilities related to reading and writing a paragraph summary (Table 1). The results showed that the posttest revealed higher score (11.56) compared to the scores of the pretest (4.96). In addition, the results showed that there were statistically significant differences at level of (0.01) between the mean scores of the EFL students in the pre and post related to critical thinking and its sub-dimensions (critical thinking QA), which involves reading with critical perspective, and (critical thinking QB), which involves solving problems in the reading text, in favor of post-test with mean score of (3.98 ±1.03) for critical thinking QA, and (4.23 ±1.04) for critical thinking QB, and (8.21 ±1.32) for critical thinking total score, ETA score amounted to (0.63, 0.59, 0.69) respectively, indicating that, there was an effect of assistive technology on EFL students' reading cognitive abilities related to critical thinking and its sub-dimensions (Table 1). Figure 2 displays these results.
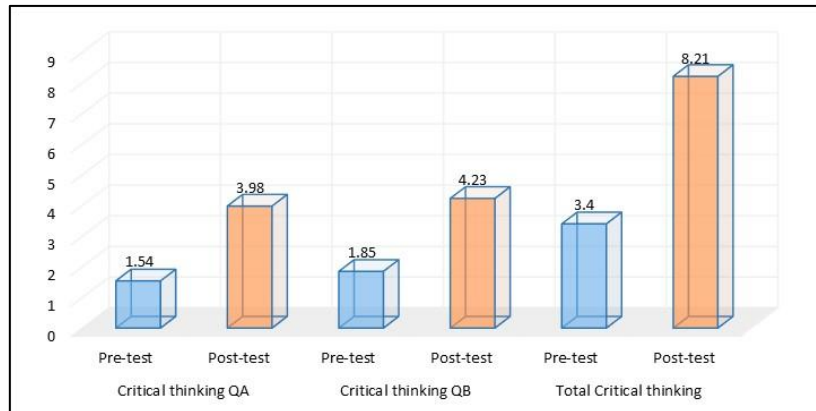
Figure 2. Mean Scores of EFL Students in the Pretest and Posttest Related to Critical Thinking

The results showed that there were statistically significant differences at level of (0.01) between the mean scores of EFL students in the pretest and posttest related to test total score in favor of post-test with mean score of (74.73 ±10.65) compare to (41.48 ±7.94) for pre-test, ETA score amounted to (0.75). These results indicate that there was an effect of assistive technology on EFL students' reading cognitive abilities (see Figure 3).
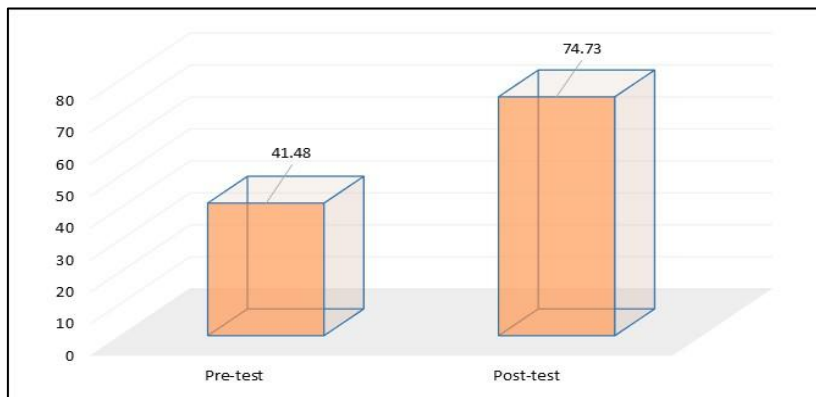

Figure 3. Mean Scores of EFL Students in the Pretest and Posttest Related to Total Score

Q3: What are the effects of assistive technology, specifically TTS, on EFL students' reading cognitive abilities?

To determine the effects of assistive technology on EFL students' reading cognitive abilities, paired sample t-test was calculated as follows:

TABLE 1
PAIRED SAMPLE T-TEST FOR EFFECTS OF ASSISTIVE TECHNOLOGY ON EFL STUDENTS' READING COGNITIVE ABILITIES (N=48)

Sections	Groups	N	Mean	SD	T	p. value	Eta Squared
Reading speed	Pre-test	48	4.04	1.04	7.513	0.001	0.61
	Post-test	48	6.98	1.08			
Main idea	Pre-test	48	4.33	1.03	3.509	0.001	0.34
	Post-test	48	6.83	1.08			
Detail	Pre-test	48	6.42	1.01	5.639	0.001	0.50
	Post-test	48	10.17	1.47			
True of false (Identifying information)	Pre-test	48	5.63	1.05	6.382	0.001	0.55
	Post-test	48	8.48	1.07			
Vocabulary	Pre-test	48	6.23	1.12	3.612	0.001	0.35
	Post-test	48	8.17	1.06			
Total reading comprehension	Pre-test	48	22.60	2.80	7.876	0.001	0.63
	Post-test	48	33.65	2.94			
Parts of speech suffixes/prefixes	Pre-test	48	3.42	1.00	4.641	0.001	0.43
	Post-test	48	7.38	1.09			
Vocabulary antonyms	Pre-test	48	3.06	1.01	9.966	0.001	0.72
	Post-test	48	6.96	1.06			
Total vocabulary building	Pre-test	48	6.48	1.22	7.934	0.001	0.63
	Post-test	48	14.33	1.40			
Paragraph summary	Pre-test	48	4.96	1.02	6.804	0.001	0.57
	Post-test	48	11.56	1.18			
Critical thinking QA (critical reading to write perspective summary)	Pre-test	48	1.54	0.66	7.935	0.001	0.63
	Post-test	48	3.98	1.03			
Critical thinking QB (critical reading to solve problems)	Pre-test	48	1.85	0.89	7.100	0.001	0.59
	Post-test	48	4.23	1.04			
Total Critical thinking	Pre-test	48	3.40	1.07	9.229	0.001	0.69
	Post-test	48	8.21	1.32			
Total scores	Pre-test	48	41.48	7.94	10.992	0.001	0.75
	Post-test	48	74.73	10.65			

Table 1 shows that there were statistically significant differences at level of (0.01) between the mean scores of EFL students in the pretest and posttests, related to reading speed in favor of posttest with mean score of (6.98 ±1.08) compared to (4.04 ± 1.04) for pretest, ETA score amounted to (0.61). These results indicate that there was an effect of assistive technology on EFL students' reading cognitive abilities related to reading speed (see Figure 4).
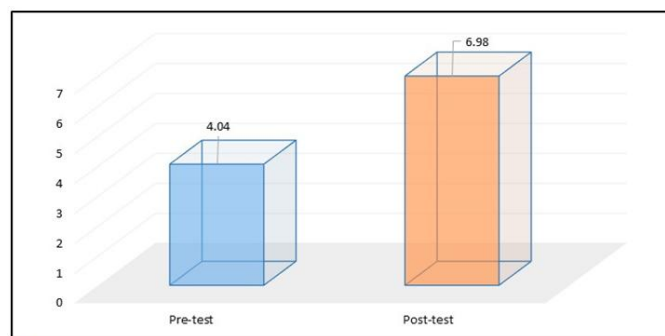

Figure 4. Mean Scores of EFL Students in Pretest and Posttest in Reading Speed

In addition, the results revealed that there were statistically significant differences at level of (0.01) between the mean scores of the students in the pretest and posttest related to reading comprehension and it's sub-dimensions (main idea , details, true / false information, vocabulary) in favor of post-test with mean score of (6.83 ±1.08) for main idea dimension, and (10.17 ±1.47) for detail dimension, and (8.48 ±1.07) for true or false dimension, and (8.17 ±1.06) for vocabulary dimension, and (33.65 ±2.94) for reading comprehension total score, ETA score amounted to (0.34, 0.50, 0.55, 0.35, 0.63) respectively. These results indicate that there was an effect of assistive technology on EFL students' reading cognitive abilities related to reading comprehension and its sub-dimensions (main idea, detail, true / false information, vocabulary). These results show that the overall reading performance of EFL students in the posttest is better than their performance in the pretest, indicating the positive impact of TTS on their reading performance.

Q4: To what extent are EFL students satisfied with Natural Reader software?

To determine the level of EFL student's satisfaction about Natural Reader software, the mean and standard deviation of the individuals' responses were calculated and the results showed that the level of EFL student's satisfaction about Natural Reader software was very high with a mean score of (4.21 ± 0.65), In this context, item number (1)" I am

pleased with Natural Reader Software" was the highly perceived item and ranked first with a mean score of (4.38± 0.70) which refers to "strongly agree" with the percentage of (87.5%), followed by item number (4) (Natural Reader Software helped me to improve my vocabulary), with a mean score of (4.33± 0.69) which refers to "strongly agree" with the percentage of (86.7%), and in the third place comes item number (3) (Natural Reader Software helped me to improve my pronunciation) with a mean score of (4.33± 0.96) which refers to "strongly agree" with the percentage of (86.7%). Item number (11) (Natural Reader Software helped me to improve my focus on the main message of the text when I read) is listed in the fourth place with a mean score of (4.29± 0.90) which refers to "strongly agree" with the percentage of (85.8%), and in the four tenth place comes item number (6) (Natural Reader Software helped me to improve my inferential understanding) with a mean score of (4.06± 0.81), which refers to "agree" with percentage of (81.3%), then item number (7) "I Natural Reader Software helped me to improve my critical thinking", is ranked last with a mean score of (4.0 ± 0.95), which refers to "agree" with the percentage of (80.0%). Thus, the results show the effects of assistive technology, specifically TTS, on EFL students' reading cognitive abilities.

V. DISCUSSION AND FINDINGS

The findings are in harmony with previous research. For example, Al-Qahtani (2016) revealed that Saudi students experience the same reading issues, including knowledge of limited vocabulary, difficulty in grasping the meaning of the text, and errors in word recognition, and pronunciation problems (pp. 4-11). Similarly, Durukan (2020), and Buzick and Stone (2014) found problems related to reading speed and its negative impact on comprehension skills as the study showed that reading too fast or too slowly resulted in weakness in concentration and comprehension. Furthermore, previous results found that the majority of students have problems with reading material and cannot read with the needed insight, and that these students experienced problems with understanding what they read, and specifically, they struggle to understand difficult words (Andrianatos, 2019, p. 4). In this respect, Martins and Capellini (2021) assert that problems with loud reading, reading speed, reading comprehension, and limited vocabulary affect negatively reading fluency, and consequently reading proficiency. Furthermore, the results which revealed the positive effect of assistive technology on students' reading cognitive abilities, are compatible with previous research findings. For example, the finding of Amin (2022), Chiang (2019), and Eksi and Yesilcinar (2016) affirmed that assistive technology improved learners' cognitive abilities by providing them with many opportunities for becoming independent readers, capable of reading, thinking, understanding, analyzing, and expressing their perspectives on what they read. The results also revealed the positive impact of assistive technology on developing cognitive abilities, and reading performance. In a different study by Mardiana and Kaisar (2019), the results showed the significant impact of technological determinism on new literacies in the learning process, including reading. Graesser (2016) affirms that technology can work as auto tutor to motivate students to read. Similarly, Hautala et al. (2022) assert that assistive technology helps students to acquire cognitive skills, which are required to improve their reading performance since technology assists them to improve attention, visual and auditory processing, and short-term and long-term memory. In similar findings, Cauley et al. (2019) assert that TTS technology helps students improve vocabulary, reading comprehension, and reading fluency. Regarding the level of student's satisfaction about Natural Reader software, it was very high, with the mean score of (4.21 ± 0.65). Reflecting on these results shows that the features of automaticity play an important role in training students to improve their cognitive reading abilities. In this light, Kieffer and Christodoulou (2020), and Swain et al. (2017) concluded that the features of automaticity and repeated reading exercises help students to achieve fluency while interacting with reading comprehension. Because TTS technology is highly integrative, it can facilitate the reading process. In this regard, Silvestri et al. (2022) indicate that TTS assist learners to improve their cognitive competencies that are involved in reading comprehension, including critical analysis, lexicon, phonological, and syntactical understanding, which lead to developing reading fluency. Hence, the findings of the current study provide empirical evidence on how technology functions as an automatic scaffolding, assisting EFL students to improve their reading performance. Another implication is that these findings pave the way for developing the reading courses at the College of Languages and Translation, at Imam University, integrating assistive technology, specifically TTS to help students become better readers. Moreover, the integration of the theory of process information into TTS helps in designing a new reading model that encompasses the reading cognitive profile, allowing EFL students to develop their attention, and critical and analytical thinking while improving reading speed and reading fluency.

Thus, the findings show that integrative proposed model (see Figure 5) that was applied in the current study allows EFL students to use visual information, which includes phonological and episodic memory to understand the semantic components of the reading text. The effectiveness of information processing theory is that it does not only show how information is grasped, but it also helps learners to store and retrieve what they read (Kmetz, 2020; Wang et al., 2003). Since the TTS software also targets memory enhancement, it is compatible to be integrated into models of information processing (Atkinson & Shiffrin, 1977; Baddeley & Hitch, 2019). Based on these results, future applications of this integrative model (see Figure 5) can be conducted.
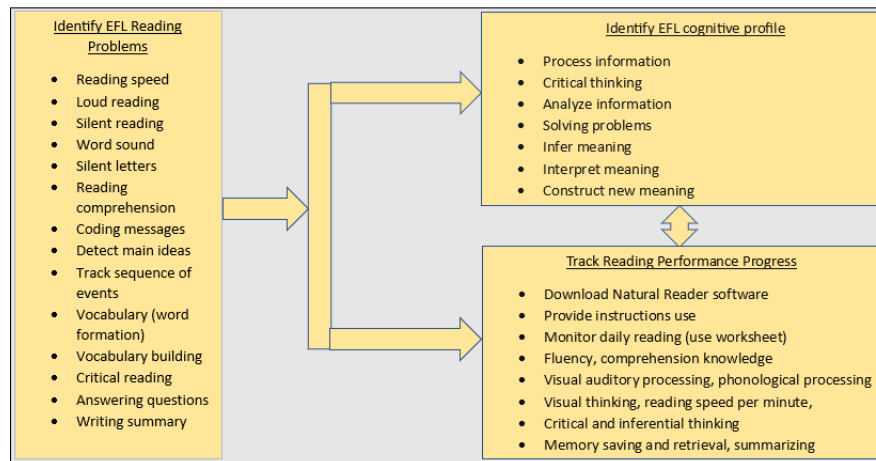
Figure 5. Proposed Integrative Based-Technology Reading Model (by the Researcher)

As displayed in Figure 5, the procedures of using this model begin by identifying the EFL students' reading problems in 14 categories which include reading speed, loud reading, silent reading, word sound, silent letters, reading comprehension, coding messages, detect main ideas, track sequence of events, vocabulary (word formation), vocabulary building, critical reading, answering questions, and writing summary. The second procedure is to identify the EFL student's cognitive profile, which include process of information, critical thinking, analyzing information, solving problems, inferring the meaning, interpreting the meaning, and constructing new meaning. The last procedure involves tracking students' reading performance progress, while using the software (see Appendix). This model served the purpose of the study, which aimed at using TTS for scaffolding EFL students to improve their reading comprehension, perception and processing of information, and interactions to comprehension questions.

VI. RECOMMENDATIONS AND CONCLUSION

The current study investigated the reading difficulties that EFL Saudi female undergraduate students face, and found that there is a necessary need for interventions to help them develop their cognitive reading abilities in order to improve their reading performance. Guided by Woodcock et al. (2001) cognitive categories of reading comprehension and achievements, the researcher developed a new reading model that integrates Text-To-Speech (TTS) software Natural Reader, and information processing theory, that was used in the intervention phase. The purpose of using this integrative reading model is to help EFL students modify their reading habits, attitude, and behavior, and motivate them to intrinsically adopt new cognitive reading strategies. Thus, TTS technology is used as a scaffolding tool to enhance learners' cognitive abilities. Although Natural Reader software has been used by a number of universities in USA and Canada for quite some time, yet, it has not been used at Imam University, Saudi Arabia. The features of Natural Reader software include, practices of loud reading, reading speed, phonological recognition, perception of the relationship between visual and auditory protocols of reading, information processing, vocabulary building, and memory enhancement. The present study provides evidence that such features help students improve reading fluency, understand the reading text word by word, and sentence by sentence, which can help in improving holistic comprehension. Using this software, students can better identify difficult words and recognize their meanings, improve reading speed, improve pronunciation, develop cognitive abilities to store and retrieve information, and answer comprehension questions. Previous research findings support the use of assistive technology in the reading classroom, specifically, TTS, as it provides a solution for the students who face difficulties in reading. The findings of the present study are in harmony with previous findings, indicating that the overall reading performance of students in the posttest is better than their performance in the pretest, affirming the positive impact of TTS on reading performance. Furthermore, the follow up worksheet that is integrated in this reading model also helps students to trace their progress on a daily basis, and which leads to achieving reading fluency. The study also provides a better understanding of how TTS can be used as a comprehensive training program to improve EFL students' reading performance. Finally, the study provides some recommendations for further investigations of the linguistic changes that EFL students experience due to the use of assistive technology in learning the English skills. The integrative reading model proposed and used in the present study can be used as a new avenue for many EFL students to achieve their academic objectives. Thus, the contribution of this study stems from the empirical evidence, which the research findings provide, regarding the effectiveness of integrating reading information processing theory into TTS technology. The success of the training phase of the study provides a practical example of the integration of technology in EFL, contributing to both the fields of applied linguistics and educational technology since the study provides more insights about the role that assistive technology plays in shaping the language classroom, whether it is conducted online, or a mixture of traditional learning and blended settings.

APPENDIX

* EFL STUDENT'S DAILY PROGRESS WORKSHEET USING TTS INTEGRATIVE READING MODEL

Week/Day	Reading Speed Count number of words being read per minute	Vocabulary New vocabulary learned Vocabulary building (parts of speech)	Phonological processing (pronunciation, sound recognition) of words you learned	Verbal Comprehension (Comprehension knowledge, lexical knowledge) Identify new Knowledge	Sound Blending (auditory processing, phonetic coding	Reading Comprehension (identifying new ideas and new details, sequence of events)	Critical Thinking (Understanding opposing ideas, grasping implied /inferential meaning	Memory (a) visual-auditory (long-term retrieval) (names, words, and information (b) spatial relations (visual-spatial thinking, visualization of spatial relations	Summarize and interpret (understanding opposing ideas, grasping implied meaning) Write 3 ideas from the text you read
Day 1-7 (Report daily progress in each column) ⇨									

*This worksheet is based on Woodcock-Johnson III's cognitive abilities (Woodcock, McGrew, & Mather, 2001), which focus on the following categories: (a) verbal comprehension (comprehension-knowledge, lexical knowledge); (b) visual-auditory (long-term retrieval); (c) spatial relations (visual-spatial thinking, visualization of spatial relations); (d) sound blending (auditory processing, phonetic coding); (e) reading speed (count words per minute); (f) reading comprehension (identifying new ideas and new details); (g) phonological processing (pronunciation, sound recognition); (h) critical and inferential thinking (understanding opposing ideas, grasping implied meaning); (i) memory for names, words, and information; (j) summarize and interpret (express opinions, interaction with the meaning.

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Dr. Al-Othman is a member of the National Development Association in Al-Falah district, Riyadh in Saudi Arabia. She is supervising a non-thesis entitled Thanking Strategies Used by Arabic Najdi Saudi Females. Dr. Al-Othman also presents different volunteer workshops to EFL students about different topics, including training for taking the IELTS exams, introducing themes on linguistics, and training on professional and personal development.

A Bibliometric Analysis of Publication on Novel as Literacy Source

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Abstract—**A novel is not always limited to long works of prose fiction (Hughes, 2002); a novel can inspire anyone in any field. This study employs a bibliometric analysis approach. The data used were 6.516 documents downloaded from scopus.com (see Figure 1). Microsoft Excel 2019 is used to analyze the average publication each year, while VOSviewer is used to create data visualizations and find the number of citations. The results show that the publication trend occurs in 2022 as many as 687. Then, the most researched research theme is "literature, novels, and identity". In addition, there are several results of citation analysis based on searching the most influential documents, authors, organizations, sources, organizations and countries. It can be concluded that the development of novel publications is increasing to the present day. The researchers suggest a further research can be carried out on a comparative analysis of works of fiction and non-fiction.**

Index Terms—**bibliometric analysis, science fiction, literature works, literary studies, novels as pedagogy**

I. INTRODUCTION

If we analyze more deeply the existence and development of literary publications such as novel, poem, drama, rhyme, poetry and other works of fiction in the 21st century, do they still captivate everyone, or are they outdated (see Fürst, 2022; Leaska, 1992)? We all have the same feeling that fiction has a unique capacity to live on, even shape, our imaginations (Mullan (2006). Thus, novels and other literary works will exist as long as their readers exist (see Constantakis, 2010; Clute, 2003).

As known, several novelists are famous in the world due to their literary works, such as William Shakespeare, Charles Dickens, George Orwell, J. K. Rowling, Virginia Woolf, Ernest Hemingway, Pramoedya Ananta Toer, William Faulkner, Fyodor Dostoyevsky and others (Hogeback, 2023; Theguardian, 2019). All the novelists mentioned above have significantly contributed to literary works. Their works are remembered for all time and, at the same time, being the foundations of literary works, even become materials for analysis, that developed until now (see Geube & Capdeville, 2019; Fürst, 2022a; Kean, 2010; Kibby, 2016; Palmer, 2007; Romanenko, 2020). The literary work referred to in this research is a novel.

A novel is an invented narrative process of significant length and complexity that deals imaginatively with human experience. Nishihara and Miura (2015) express that writing a good novel is difficult for a novice because the novel-writing task requires the management of many character settings and maintaining consistency throughout the novel (see also Oliver, 2006). A novel is a work of someone's imagination compiled in a book and used as reading material. The novel is a literary work that has a complex narrative, such as plot, characterization, problem, setting, and resolution. This component is referred to as an intrinsic element. In addition, the novel also has complex extrinsic features, e.g., moral values, socio-cultural values and other messages. That is, there is a message or other meaning that can be obtained from a novel implicitly (Eaglestone, 2000, pp. 39-45; Sastrawacana, 2018). These elements are the main features or characteristics of a novel. In this section, the novel is a complicated work both at the meaning level and at the linguistic level (Corrigan, 2019).

Nevertheless, novels that have high complexity are products of long-form narrative fiction, a domain-specific type of creative writing (see Schwarz & Liebl, 2013). The novel is as much a commercial product as an aesthetic object, as much the result of technological development as cultural change (Fairchild, 2020). In other words, novels are not only considered merely written works but also used as a source of commodities with commercial value. Especially in today's era, many novels are best sellers and eventually adapted into a film (Gillespie, 2014). With this shifting, the novel as a work of fiction has marketing value, not just a narrative story contained in a book; but novels can also be enjoyed in visual forms such as cinema (Cardona-Rivera et al., 2023; Kartika, 2016).

In light of the above, what distinguishes novels from non-fiction works? Bröchner (2021) highlights that works of fiction are used in organizational studies for pedagogical purposes and as data sources. When compared between fact and fiction, it is often defined as the opposite of fundamental. Facts are assumed to be truth, while fiction is imagination.

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It is, however, repeatedly argued that the truth is more complicated than scientific testimony will allow. On the other hand, defining fiction as mere truth is a drastic oversimplification. All the major forms of fiction—including myth, legend, folklore, and literature—aspire to a greater ambition than merely telling lies (Stableford, 2006, p. xviii). Meanwhile, Grennan (2017, p. 98) says there is a falsehood about which every ascription can be true. As evidence, the novel is often used as a tool or media; novels are used to build public opinion, narratives, criticism, satire, life stories and so on (see Andriyani & Piliang, 2019). A study also shows that fictional narratives positively impact the acquisition of attentional resources for social entrepreneurship (see Zhao et al., 2023; Burnam-Fink, 2015). In line with Meyer (2012, p. 3), the power of fiction helps us explore the fuzzy boundaries between the subjective and objective worlds implied by the mathematics.

Notwithstanding, novel as a work of narrative literature, in which tends to lead to science fiction, is important to be investigated; everything expressed in the text (novel), even if the story is abstract, is not a lie (Zoest, 1990). In this case, the meaning, sentence structure, and even the symbols in it can be analyzed (see Corrigan, 2019). Burnam-Fink (2015) emphasizes that narratives are a common and accessible way to think about cause-and-effect relationships and order perceptions of the world. Likewise, Schwarz and Liebl (2013) argue that narratives based on science and technology have been identified as a means to develop new products, services, and business models in light of their potential for enhancing creativity. For instance, in the field of literacy education, novels are one of the best-selling sources of reading and material for analysis (Bröchner, 2021). Novel is one of the evidence or results of one's critical, creative thinking and imagination (Barnes, 2012; Schwarz & Liebl, 2013). On the other hand, novels are a place to improve writing and thinking skills (Liveley et al., 2021; de Leeuw, 2019), as a reflective practice (Gramner, 2023), and as an authentic source of inspiration (Wright, 2017).

Research on novels and other literary works have been studied using various approaches previously, e.g. Nitami and Hartati (2022) use comparative analysis approach to analyze a novel. Then, Bozovic et al. (2021) studied Russian literature with a computational approach. Likewise, Avarogulları et al. (2014) analyzed literary works in courses on the history of the Turkish revolution and Kemalism using the document analysis method. In addition, research from Ingram (2021), which examines travel literature using mixed methods, specifically looks at the correlation between consumer survey results and travel agent interviews. The results show that literary society members have a greater propensity to visit literary tourism destinations. The last, a research concerning significance of children's literature conducted by Ismail (2023) using library research approach. Compared to previous researches, this present study employs a bibliometric analysis approach to figure out the trend of novel publications for over a decade.

II. METHODS AND MATERIALS

A. Data Collection

The data in this study were downloaded from scopus.com (Elsevier, 2020) on May 28, 2023. The researchers used "novels and literary works" keywords to obtained the data. Searching these documents is limited to "art and humanities" and "social science" subject area. Then, the year of document publication is focused on the last ten years of publication, viz 2010-2023. As a result, 6.516 documents were found, in which divided into several types of documents (See Figure 1). Then, they were exported to CVS Excel.
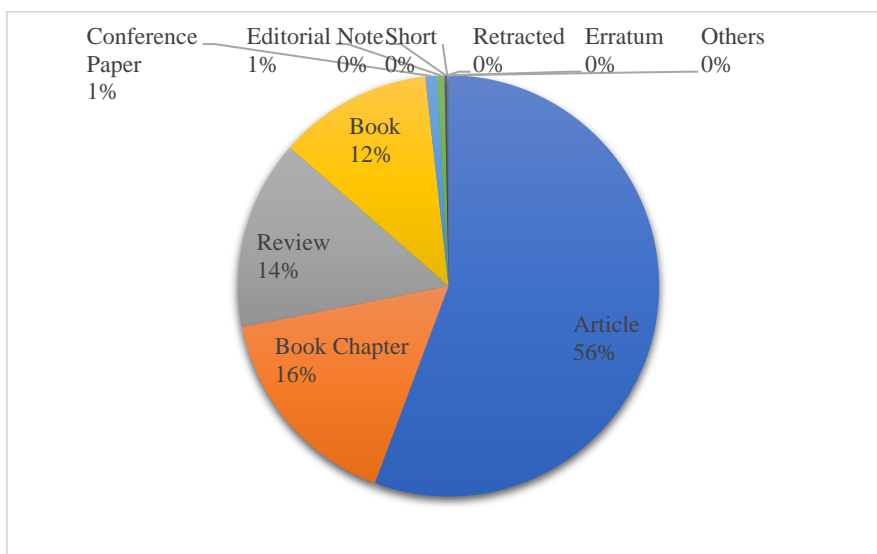

Figure 1. Distribution of Document Types

B. Analysis

This research is a literature analysis using the bibliometric method. Bibliometrics is a field of study that focuses on statistical literature analysis or methods for analyzing scientific databases in massive numbers (see Bastian et al., 2009; Donthu et al., 2021; Ellegaard & Wallin, 2015; Groshek et al., 2020; Ruiz- Parrado et al., 2022; Siluo & Qingli, 2020; Zhong & Lin, 2022). In this case, the researchers aim to analyze research trends on novel data, map the most influential research themes, especially on novels, and find the domain of literary publications. Furthermore, the researchers used software for bibliometric analysis: Microsoft Excel 2019 and VOSviewer version 1.6.19. Microsoft Excel 2019 is employed for bibliometric analysis, especially to get the average number of publications and statistical data (graphics), while VOSviewer is used to obtain data maps and data visualization. VOSviewer is also applied in co-authorship, co-occurrence, and citation analysis (see van Eck & Waltman, 2010, 2017, 2023).

III. RESULTS AND DISCUSSION

The results of the bibliometric analysis on a scientific database of 6.516 documents are divided into several sections, namely: analysis of annual publications, analysis of the most frequently appearing research topics, analysis of co-authorship, and analysis of citations. Furthermore, each of these items is described below.

A. Annual Publication of Novels for Over a Decade

The following graph shows the yearly average number of novel publications, especially from 2010 to 2022.
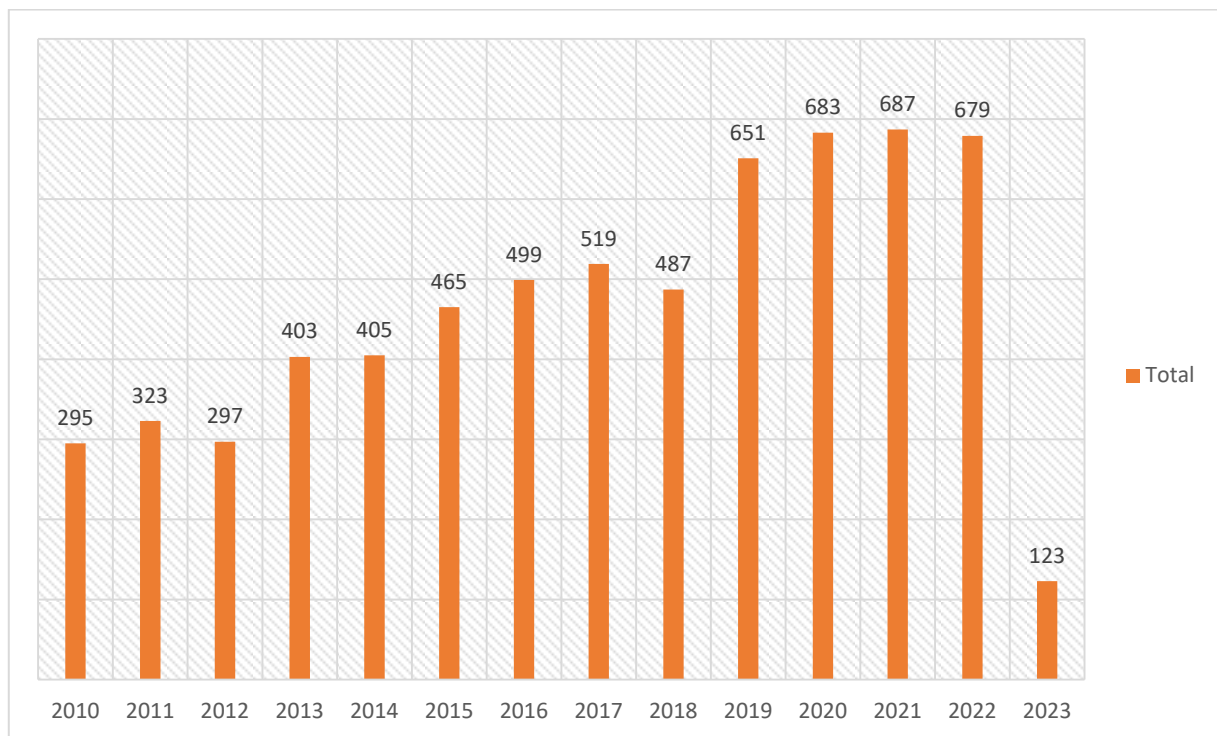

Figure 2. Annual Publication of Novel From 2010-2023

It can be seen in Figure 2 the highest number of novel publications in 2021 is 687 documents. These documents are spread from several sources and divided into several document types (See Figure 1). In 2010, the number of published novels was 295. Then, in 2011 it rose gradually to 323 documents, and then it experienced a slight decrease in 2012. This decrease was still relatively stable. Five years later (2013-2018), publications have increased significantly—the average reaches 450 documents each year.

Furthermore, in 2019-2022 the number of publications reached as much as 650 documents each year. For the record, publication in 2023 is not even a year old. Therefore, the number of publications in 2023 of 123 documents will certainly increase by the end of the year.

It can be concluded that the development of novel publication as a work of fiction still exists and continues. Mullan (2006, p. 4) stated that the novel—its condition, future, and new authors—has become a potential news item. Some of these are created by publicists and are mere hype, but it's not all commercial manipulation. For example, the growth of reading groups was not created by marketing departments. Once again, novels are not seen here as texts that, essentially, communicate the intentions of their authors; but neither is there an attempt to reduce them to the material products of social discourse (Hughes, 2002, p. 4).

B. Research Topics That Appear Most Frequently in the Analysis of Novels From 2010-2023

One way to find out research themes in a discipline is through keyword searches (see Babaii & Taase, 2013; Choi et al., 2011; Nguyen et al., 2021). Keywords – as searching tools in text mining and classification, but also as analytic tools in text interpretation and discourse analysis (Bondi, 2010, p. 1). Through VOSviewer, which is applied to analyze the scientific database, found 6915 keywords. Of the 6915 keywords, 30 keywords were selected that appear most based on the type of co-occurrence analysis, as shown in Table 1 below.

TABLE 1
THE TOP 30 KEYWORDS-BASED CO-OCCURRENCES

No	Keywords	Occurrences	Total Link Strength
1	Literature	70	286
2	Novel	65	220
3	Translation	47	95
4	Identity	31	73
5	Intertextuality	30	44
6	Literary translation	29	41
7	Modernism	27	63
8	Feminism	26	61
9	Realism	24	103
10	Adaptation	23	100
11	Fiction	23	94
12	Dostoevsky	22	57
13	Literary criticism	22	40
14	Reception	21	24
15	Gender	20	51
16	Postmodernism	20	42
17	Memory	19	84
18	Genre	18	44
19	Russian literature	18	46
20	World literature	18	31
21	Narrative	17	50
22	Comparative literature	15	21
23	History	14	94
24	Poetics	14	64
25	Migration	13	40
26	Reading	13	32
27	Trauma	13	32
28	Biography	12	57
29	Body	12	20
30	Ecocriticism	12	17

The Table 1 presents a list of keywords related to literature, along with their corresponding occurrences and total link strengths. The "Keywords" column consists of various terms associated with literary studies, ranging from broad literary concepts to specific authors and movements. For instance, terms like "Literature," "Novel," "Translation," and "Identity" are among the most frequently mentioned keywords, with occurrences of 70, 65, 47, and 31, respectively. The "Occurrences" column indicates how many times each keyword appears in the literature data. The keyword "Literary translation" occurs 29 times, while "Modernism" and "Feminism" are each found 27 and 26 times, respectively. This column gives an idea of the prominence and frequency of these keywords in the literary context under study. The "Total Link Strength" column suggests the collective importance or relevance of each keyword in the dataset. Higher values in this column signify stronger connections or associations of the keyword with other elements in the literature. For example, "Literature" holds a total link strength of 286, indicating its significant influence or interconnection with other literary concepts. In contrast, less commonly cited keywords like "Ecocriticism" and "Comparative literature" have lower total link strengths of 17 and 21, respectively. Overall, Table 1 provides valuable insights into the most prevalent and impactful keywords within the scope of the literature data being analyzed. Researchers and scholars can use this information to identify key themes and trends in the literary domain and gain a better understanding of the relationships between different literary elements. Furthermore, the whole research theme can be seen in Figure 3 below.

Figure 3. All Keyword Result-Based Co-Occurrence Analysis; as a Representation of the Research Theme

Figure 3 above is a network visualization of all keywords found based on co-occurrence analysis. Keywords that appear the most have large nodes, whereas keywords that do not occur frequently have small nodes (see Waltman et al., 2010). Of course, as a research theme, they are connected to each other in each cluster. As seen in Figure 3, the colour of each keyword indicates cluster. In this analysis, there are 30 clusters, namely: Cluster 1 consists of 104 items, Cluster 2 consists of 67 items, Cluster 3 consists of 66 items, Cluster 4 consists of 63 items, Cluster 5 consists of 51 items, Cluster 6 consists of 45 items , Cluster 7 consists of 42 items, Cluster 8 consists of 39 items, Cluster 9 consists of 38 items, Cluster 10 consists of 37 items, Cluster 11 consists of 36 items, Cluster 12 consists of 36 items, Cluster 13 consists of 36 items, Cluster 14 consists of 34 items, Cluster 15 consists of 33 items, Cluster 16 consists of 33 items, Cluster 17 consists of 30 items, Cluster 18 consists of 22 items, Cluster 19 consists of 22 items, Cluster 20 consists of 22 items, Cluster 21 consists of 20 items, Cluster 22 consists of 20 items, Cluster 23 consists of 19 items, Cluster 24 consists of 19 items, Cluster 25 consists of 18 items, Cluster 26 consists of 18 items, Cluster 27 consists of 15 items, Cluster 28 consists of 13 items, Cluster 29 consists of 1 item and Cluster 30 consists of 1 item.

Based on the co-occurrence analysis above, "literature, novel, translation and identity" are the keywords that appear the most. This clustering also identifies themes in fiction (Omar, 2021). In other words, searching for keywords shows various research themes in literary works. Keywords are metadata that can be used to create new topics in literature (see Lu et al., 2019; Rachunok et al., 2022; Xu & Zhang, 2021).

C. Publications Trends of Novel Based on Citation Analysis From 2010-2023

The data shown below relates to the publication trends and relationship between publications, authors, organizations, countries and sources that have the most influence on each item, as shown below.

(a). Documents Analysis

Based on VOSviewer analysis, 2000 documents meet the search threshold. Then, the top 20 documents were determined based on the highest number of citations, as shown in Table 2 below.

TABLE 2
THE TOP 20 AUTHOR'S DOCUMENTS BASED ON THE CITATION ANALYSIS

No	Author's document	Titles	Sources	Years	Citations	Link
1	Dorothy Kenny and Marion Winters	Machine translation, ethics and the literary translator's voice	Translation Spaces	2020	12	1
2	Giada Peterle	Comics as a Research Practice: Drawing Narrative Geographies Beyond the Frame	Taylor & Francis Group/ Routledge	2021	8	0
3	Ashley K. Dallacqua, Annmarie Sheahan	Making Space: Complicating a Canonical Text Through Critical, Multimodal Work in a Secondary Language Arts Classroom	Journal of Adolescent & Adult Literacy	2020	8	0
4	Turysbek, Rakhymzhan S.; Sarekenova, Karlygash k.; Baitanasova, Karlygash M.; Myrzakhmetov, Almaz A.; Aimukhambet, Zhanat A	The role of historical figures and legend motifs in the modern prose structure in expressing the idea of statehood	Astra Salvensis	2021	7	0
5	Evangelos Alexiou	Greek Rhetoric of the 4th Century BC: The Elixir of Democracy and Individuality	De Gruyter	2020	6	0
6	Joshua Page, Philip Goodman	Creative disruption: Edward Bunker, carceral habitus, and the criminological value of fiction	Theoretical Criminology	2020	6	0
7	Hub Zwart	Iconoclasm and Imagination: Gaston Bachelard's Philosophy of Technoscience	Human Studies	2020	6	0
8	Lydia G. Fash	The sketch, the tale, and the beginnings of American literature	University of Virginia Press	2020	6	0
9	Merja Polvinen	The Dark Inside the Prologue: Enactive Cognition and Eerie Ontology in Catherynne	Style	2021	5	0
10	Abdulfattah Omar	Identifying Themes in Fiction: A Centroid-Based Lexical Clustering Approach	Journal of Language and Linguistic Studies	2021	5	0
11	Stefan Blohm, Maria Kraxenberger, Christine A. Knoop and Mathias Scharinger	Sound Shape and Sound Effects of Literary Texts	Handbook of Empirical Literary Studies. Published by De Gruyter	2021	4	0
12	Andrei terian	Neoextractivism, or the birth of magical realism as world literature	Textual Practice	2021	4	0
13	Kristina Pranjić	Zenithist Concept of a Barbarogenius as a Critique of the Western European Culture [Zenitistični koncept barbarogenija kot kritika zahodnoevropske culture]	Primerjalna književnost	2020	4	0
14	Sara Haslam	Reading, Trauma and Literary Caregiving 1914-1918: Helen Mary Gaskell and the War Library	Journal of Medical Humanities	2020	4	0
15	Jacqueline Dutton	Wine in Houellebecq: Cultural transgression or literary device?	French Culture Studies	2020	4	0
16	Victoria Aranda Arribas	Mi ingenio las engendró y van creciendo en los brazos de la cámara": la novela corta del Barroco en el cine y la television [My ingenuity engendered them and they are growing in the arms of the camera": the short novel of the Baroque in film and television]	Janus: estudios sobre el Siglo de Oro	2020	4	0
17	Tomaž Onič, Michelle Gadpaille, Jason Blake, Tjaša Mohar	Margaret Atwood, World-Famous but Yet to Be Discovered by Many Slovene Readers	Acta Neophilologica	2020	4	0
18	Bassam Al Saideen, Ahmad S. Haider and Linda S. Al-Abbas	Erotizing Nabokov's Lolita in Arabic: How Translation Strategies Shift Themes and Characterization of Literary Works	Open Cultural Studies	2022	3	0
19	Ananta Gope	Hansuli Banker Upakatha in the context of literary geographic study	Geojournal	2020	3	1
20	Monica Latham	Virginia Woolf's Afterlives: The Author as Character in Contemporary Fiction and Drama	Taylor & Francis Group/Routledge	2021	3	0

As seen in Table 2, there are several documents that have many citations, e.g., the document from Kenny, D. (2020) has 12 citations, followed by two other documents, namely from Peterle (2021) and Ashley et al. (2020) as many as 8. Then, documents from Turysbek et al. (2021) have as many as 7 citations. Furthermore, documents from Alexiou, G. (2020), Page and Goodman (2020), Zwart (2020), and Fash (2020) each have 6 citations. In addition, documents from Omar, A. (2021) have 5 citations, as well as documents from Pranjić, K. (2020), Maria et al. (2021), Terian, A. (2021), Haslam, S. (2020), Dutton (2020), Arribas (2020), and Tomaž Onič (2020). Finally, 3 documents have the same number of citations, namely Al Saideen (2020), Gope (2020), and Latam (2021), each of which has 3 citations.

In addition, the relationship between document authors and publishers can be seen in the following visualization mapping.
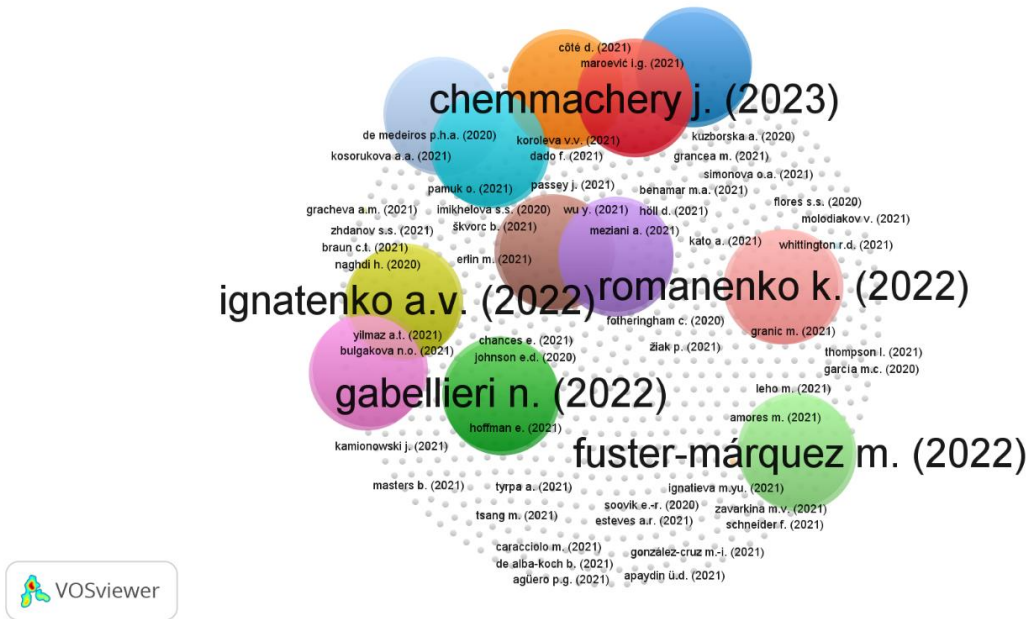
Figure 4. Links of Author's Documents Based on the Citation Analysis

   Figure 4 above shows several documents and authors connected in a cluster. Each cluster is divided into each colours. The appearance of the most striking colour means that the document has a strong relationship between the publisher and also the other document authors, such as Kenny, D. (2020), Al Saidden, B. (2022), Gope, A. (2020), Ignatenko, A. V. (2022), Rababah, S. (2022), Zakharov, V. N. (2021b), Lane, J. F. (2021), Romanenko, K. R. (2020), Gabellieri, N. (2022), Weiss, N. (2022), Dziuba E. V. (2022b), Kachkov, I. A. (2021), Fuster-Marquez, M. (2020), Suter, R. (2020), Radionova, O. P. (2020), Chemmachery, J. (2023). Vice versa, the smaller the colour circle indicates the document has no relationship. Based on the analysis above, the most influential documents based on citation analysis are documents from Kenny, D. (2020) with 12 citations.

(b). Documents by Sources

   The entire distribution of articles contained in scientific databases, especially in this study, can be seen in Figure 5 below.
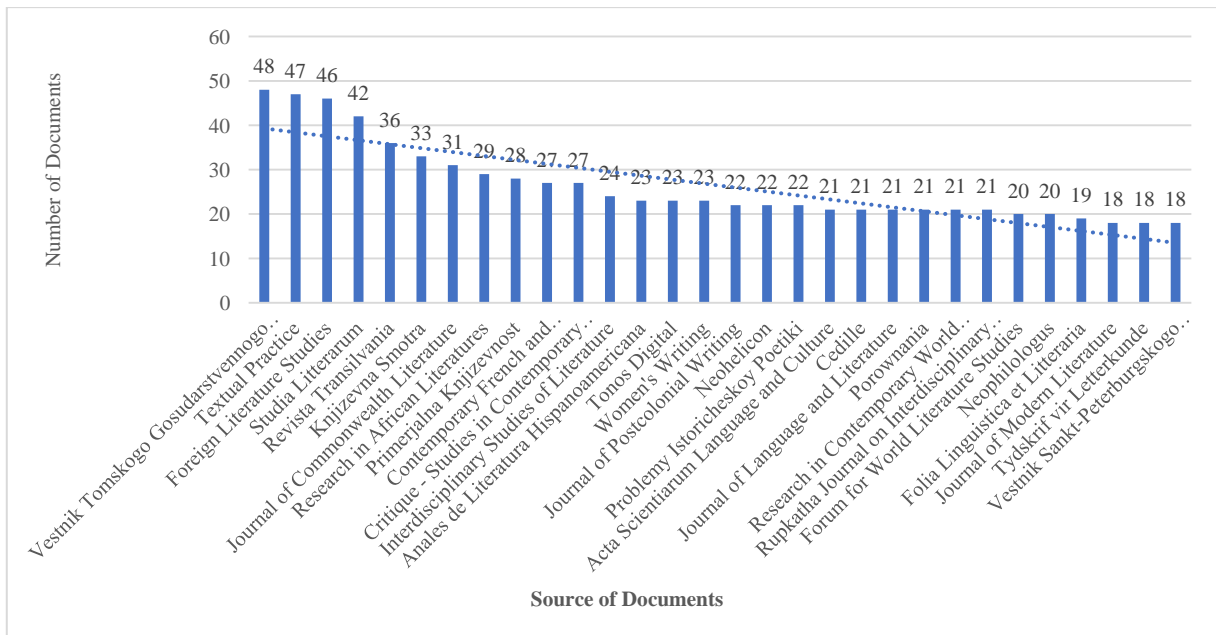
Figure 5. The Top 30 of Sources

   As shown in Figure 5 above, the highest number of documents came from Vestnik Tomskogo Gosudarstvennogo Universiteta, Philologiya, with 48 documents, followed by Textual Practice, with 47 documents. Then, there are 46 documents from Foreign Literature Studies, while the Studia Litterarum is 42 documents. In addition, Revista

Transylvania 36 documents, Knjizevna Smotra 33 documents, Journal of Commonwealth Literature 31 documents, Research in African Literatures 29 documents, Primerjalna Knjizevnost 28 documents, Contemporary French and Francophone Studies 27 documents, Interdisciplinary Studies of Literature 24 documents, Anales de Literatura Hispanoamericana 23 documents, Journal of Postcolonial Writing 22 documents, Acta Scientiarum Language and Culture 21 documents, Forum for World Literature Studies 20 documents, Folia Linguistica et Litteraria 19 documents, and Journal of Modern Literature 18 documents. So, 17 sources have the most documents.

(c). Documents by Authors

The following data is the number of documents produced by the author in the publication of novels and other literary works.
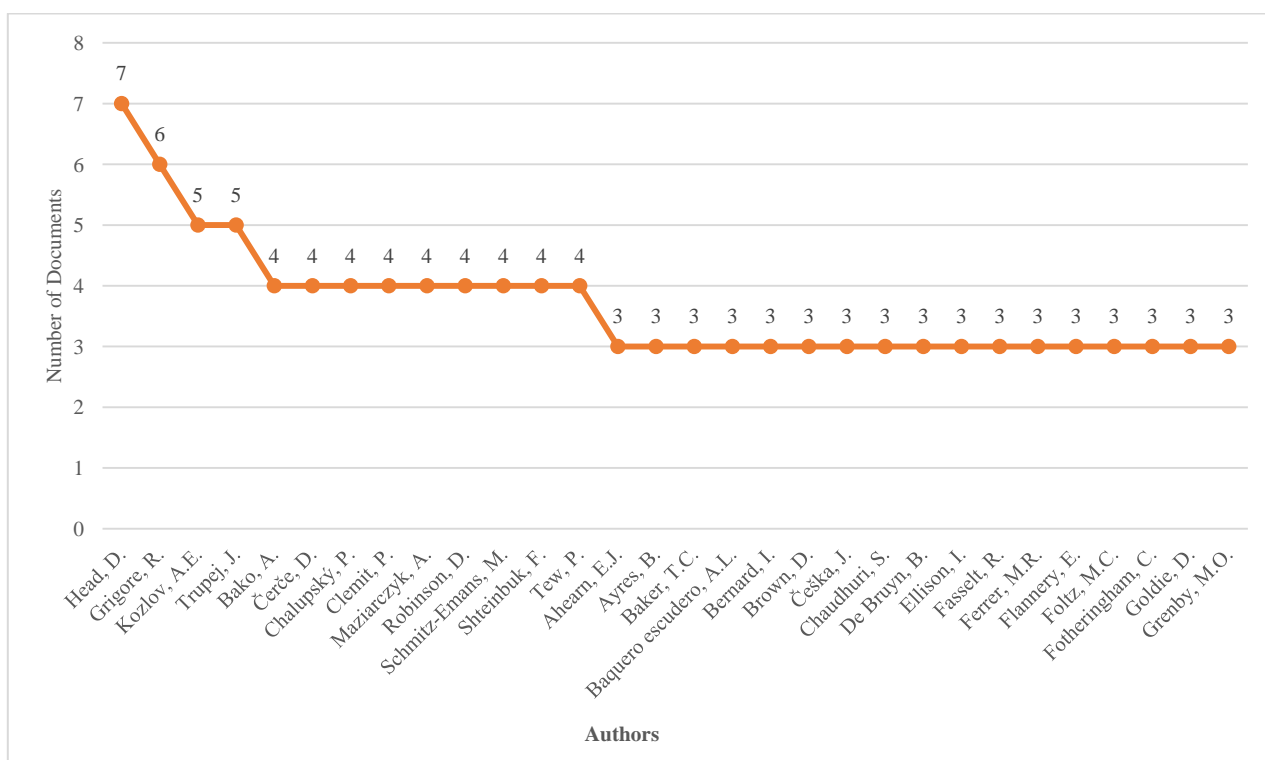
Figure 6. The Top 15 of Documents by Authors

As seen in Figure 6 above, the author who has the most documents, namely Head, D, has 7 documents, followed by Grigore, R, who has 6 documents. Then, Kozlov, A. E and Trupej, J. have the same number of documents, 5. In addition, nine authors have the same number of documents, namely 4. Finally, there are 18 authors who have the same number of documents, namely 3 documents. In document analysis, Head, D and Grigore, R are the top two authors with the highest number of documents.

(d). Document by Organizations

There are 1952 organizations found that contributed to the publication of novels and other literary works. Of the 1952 organizations, it was determined the top 20 affiliations that had the highest number of documents and citations, as shown in the following table.

TABLE 3
THE TOP 20 DOCUMENT BY ORGANIZATIONS

No	Organization/Affiliation	Documents	Citations
1	Universidad Complutense de Madrid, Spain	8	3
2	Universidad Autónoma de Madrid, Spain	7	4
3	Universidad de Murcia, Spain	7	0
4	Petrozavodsk State University, Petrozavodsk, Russian Federation	6	2
5	University of Edinburgh, United Kingdom	6	1
6	University of Leeds, United Kingdom	5	2
7	University of Warsaw, Poland	5	0
8	University of Warwick, United Kingdom	5	1
9	Uniwersytet Warszawski, Poland	5	0
10	Tomsk State University, Tomsk, Russian Federation	4	1
11	Universidad de Granada, Spain	4	0
12	Universidad de Zaragoza, Spain	4	0
13	Universit à de Barcelona, Spain	4	0
14	University of Birmingham, United Kingdom	4	0
15	University of Toronto, Canada	4	9
16	Uniwersytet im. Adama Mickiewicza w poznaniu, Poland	4	0
17	Universidad de Córdoba, Spain	3	4
18	Universidad de Valencia, Valencia, Spain	3	0
19	Russian State University for the Humanities, Moscow, Russian Federation	3	0
20	Standford University, United States	3	1

Table 3 above shows several organizations/affiliations with the most documents and citations. Noted, Universidad Complutense de Madrid, Spain, has the highest number of documents and citations. Then, followed by Universidad Autónoma de Madrid, Spain and Universidad de Murcia, Spain. So, there are three top organizations from Spain. Furthermore, Petrozavodsk State University, Petrozavodsk, Russian Federation and the University of Edinburgh, United Kingdom, have the same number of documents as 6. Four organizations have the same number of documents, each with 5 and others. From these results, Universidad Complutense de Madrid, Spain, is the organization that has the highest number of documents and citations. Furthermore, the relations between these affiliations are divided into several clusters, as shown in Figure 7 in the following.
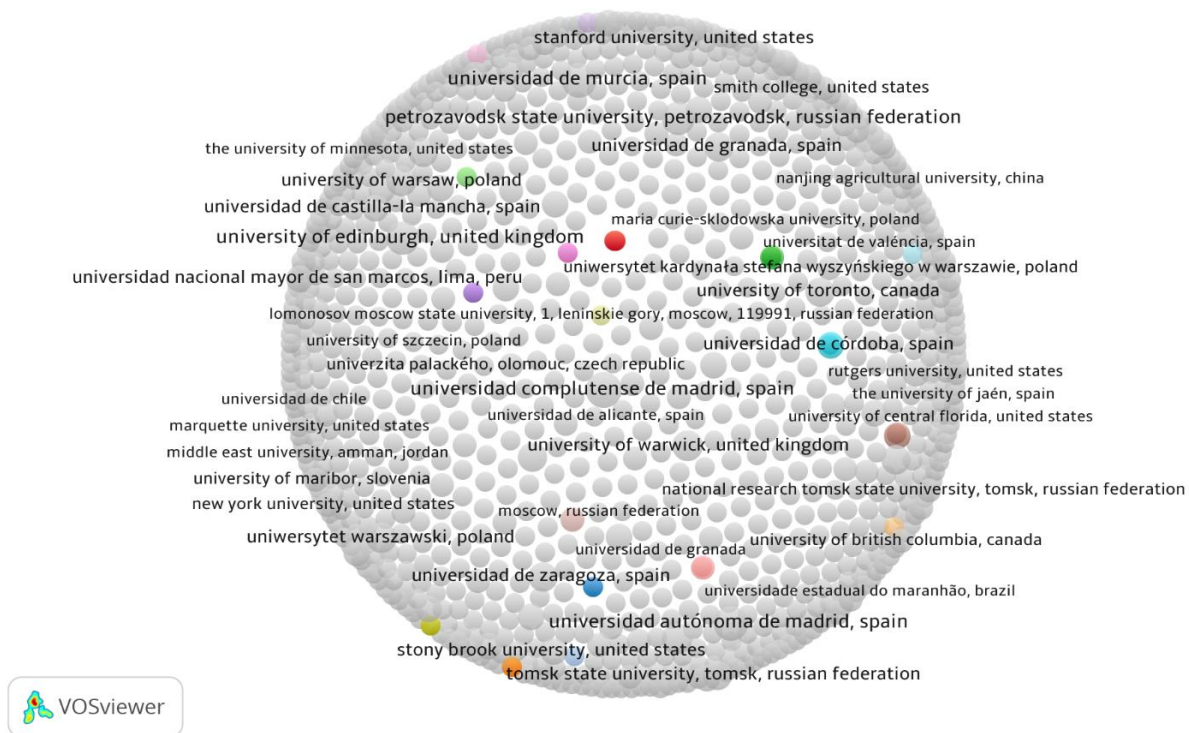
Figure 7. The Network Visualization of Organizations Based on the Citation Analysis Type

(e). Document by Countries

The following data show all document publications in each country. In other words, several countries have significantly contributed (see Figure 8), as well as being the most influential countries in the publication of novels,

including other literary works. Therefore, through VOSviewer, which is used as an analysis tool, it is found that the top 30 countries have the highest number of documents and citations, as shown in Table 4 below.

TABLE 4
THE TOP 30 OF DOCUMENT BY COUNTRIES

No	Countries	Documents	Citations
1	United States	244	70
2	Russian Federation	221	33
3	Spain	157	34
4	United Kingdom	145	59
5	Poland	98	14
6	Germany	75	21
7	Italy	56	12
8	China	54	5
9	Brazil	50	7
10	Australia	42	16
11	France	40	9
12	Czech Republic	36	5
13	Canada	35	25
14	India	34	10
15	Turkey	32	2
16	Ukraine	30	0
17	Iran	27	5
18	South Africa	26	15
19	Romania	25	9
20	Belgium	22	10
21	Slovakia	22	5
22	Japan	21	4
23	Chile	19	4
24	Hungary	18	4
25	Indonesia	17	0
26	Serbia	17	1
27	Netherlands	16	19
28	Argentina	15	0
29	Portugal	14	4
30	Jordan	13	6

Table 4 above shows that the United States has 244 documents and 70 citations. This number is the largest amount compared to other countries. Then followed by the Russian Federation, which has 221 documents and 33 citations. Furthermore, Spain has 157 documents and 34 citations, while the United Kingdom only has 145 documents and 59 citations. The number of citations obtained by the United Kingdom is higher than that of the Russian Federation. In addition, there are several countries that have some documents under one hundred, such as Poland, Germany, Italy, China, Brazil, Australia, France, Czech Republic, Canada, India, Turkey, Ukraine, Iran, South Africa, Romania, Belgium, Slovakia, Japan, Chile, Hungary, Indonesia, Serbia, Netherlands, Argentina, Portugal and Jordan.

Furthermore, Figure 8 shows some of the most influential countries based on the number of documents and citations they obtained, which are connected in a Cluster.
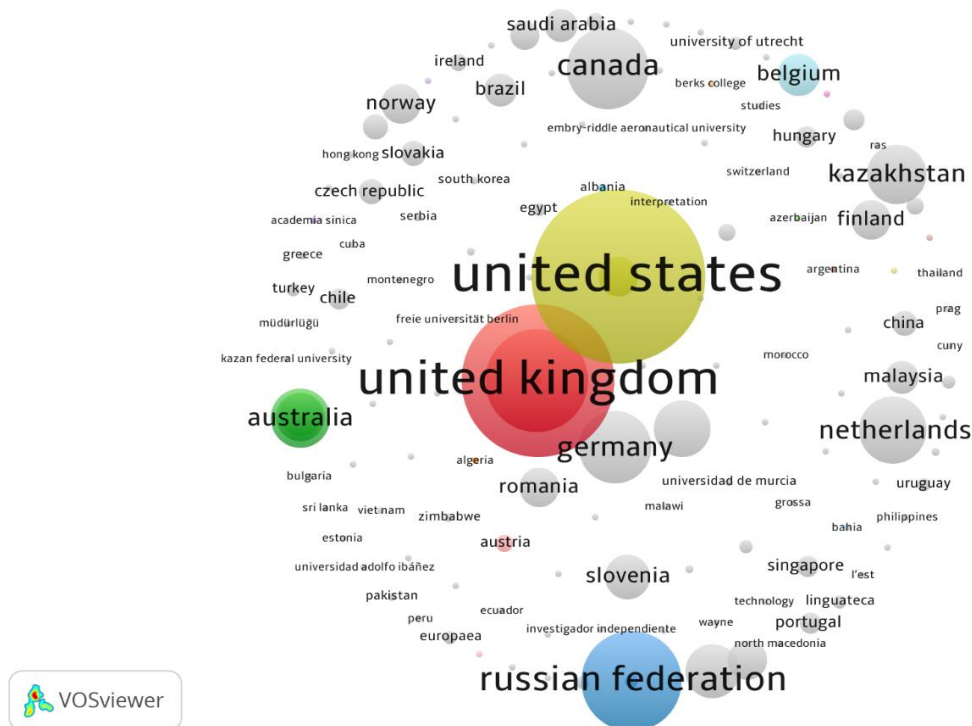
Figure 8. The Mapping of the Most Influential Countries in Publishing Novel

The distribution of countries that contributed to the publication of novels and other literary works shows that each country is connected, and some are independent. This colour leads to the acquisition of the most documents and citations and strong relations with several other countries regarding the publication of literary works—Vice versa, the smaller the publication for each country, the smaller the nodes. As shown in Figure 8, the United States, United Kingdom, Russian Federation, Australia, Germany, Netherlands, Canada, and several other countries have large nodes.

IV. Conclusion

Based on the research results, the publication of novels at this time still exists and continues; for example, in Figure 2, every year, the publication of novels increases. Likewise, the research themes in the novel are increasingly diverse as in Figure 3. Not only that, the authors and distribution of novel publications in each area of the novel are also growing (See Figure 4 and Figure 6). Thus, the novel as science fiction is growing and even becoming educational material that is connected to other scientific disciplines. The novel is the epigraph—the resonant quotation placed at the head of a narrative (Mullan, 2006, p. 15). Today's world is interconnected; there are almost no boundaries between imagination, science fiction and non-fiction. The ability to think and the power of human creativity are growing (see Mori et al., 2023). In this case, science fiction, such as novels and other literary works, can prove that this world is integrated with the past and the future. So, it is not an exaggeration if researchers argue that the current situation, the space of life we live in, reflects the previous life (see Hedblom et al., 2022). As stated by Collie (2011), the stories, dreams, histories and myths connect people to particular places and make places concrete and inhabitable.

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East-West Identity Unmasks the Mistaken Ideology of American War on Iraq: A Critical Analysis of *Baghdadi Bath* and *Bengal Tiger at the Baghdad Zoo*

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Abstract—The study aspired to investigate the human trauma of a society in wartime and thereafter. It focuses on literature that seeks to reflect life as it should be. However, literary works here deal with catastrophic dramas that depict Iraqis who generally suffer from the negative repercussions of the American Crisis and the extreme underdevelopment and poverty at that time. In this paper, the audience faces the disaster in two dramatic works: *Baghdadi Bath* (2005) by Jawad al-Asadi and *Bengal Tiger at the Baghdad Zoo* (2012) by Rajiv Joseph. They are a good example that depicts the nightmare experienced by all Iraqis during the war. Speaking about the disaster of war, we guess that the disaster may have human roots. The disaster of war on Iraq, in particular, is taken for analysis. The researchers try to denote the nature of man at the time of the disaster. The paper explores the relations between the ideas of war and the world we face and refers to Baghdad's brutal past and its confused present. It also inspects the real reasons behind the war and records the human condition in the consequences of the American invasion of Iraq. To narrow the field of investigation, the researchers have chosen disaster at war, especially the American war on Iraq in 2003, and its results for the study. The paper steps down war and violence and assures peace for people depending on different perspectives.

Index Terms—American, Baghdad, East, Arab, Tiger

I. INTRODUCTION

The two plays are selected for their strong representation of the war crisis in Iraq, reflecting the harsh circumstances of people and animals. They also help in illustrating the actual political, social, and economic connotations of the American ideology of the war. One of the advantages of having an Arab dramatist write about war is that he is more likely to represent it with realistic composition and in a declarative manner because he is fully aware of the whole process. This vantage point, in portraying the image, makes it credible enough for a wide range of audiences, initiating insights into the facts behind the war objectively. It also lends them the chance to live and see how awful is that life during wars, and how American soldiers, ignoring the culture and the nature of Arabs, dehumanize Iraqis and break the rules protecting human dignity during the war. In similar lines, the presence of an American playwright who also deplores acts of violence and rejects the American war on Iraq, confirms the fact that the war has a hidden political aspiration and economic dimension. The author explains that the US war was a major mistake, increasing the power of terrorism and the number of victims. He added that the war on Iraq was systematic with a view to eliminating Saddam Hussein's regime and destabilizing the Middle East.

II. SIGNIFICANCE OF THE STUDY

The article provides ways to explore the connection between literature and disaster. The literature of catastrophes is a meaningful concept if we contemplate it from a human perspective since catastrophes, with their political and social concepts, could be grasped if they are accompanied by personal calamities and encountered as existential situations tormenting people. "Mankind has also coined new disasters like war, fire, accidents, shipwrecks, nuclear explosions, electric accident etc. leading to terrible casualties" (Joseph et al., 2016, p. 289). The priorities of the theatre in the

history of mankind have been associated with the catastrophes to which villages, cities, and countries have been subjected. The article raises questions about the human conditions, war violence, and transcendence in the modern world "the young soldiers have transformed from kids to killers, the interpreter has turned from gardener to traitor in his own land. No one can make sense of the inhuman acts surrounding him" (Joseph, 2010, p. 3). The two works of the research serve as a literary attempt to avoid wars and save human beings from more upcoming conflicts, and a call to deal with disaster in a rational manner. It is an attempt to rid the world of the negative effects of war on a society where no one can understand the inhumane acts around.

By examining the two works of study, one recognizes that from the point of view of most Arab authorities, the American war on Iraq isolated the people from the theater, which is considered the link between Iraqis and life and one of their most important sources of knowledge. Arabs know for sure that the stage has remained marginalized and it flourishes only when it praises and promotes media and political programs. From here, the researchers believe that the Arab theatre has been living for a long time in fatal isolation, which has caused the lives of people in this region of the world to become more blackened, painful, and bitter, saying the doors were closed before peaceful coexistence among each other. That is why theatre has remained far from the social and human life of our Arab countries. Not to mention the closure of a large number of theaters and cinemas in the Arab world. The researchers note that most Arab societies have become defeated and deprived of civilian life. Iraqi people have been isolated and left behind by the international community; they have been marooned upon this barren land for too long.

Here springs the significance of declaring the real tendencies and intentions of the American government through a literary representation of two plays, under discussion, whose titles are promising and indicative of that claimed ideology. The researchers, through this paper, want to prove that the essence of Arab's vision of war theatre lies in the theatre's contribution to rebuilding a new-style civil society and creating a new Arab human being that fathoms considerably the culture of war and the theatre of peace in a real way.

III. DISCUSSION

A. The Thematic Function of Baghdadi Bath by Jawad Al-Asadi

Jawad Al-Asadi (1947 –) is an Arabic writer of Iraqi origin and a major twentieth-century playwright. Pertaining to the Post-World War II generation, Al-Asadi is always concerned with Iraqi suburban troubles to expose the grim reality and demolish the false American stability. In that sense, *Baghdadi Bath* brings Americans to the atmosphere of chaos and danger experienced by the Iraqi capital Baghdad after the US invasion of Iraq. The play displays the story of two Iraqi brothers (Majid and Hamid) who represent the Iraqi people in their different views of resistance against the American occupation. The two brothers are seen as victims of two tyrannical rulers: Majid is the victim of Iraqi dictatorial president, Saddam Hussein; also, Hamid is the victim of the brutal American conquest of Iraq. The two brothers have different tendencies; however, the shadow of sadness is the only objective equivalent that gathers Iraqi people. The play sheds light on the type of bus drivers who work between Amman and Baghdad and aims to examine the nature of this kind of people. Through a history full of pain, it monitors the transformations of bus drivers' life in Iraq during the American conquest.

Coming close to his theatrical and reflective style, Jawad al-Asadi refers to Iraqi reality after the occupation with all its repercussions on public life and highlights the state of contradiction in this reality employing two different perspectives towards the occupation. Majid, the older brother, is a pragmatic opportunist and opportunity hunter, who cooperates with the devil for his livelihood, worked with the former regime, and now works with the Americans. In this regard, Hamid criticizes the American invasion and the humiliating way Americans deal with Iraqis:

> HAMID: … You put all your buses at their service and fired me. …I would be ashamed to work for them….you have become their pet dog.
> MAJID: My profession is my master.
> HAMID: They occupy your country and you consider them the noblest God's creatures.
> MAJID: With their help I buried my poverty. (Al-Asadi et al., 2008, p. 112)

Thus, Majid puts his car in the service of transporting supplies and equipment to and from prisons, and sees the occupation as a winning bargain to revive his trade and business, especially after losing his dreams of learning and becoming a famous singer. Whereas Hamid, the younger brother, was a head-confused person who was kept captive by fear and terror. He witnessed bloody events that took hold in his memory and formed a kind of guilt complex towards the Iraqi people. Hamid had been forcibly involved in mass massacres under threat and murder. He was also the victim of greed and exploitation by his older brother, who usurped his rights, abandoning his family to the extent that he had not participated in the funeral of his father, or even visited his elderly mother.

In his dramatic approach, Jawad al-Asadi sought to reveal what these two characters felt before and after the occupation. He discloses their past and illuminates the dark sides of their persona. Al-Asadi reflects the Iraqi human psyche that is trapped between its nostalgia and the past and involved in a harsh reality seen as irrelevant to its cultural history. In the play's first scene, the event takes place in an abandoned bathroom, where the large space refers to Iraq's devastation after the occupation. In this direction, al-Asadi breaks through the past with all its good and bad events, revealing each character's components and the intellectual conflict between them. The two brothers manifest opposing forces and different views concerning the American attack on Iraq. However, they were shocked by the brutal

environment around them. "The sound of explosions, the putrid blood, and a gold tooth" (Myers & Saab, 2019, p. 311) in a pool of urine are normal rubbles of the foreign invaders. In the second scene, the show moves into an area that represents the boundary between Amman and Baghdad. In this space, al-Asadi proves the fictitious political elections where the Iraqi citizen experiences humiliation so much that Hamid loses his dignity and cringes on the Americans, who control the borders, to introduce a billionaire man who intends to stand for elections, to obtain a material gain. Yet the billionaire dies at the border and his body turns into a nightmare that sickens Hamid and elicits Majid's nerves. Thus, al-Asadi expresses the process of corruption related to the cross-border bodies. Majid asks his brother to convince the American recruiter that they are carrying a prestigious body who is supposed to be the candidate for elections, but Hamid is revolted by the idea and the American recruiter. After a violent dispute between them, the younger brother decides to return to Amman, while the elder is interested in the exhumation of a body blow. In the third scene, the event takes place in the large space of the first scene itself where Hamid tries to purify himself from blindness which may lead to personal insight into the havoc of the American war on Iraq. The show concludes with the disappearance of the two characters as if they are covered by the steam in the bathroom. Accordingly, the play is an effective means of expressing the desperation suffered by Iraqis.

In his presentation of the play, al-Asadi uses the cinematographic image of the steam in the bathroom; he goes through performance and verbal and visual images to confirm that his play establishes a scenographic aesthetic platform through the Baghdadi Bath environment which inspires and motivates everyone. He creates a symbolic relationship between nudity in the large space and the stripping of souls based on the fact that the bathroom is a symbol of the blood bath that Iraqis are living under occupation and inside Baghdad's gates of Hell.

Al-Asadi reviews the meanings of exhumation, stripping, and fraternal disputes which turn the bath into a breeding ground of suspicion and differences, and make the theatrical performance loaded with the fire and steam of the bath. Giving great consideration to the dramatic effects more than the storylines, the playwright imagines the steam of the bath adding to the purificatory atmosphere of the stage; he uses the image of the running water to reflect and reinforce the reality of the scene. The horrors of the theatrical explosions make the audience close to the show's spirit so that the stage and the gallery turn into a coherent crowd during which al-Asadi lures his audience into acoustic and performative scenes.

The playwright revealed one of the reasons he wrote the text *Baghdadi Bath*, it was the killing of his two brothers, who were working as bus drivers on the road (Baghdad, Damascus, and Amman), due to the sectarian conflict developed into a brutal fighting. So, as far as possible, he tries to paint an image of two brothers (bus drivers) who meet in a bathroom to wash. They began to stone and wash harshly, "I brought the same loofah and stone … I'll scrape your body as father scraped mine until your filth goes down the drain" (p. 312). Here, the two brothers begin to expose the misery, agony, and pain that have been directed to the Iraqi people through simple tales that generate their differences and problems. Accordingly, the sclerotic, 30-year rule of former president Saddam erased the souls and lives of the Iraqis while the American occupation broke their backs. It became clear that the American soldiers, who came to rescue the Iraqis from Saddam Hussein's tyrannical rule, had their main goal of destroying the remaining prosperous civilization of Iraq and shattering the dignity of the citizens, which was the real purpose of the invasion.

Al-Asadi created realistic plays that feature the themes of violence and abuse of power. Such real plays mirror the psyches of Iraqi citizens who suffer colonialism and the American arbitrary power. *Baghdadi Bath* analyzes the western dramatic tradition that is much related to personal experiences during the administration of Saddam Hussein and the American invasion of Iraq. While he was abroad receiving his education in Bulgaria, al-Asadi got a message from his family that his brother had been killed. The family too advised him not to return to Baghdad, and he stayed in exile until 2004. He returned with a specific object in mind: to create a serious theatre that discusses and expresses life in Iraq after the attack. In her paper entitled *Remembering Cosmopolitan Baghdad in Exile* (2012), Diane Duclos relates an interview with al-Asadi who demonstrates his love for Baghdad, describing his return to it after the American invasion as follows: "I felt as if a butcher had come and cut my city and its political life into pieces. Without the river, I would not have recognized my city" (p. 8). The work explores the lack of feeling of safety and stability, and the boredom of waiting to have one's fate decided by an unseen power during Saddam Hussein's domination. The war changed Baghdad to become an untrodden place haunted by severe destruction, sectarian tension, and bombings.

Furthermore, people were afraid to leave their houses due to the combat that had been released in the city. Danger surrounded people and the call to disband the Iraqi army began. Hamid has expressed the Iraqi people's conscience talking about the slow and painful death that torments them: "I became sick. I puked blood. I lost my appetite. I became pale and thin. I beat my head against the prison wall. I fell to the floor. I cried. They … threatened to cut my tongue if I ever said a word about what I had seen" (Al-Asadi et al., 2008, p. 118). And in so doing, Iraqi citizens knew that they could be killed at any time, and children were kidnapped for a great ransom. Iraqi theatre now is full of bloody actions which lead to violent massacres. Al-Asadi criticizes Iraq under Saddam Hussein's regime and dramatizes his family who died at the hands of sadistic torturers. Other citizens, instead of offending Saddam Hussein, they commend him. In writing the play, al-Asadi is particularly seen as affected by the Palestinians who, considering the meaning of being exiled in their country, fight against the occupiers as well as he sees himself exiled and fights against the Iraqi President. The play shows Iraqi society which is torn apart by extreme violence. He explores the themes of madness, violence,

cruelty, occupation, abuse of power, and exile through his painterly plays. Although the two brothers remained in Iraq during the time of occupation, they are marginalized and one feels that they have no existence even in their own country.

Iraqis suffered a great deal from the scourges of war, exclusion, sanctions, and difficult times when men and animals were starving and did not have enough food. Unquestionably, the author directs vitriolic criticism and sharp blame for American politics and bears witness that the war has weakened Iraq and the Middle East. The American administration had foreseen the Iraq war as an easy task and the war ended in a one-sided victory. However, victims must not forget that war has brought slaughter, terror, hunger, and poverty to Iraq and Iraqi civil citizens. It also has heightened the sense of insecurity everywhere in the Middle East.

Public opinion in America was indifferent, providing enthusiasm for the anti-war movement. This confirms the fact that the American war against Iraq did not mean to overthrow a tyrant, confront injustice, or/and remove corruption from the Iraqi people, but it was purely for gaining political and economic interests; namely capturing the country's wealth. All analysts know that the American invasion had much to do with Iraqi oil and imperial bases. So, the "ruthless intervention is sometimes needed to establish or re-establish Western control of the Middle East oil, to ensure that Western oil companies can derive a 'favourable' level of profit (Rai & Chomsky, 2002, p. 101). The war has curtailed oil production and suppressed future investment in Iraq. It also destroyed several Iraqi cities and much of Iraq's refinery systems. However, the war caused great damage on the American side and the costs of the US war on Iraq were much greater than the Iraqi human cost of war.

In reference to the moves that are against the war, "some have even argued that U.S. policy should actually harness this momentum [the war as a chance] to redraw the Middle Eastern map along lines that would make it less predisposed toward conflict" (Wehrey et al., 2010, p. 76). As a result, the play reflects al-Asadi's point of view to find a means of communication and to ethically attain possible means of survival in eastern and western cultures. This interprets the main goal of the study which attempts not only to introduce the realities behind the invasion and reveal the American lies behind the war but also to establish a bridge of cooperation between the two different cultures.

B. The Dramatic Function of Bengal Tiger at the Baghdad Zoo by Rajiv Joseph

The play tackles the brutal effects of war not only on man's psychological side but also on all creatures; the ghost of a Tiger roams the streets of Baghdad to understand the meaning of life and forgiveness while witnessing the bewildering absurdities of war. It deals with real incidents that occurred in the early days of the US occupation of Iraq in 2003. The zoo in the opening scene is subjected to violent bombardment destroying animal cages so that lions can specifically walk freely through the streets of Baghdad filled with destruction. All the animals locked in their cages were killed; only the Tiger remained in the cage in the middle of this chaos. And the city of Baghdad turned into a forest where all forms of murder, thefts, and looting prevailed. American soldiers killed anything moving and stole the contents of presidential palaces.

In the first act, Tom and Kev, two American soldiers, speak at the beginning of the play and show a desire to kill and fire as Baghdad has become a forest in every sense of the word. The motivation of the American soldier to kill resembles the Tiger's motives as a predator. The Tiger says, "What if my cage *had* gotten hit? … I'm not gonna go traipsing around the city, like the lions did. … But I think I'd step out for a bit. Hang around the zoo. Hunt something. Kill all the people, kill everyone. Eat them" (Joseph, 2012, p. 10). The Tiger dreams of freedom as he leaves the cage, mocks this world, and expresses the Iraqis' desire for freedom. Tom steals a golden gun belonging to Uday Saddam Hussein with a toilet that was fully made from pure gold. The play is full of sensitive images that reveal the malicious endeavors of the characters and how they deal with each other maliciously:

> KEV. You won a toilet seat?
> TOM. *Gold* toilet seat. I won the *gold* toilet seat.
> KEV. Where is it.
> TOM. Somewhere safe. I buried it.
> KEV. Where?
> TOM. Yeah, I'm gonna tell you, Kev. I'm gonna tell *you*. Somewhere safe. Between this gun and that toilet seat. Back home, I'll be sitting pretty. … I'm gonna hit eBay with that shit, you know? (pp. 10-11)

This explains the primary motivation and genuine wish behind the attack on Iraq where the occupying forces spread a blanket of fear over the people. Deprived of protesting against political oppression, Iraqis were not free to express their rights and cultural identity. Thus, the playwright explained that the United States invasion was nothing but a commercial transaction coated in blood, murder, and violation of taboos. He confirmed the meaning by employing the element of realism among the characters to express their self-conflict with the status-quo existence in the world of ghosts. "I guess I was always going to die here. I guess that was my fate, from the start. But I would have thought maybe I'd have one good day," the Tiger adds (p. 12). The Tiger gives this message when he first becomes a ghost. It contrasts his final fate, as he believes his life is over but does not give up fighting to survive.

According to Neal Zoren in his review *Bengal Tiger at the Baghdad Zoo — Temple Theaters at the Adrienne*, "Joseph's play neatly depicts the human traits — jealousy, fear, rationalization, game playing, revenge, expediency, power — that lead to conflict and war and presents them next to, and in tandem with, the harshness of war that robs many of their basic humanity" (Zoren, 2014). It is part and parcel of Joseph's talent in creating a well-developed

theatrical experience. As a dramatist, he confesses that he aims to provoke the feelings and emotions of the audience so that they may enjoy the work and get the message behind it.

The writer has his own philosophy of understanding the nature of Iraqi citizens who are trying to confront death. We see the dead refuse their doom, chase the survivors, dwell in their places, and practice simple living normally. Although the Tiger was killed at the beginning of the show, it appeared as a ghost in the virtual world to survive and stay in power. The writer regularly resurrects Iraqis through the Tiger's character that comes out of nowhere, hunts down the murderers, and reveals the nature of the characters of Tom and Kev. Consequently, the Tiger is the objective correlative which plays an important role in the structure of the dramatic work and lays out the features of the characters. Musa, an Iraqi interpreter, introduced his sister Hadia to Uday who disagreed with the girl and killed her. The dramatic tension reaches its utmost in Musa and feels a lot of pain when Tom invites him to translate for an official mission. Musa then discovers that it is just an encounter between Tom and an immoral woman.

In the second act, the characters' interactions with the world are varied on different bases. "We're broken, man. You, me, the Tiger. It's like we fell through a prism that night at the zoo and each part of ourselves just separated," Kev later says (p. 52). Joseph agrees with the Arabs' vision that the war on Iraq was barbaric and had other political allegations regarding Iraq's wealth and lands, far from the idea of eliminating tyrants and aggressors. The playwright underscores the failure of the US administration in the war on Iraq, one of the manifestations of the failure of American policies is Tom's loss of his right arm after being bitten by the Tiger. This accident expresses his physical and intellectual failure to manage his role in the US war. Musa also failed to achieve respect for himself. Here, the writer holds both sides responsible for mass destruction because of their disability to manage crises. The author was very accurate in highlighting the images that carry a lot of meanings, showing Tom in the image of a physically disabled person, and presenting Musa as a person who failed to achieve self-respect.

Musa, who created beautiful forms in Uday Saddam Hussein's Palace, is the same one who shattered these beautiful things when he facilitated the destruction of Hadia, his sister, at the hands of Uday. If we suggest that the golden toilet seat symbolizes the luxuriousness of palaces from which Iraqis were deprived, the golden gun represents power and tyranny. That is why Musa searched for physical personal gain at the expense of his homeland when he refused to hand Uday the golden gun unless Uday brought him a set of weapons. Musa aims to earn money; he is nothing but a servant of Uday and the Americans. This scene coincides with Majid's scene in the play of *Baghdadi Bath* in this paper. Both characters belong to the occupied country, but work for the invaders and themselves. Musa admits that he became another man as he kills Tom in the last scene.

It is a political play that is interested in analyzing many characters who interact under specific influences. Americans returned home from the Iraq War suffering from post-traumatic symptoms that condemn the violence and indiscriminate killing against Iraqi citizens. Many Americans expressed their rejection of what had happened in Iraq. This emerged when one of the American soldiers' parents raised the American flag inversely when he knew that his son, an army fighter, had tortured and killed Iraqi prisoners unjustly; it is a sign of sadness and disappointment. That war negatively affected the American and Iraqi arenas becoming part of the public psyche of terror, fear, and the collapse of many human values. Also, in addition, the play challenges the stereotypical classification of things and moves to satirical realism where the play returns separate heads from their bodies and displays a Tiger capable of speaking. The theatre hall is transformed into a surgical lounge where the operations take place, and the audience hears the patient's cries and sees his wounds bleed; the spectator then participates in the experiment and feels pain. Thus, the writer manages to present all images that have been affected by ruin and destruction.

The play proved that the Tiger is a world-class symbol for the Iraqi people, the Tiger says: "What if my every meal has been an act of cruelty? What if my very nature is in direct conflict with the moral code of the universe? That would make me a fairly damned individual" (Joseph, 2012, p. 33). Here, the Tiger represents Iraqi resistance to American power and criticizes the absurdity of war. When the invading soldiers transferred the Tiger to a cage at the Baghdad Zoo, the Tiger attacked Tom and bit his hand. Kev shot the tiger, but his soul came out of the body mocking, insulting the soldiers, killing people in the streets, raiding houses, filling up detainees, and destroying the country's historical and urban landmarks. The play condemns the US military occupation of Iraq and secretes two different types of the public: the hapless Iraqi people, and the cooperators who thought they could only get rich at the expense of social and human values. Finally, the play blames the United States for not fulfilling democracy's promise and violating all values. Lucy Komisar concludes: "the play is about war and repression exercised by the strong against the weak" (Komisar, 2011). This confirms the intentions of the power seekers to control and dominate the helpless and innocent victims since they could not fight back and defend themselves.

According to Frederic Wehrey, the critical evaluation of the two pieces is pivotal to show that "the war has created new societal tensions and political dynamics that have arisen inside the Middle Eastern states themselves" (Wehrey et al., 2010, p. 4) especially since the two writers do not follow the traditional dramatic portrayal of war victims. Rather they depend on an associational technique that helps the audience to gradually engage in the action. In that sense, America's image has declined in the eyes of most Americans and they never would have accepted it even in the most difficult wartime circumstances. Expressing his opinion on the US invasion of Iraq, American playwright Sam Shepard, a well-known writer and author of *States of Shock*, which dealt with the First Gulf War in 1990, says that Americans convinced public opinion that the war was a good job and that it was heroic. He confirmed that public opinion was

watching the war on television and was safe. In her book entitled *Anti-war Theatre after Brecht: Dialectical Aesthetics in the Twenty-first Century,* Lara Stevens *stressed that:*

> The selected playwrights and theatremakers share a common and self-conscious interest in how we as Western spectators respond to remote conflict as we watch it being played out on our television sets, in newspapers and online. By staging the real-life spectacle of the 'War on Terror' outside the normative and highly controlled frames of the mainstream media, these plays not only express dissatisfaction with the Western governments that wage war, they also imagine new and alternative possibilities to violent conflict". (2016, p. 2)

In similar lines and in his dramatic show of the theatrical capabilities of *Bengal Tiger at the Baghdad Zoo*, Rajiv Joseph agrees with Shepard and Stevens. However, he moves the scenes from the TV room to the ghost-haunted battlefield and the smell of death as reflected in the Tiger scene when he bits off Tom's hand and Kev shoots him with the golden gun. Joseph is a critical writer whose work moves in an unexpected direction to turn the details of everyday life into high-end art images of the realities of the world. Thus, this technique adds to the dependability of the personal experience, increasing one's visibility to the scenes.

C. Post-War Arab Vision

Arabs' vision of the post-war theatre has changed much since the American war on Iraq. Arab intellectuals know that Iraqis and Americans call for more effort to understand each other. It is a challenge that can be done through the theatre. This paper calls for Arabs to create a cultural and aesthetic theatre that attracts and informs the public who believes that theatre is the true bread of their human lives, and that theatre is nothing but writing about life in a way other than ignorance and illiteracy. "The public reaction to the plays proves the effectiveness of theatre upon the audience; and the public's need of theatre to reflect their reactions towards what has happened in Iraq" (Al Shammari, 2016, p. 223). Arabs prove that non-Arabs must understand that freedom is as valuable as a loaf of bread and food. The characters give a good example of that valuable comment when they search for social, political, and intellectual freedom. Consequently, highlighting the importance of having a theatre as a means of communication that brings together the conflicting parties, helping to replace war with peace is an achievement of this paper. Providing insights into the grim picture behind the war on Iraq is another objective because it reflects the view of Arabs and the Middle East in the post-war era. It is a neutral view that reflects the Arabs/Iraqis who have experienced all the violence. It is with this in mind that the researchers borrow the words of Milan Rai and Noam Chomsky in their book entitled *War Plan Iraq: Ten Reasons Against War on Iraq*, they say "In public, Washington and London insist that the conflict with Iraq is over disarmament. In reality, however, 'disarmament' is a cover for the overthrow of Saddam Hussein. Thus, when Iraq invited the head of UNMOVIC to Baghdad for talks … the US position was that 'There's no need for discussion'" (Rai & Chomsky, 2002, p. 200). It is a kind of security force abuse and illegal detention, especially after the events of September 11, in which the US government tried to drain Iraq on the pretext of denuclearizing and ending the tyrant's rule, but their lie was debunked. Moreover, the paper manages to establish a humanitarian image of Iraq that may differ from the image given in different media platforms.

Americans must understand the scale of pain and suffering caused by the occupation of Iraq. Iraqis live in a state of alienation and bitterness in their country. They used to have a long history of setbacks and defeats which started with the war with Iran. Wars continue unabated from the occupation of Kuwait to the collapse of the state in 2003 with the advent of the United States Army which appointed ambiguous leaders in government. Unfortunately, Iraq's wealth then has been stolen and become a hostage in the hands of the American invaders. Old and new wars, notably the American war on Iraq, put the Iraqi theatre and culture in the ongoing political impasse people live in today. Successive authorities and governments in Iraq have run wars for thirty years. Arabs have since witnessed a state of cognitive and human blindness followed by a demolition of the Iraqi personality which was once a model of culture, consciousness, dignity, and integrity.

Even so, it does not mean that Baghdad now has no real and young generation who has a tremendous desire for cultural and theatrical advancement. However, this generation is handcuffed and should challenge the power of authority which finds no meaning in the idea of the theatre. This situation has caused enormous damage to various aspects of Iraqi life, and the Occupation Government has placed Iraq in a large prison. Many Gulf Arabs and Arabs, particularly those around Iraq, argue that the 2003 invasion of Iraq, even if the region got rid of Saddam Hussein's madness, allowed Iran to intervene and control the political decision in Mesopotamia. It is sad to say this is the Iraqi reality today, and yet often, Arab dramatists and intellectuals try to light a candle of hope to illuminate some space of the gloomy frightening images that surround Iraqis from all sides. To sum up, Arabs' argument here reflects Iraqis' sense of suffering and the wish to identify themselves as innocent citizens who are forced to live during wartime against their will.

IV. Conclusion

Critical analysis of these two plays reflects their impact in inducing a relative shift in the perspective of the war in general, particularly as they do not depend on the usual melodramatic portrayal of war gains and losses. Rather they rely on a well-balanced representational approach that allows the reader to gradually engage in the war outputs and know the main aims behind the American war. With this in mind, the audience now knows that America uses brute force to gain

Iraq's wealth and land and enhance its future security. This point invites a quick reference to the paper's main idea; namely the rejection of war and welcoming peace for people. The Arab public agrees with the writers that the two plays condemn violence and destruction and that war affects all aspects of life. The two plays are not only a rejection of Iraq's war but also of the idea of war which expresses a scene of doomsday. Hence, Arabs denounce the war and its causes and call for the theatre of peace. They reject political violence and intellectual and physical terrorism. This is not merely the attitude of Arabs but also the attitude of the thinkers to the growing generations to spare them the idea that war is the solution. Since the specter of the Gulf War, the war against Iraq and the Vietnam War are still in the memory of the victims of those wars who have suffered the cruelty and scourge of war, the role of theatrical performance is important in raising awareness through objectively portraying war as a danger that attacks innocent people. The paper also helps open new horizons for reconstructing Iraq and reconciling the nation. So, the dramatization of war through plays began to get the community engaged in creating a new way of thinking in people to wake them up to the reality of the crises they face and improve the lives of vulnerable victims.

As a result, the article traces the anti-war movement and the negative effects of war through a discussion of two respective plays that address the topic by two different playwrights but with one perspective, assuming a more objective approach. The playwrights, one Arab and the other American, are anti-war activists who agree with their vision of war against Iraq. They showed up at a time when a lot of anti-war activists were backtracking in confusion since the capture of Saddam Hussein. The writers express their refusal to use bombs and claim that actions in Iraq should have been controlled and supervised by human rights organizations. Both of them see Americans as outsiders who "should not intervene, because foreign intervention generally makes things worse – but also because it's none of their business" (Dyer, 2008, p. 2).

In this regard, the two authors fill the gap and tell the story from a common essential point of view, incorporating stage directions with verbal and visual images to enhance the overall dramatic portrayal.

The war on Iraq ended and the Western party lost this round despite all its political, economic, and industrial gains in the region. I confirm that America, a great power-today, lost its place in full view of the world as the sole global superpower governing the world. This great force refused to acknowledge the loss and its consequences. According to Gwynne Dyer in his book entitled *After Iraq: Anarchy and Renewal in the Middle East*, "It's hard to know what to call this strange period when the American and British invasion of Iraq has clearly failed, but the men who ordered the invasion have not yet admitted failure and the consequences of their failure have not yet become clear" (p. 69). The two plays are an innovative way of depicting the nightmare experienced by all Iraqis and an attempt to save defenseless civilians who have suffered violence and grinding poverty for far too long and remained powerless. In a word, it is a unique chance that we discuss the culture of peace which denotes the very essence of the efforts to save humanity from the negative effects of war and to promote peace and security. Knowing that each disaster gives practical lessons to save human life, "literature [represented in the two pieces of study] can also be viewed as a guide in helping man kind to deal with disaster in a realistic and rational manner" (Joseph et al., 2016, p. 293). That is why Arabs' postwar vision calls on all international human rights organizations to protect innocent populations so that future generations will live in tranquillity, free from hunger, armed conflict, and disease.

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A Multi-Dimensional Contrastive Analysis on English Abstracts in Chinese Master's Theses and International Core Journal Articles

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Abstract—As a signpost for the reader, the abstract contains the main body of a thesis and summarizes the most important information in an article. Thus, it is essential for assessing the quality and value of a thesis. This research aims to provide insight into the linguistic features of English abstract writing. Based on the multi-dimensional analysis approach proposed by Biber (1988), this study investigates the difference in English abstracts between the Chinese master's theses (CMT) and the international core journal article (ICJA). With the help of the MAT (Multi-dimensional Analysis Tagger 1.3) analysis tool, the corpus of 100 English abstracts from these 2 resources has been analyzed for comparison of the functional and lexical-grammatical features in 6 dimensions. The results show that there are differences between CMT and ICJA's English abstracts in dimension 4 (Overt Expression of Persuasion) and dimension 6 (On-line Informational Elaboration), and 25 linguistic features across these 6 dimensions. The results help learners identify the differences in dimensions and linguistic features between their English abstracts and those written by experts to improve their abstract writing and to write more native-like theses.

Index Terms—Multi-dimensional Analysis, abstract writing, master's theses, EFL graduate student, academic writing

I. INTRODUCTION

To get a master's degree, a master's thesis is the essential and last step in most universities around the world. For some L2 learners, it is extremely important to produce a high-quality English master's thesis. In a master's thesis, the abstract is the most important piece of work as it is one of the first things an examiner will look at. It is also the section of text that is reproduced in computerized databases of theses (Paltridge & Starfield, 2020). Therefore, to impress the examiners and show excellent language ability, the language used in the abstract needs to be paid attention to by English as a foreign language (EFL) graduate students. As important learning resources for EFL graduate students, articles from international core journals provide them with the most professional guidance, which are not only academic references for students but also models of academic writing. Through the learning of these theses, academic languages can be acquired by them, and linguistic features can be imitated to improve their academic writing ability. Besides, in some L2 academic English writing classes, the structure, purpose, and format of each chapter in a master's thesis are emphasized rather than vocabulary, phrases, sentences, and grammar. Therefore, some EFL graduate students find themselves struggling when they are writing academic English, and a large number of inappropriate uses of languages can be found in their master's thesis. Moreover, for some EFL graduate students, the English abstract is often an adjunct to the abstract in the native language of their thesis (Zhang et al., 2018). As a result, grammatical errors and incorrect usages widely exist in their English abstracts.

To improve the academic writing ability of EFL graduate students and help them with the writing of abstracts in their theses, a multi-dimensional analysis approach was used in this study to explore the difference in English abstracts between CMT and ICJA. Specifically speaking, compared with experts in this field, EFL learners' deficiencies in abstract writing are expected to be found, so as to facilitate academic English writing teachers and graduate students to have an in-depth understanding of the linguistic features of English abstracts and provide a reference for the teaching of academic English writing. As for the significance of this study, it aims to promote the learning and teaching of abstract writing. Based on the results of this study, EFL learners are able to identify the differences in dimensions and linguistic features between their English abstracts and those written by experts. Subsequently, training and imitation can be used to make up for their deficiencies in a certain dimension by learning and imitating the linguistic features in abstracts of ICJA to write a more native-like thesis.

II. Multi-Dimensional Analysis

Based on Halliday's (1988) register analysis method which is limited to a single text, the theoretical framework of Multi-feature / Multi-dimensional Analysis (MDA) was developed by Biber (1988) to identify underlying dimensions of linguistic variation from a wide range of spoken and written registers of English. Using factor analysis, he established MDA supported by a large number of texts, which effectively overcomes the shortcomings of traditional register research.

The theory uses quantitative and empirical methods to identify salience language co-occurrence features, and qualitatively interprets the functions of language features, forming the basic dimension of observing register variants. Based on the LLC (London Lund corpus) spoken English corpus and the LOB (Lancaster Oslo Bergen) written English corpus, Biber interpreted the dimensions among texts specified by the factor scores. Accordingly, 67 linguistic features were analyzed and 6 main functional dimensions have been extracted. Each linguistic feature has a "loading". Features with higher absolute value "loadings" on a factor are better representatives of the dimension underlying the factor. The linguistic features with absolute values of "loadings" greater than 0.45 in each dimension are typical linguistic features. When a text has several occurrences of the features with negative weights it will likely have few of the features with positive weights, and vice versa.

According to Biber (1988), the 6 main dimensions involve dimension 1: Involved versus Informational Production. Low scores on dimension 1 present high informational and integrative of a text; Dimension 2: Narrative versus Non-narrative Concerns which distinguishes narrative discourse, and high scores on this dimension indicate that the text is narrative; Dimension 3: Explicit versus Situation-dependent Reference which distinguishes explicit, context-independent reference and nonspecific, situation-dependent reference; Dimension 4: Overt Expression of Persuasion which overt marking of the speaker's point of view and high scores on this dimension indicates that the text is explicit; Dimension 5: Abstract versus Non-abstract Information which marks informational discourse that is abstract, technical, and formal versus other types of discourse; Dimension 6: On-line Informational Elaboration which distinguishes discourse that is informational but produced under real-time conditions from other types of discourse.

III. Literature Review

A. Research on Multi-Dimensional Analysis

Over the past three decades, MDA has been widely used in the field of linguistics because of "its unique macro research perspective, and it has expanded from oral and written registers to other registers" (Pan, 2022, p. 28). This framework has been mainly applied in the study of register variation. For example, Biber et al. (2002) made a Multidimensional Comparison between Speaking and Writing at the University. Registers of college writers with and without disabilities have also been analyzed using MDA approach (Gregg et al., 2002). In recent years, MDA research has been switched to non-traditional registers such as networks, television, and film. Sardinha and Pinto (2019) identified the dimensions of variation across American television programs. Brugman et al. (2021) collected transcripts of satirical news shows, regular news shows, and fiction shows to identify register dimensions, and patterns in linguistic features unique to genres, which we used to determine the presence of discursive integration. Pinto and Sardinha (2014) analyzed the discourse evolution of American films from 1930 to 2010, identified 7 dimensions, and used ANOVA to analyze the variation. Thus, it can be seen that the analysis of register variation based on MDA is paying more attention to new media and new registers. In addition to the study of variation among various registers, MDA has also been applied to studies of academic English discourse, for instance, Crosthwaite (2016) explored EAP instruction's impact on longitudinal linguistic variation in the direction of the established norms of an academic register, and recently, some scholars used MDA to make a comparative analysis of L1 and L2. Pan (2018) identified and interpreted 4 dimensions that capture the lexical and grammatical differences between L1 and L2 academic writing in applied linguistics. Friginal and Weigle (2014) identified the functional dimensions of L2 academic essays and analyzed linguistic variation in the corpus across parameters of time and average assessment scores. A small number of Chinese scholars compare the English abstracts of Chinese and international core journals from dimensions and linguistic features (Xie & Ma, 2021; Zhang et al., 2018), and the textual and linguistic changes in English abstracts have also been investigated from a diachronic perspective (Xie, 2020).

B. L2 English Abstracts Writing

The abstract is one of the most essential parts of a master's thesis, which has attracted the attention of many scholars, especially for L2 learners' English abstracts. As noted above, some contrastive studies have utilized MDA as an approach to compare the linguistic features of English abstracts written by native speakers and non-native speakers. For example, using the MDA approach, Zhang et al. (2018) compared the English abstracts of the most-cited articles between Chinese linguistics journals and international linguistics journals. They found that the abstracts of highly cited articles in Chinese and international journals do not differ significantly in the 6 dimensions, but some specific language features in the same dimension are used differently, and there are differences in the use of specific linguistic features in the same dimension. According to this study, it is worth noting that the abstracts of articles written by L2 and English-speaking researchers do not differ significantly in functional dimensions, but there are some differences in

linguistic features, which suggests that although the scholars' abstracts are similar in register, L2 authors need to learn further from the articles of native speakers in terms of linguistic features. In addition to linguistics features, scholars also compared abstracts genre (Feng & Wu, 2016), hedges (Qiu, 2015), pragmatic identity construction (Sun, 2015), and so on. Most of these studies are corpus-based, and both qualitative and quantitative research method was adopted to analyze the English abstracts of native speakers and non-native speakers. The purposes of these papers are similar, which are to find the differences between the two corpora and provide guidance for non-native speakers' Academic English writing. Moreover, the research object of these studies is mainly about the comparison between journals to improve the quality of abstracts in published papers. Although such research has been expanded to some extent, there is no multi-dimensional contrastive study on the abstracts written by EFL graduate students and international journals to improve L2 learners' English academic writing ability. Therefore, this study is expected to improve the research in this field from the perspective of academic writing teaching.

IV. METHODOLOGY

A. Research Questions

This research aims to analyze the functional and lexical-grammatical features difference in English abstracts between CMT and ICJA, to help the EFL graduate students with the writing of abstracts in their master's theses and provide a reference for the teaching of academic English writing. Research questions include: (1) What are the differences in functional dimensions of Chinese master's theses and international core journal articles? (2) What are the differences in lexical-grammatical features of Chinese master's theses and international core journal articles?

B. Corpus

In this study, two corpora were established by the researcher. The first corpus includes 50 abstracts of CMT in recent 5 years, which were downloaded from the China Master's Theses Full Text Database (CFMD). The selected corpus was drawn from the highly cited theses in CFMD in the last five years. The MAs who wrote these theses were all majoring in foreign linguistics and applied linguistics, and the topics of these papers include translation studies, teaching studies, linguistics studies, etc. The other corpus consists of 50 abstracts from the ICJA in the field of linguistics in 2022, including, Applied Linguistics, Journal of Pragmatics, and TESOL Quarterly. The total word count of the CMT corpus is 20221 and there are 8762 words in the corpus of ICJA. The CMT corpus has more words than the ICJA corpus, but MAT can standardize the data to ensure the comparability of the two corpora.

C. Methods

Firstly, the multi-dimensional annotation and analysis tool developed by Nini (2015) -- Multidimensional Analysis Tagger V1.3 was used to conduct automatic text annotation, feature extraction, and data analysis. With the help of this tool, 67 detailed language features and 6 functional dimensions of CMT and ICJA were counted respectively. Then, an independent sample t-test was carried out on the statistical results of the 2 corpora by using SPSS 26. Lastly, an analysis of the results was conducted with case studies to explore the differences between theses function dimensions and lexical-grammatical features.

V. RESULTS AND DISCUSSION

As shown in Table 1, an independent sample t-test on the dimension scores of English abstracts between CMT and ICJA shows that there are significant differences between English abstracts of CMT and ICJA in dimension 4 (Overt Expression of Persuasion) and dimension 6 (On-line Informational Elaboration) ($p<0.05$), while there is no significant difference in dimension 1, 2, 3, and 5. In dimension 4, the dimension score of CMT is higher than ICJA, while in dimension 6, the dimension score of CMT is lower than ICJA. Besides, the dimension score of both CMT and ICJA are high in dimensions 3, 5, and 6 and low in dimensions 1, 2, and 4.

TABLE 1
T-TEST ON THE DIMENSION SCORE OF ENGLISH ABSTRACTS BETWEEN CMT AND ICJA

	CMT		ICJA				
	n=50		n=50		*t*	*df*	*p*
	mean	Std deviation	mean	Std deviation			
Dimension1	-17.667	5.011	-16.950	5.362	-0.692	98.000	0.491
Dimension2	-4.049	2.582	-3.068	3.218	-1.682	98.000	0.096
Dimension3	10.861	4.336	10.063	5.259	0.828	98.000	0.410
Dimension4	-3.415	2.604	-4.538	2.881	2.045	98.000	0.044
Dimension5	3.700	3.769	3.323	5.278	0.412	88.661	0.682
Dimension6	0.065	2.121	1.242	2.866	2.334	90.280	0.022

Based on the above data analysis, compared with ICJA, CMT scored higher on dimension 4, indicating that CMT's English abstracts are more persuasive and explicitly mark the author's point of view, while CMT scored lower on dimension 6, indicating that CMT's English abstracts are more elaborated. In addition, the dimension scores of English abstracts of CMT and ICJA are high in dimensions 3, 5, 6 and low in dimensions 1, 2, and 4, indicating that their English abstracts are more informative, explicit, abstract, and elaborated but less narrative and persuasive. According to the results of MAT, the closest text type of CMT and ICJT's abstracts are "learned exposition". Texts belonging to "learned exposition" are typically informational expositions that are formal and focused on conveying information and scores of them are low on dimension 1 and high on dimension 3 and 5 (Biber, 1989).

A. Contrastive Analysis on Dimension 1

Dimension 1 is the opposition between "Involved and Informational" discourse. There is no significant difference between the dimension scores of these two corpora (p= 0.491>0.05). The scores of these two corpora on this dimension are low, which indicates that abstracts are the type of texts that can be associated with a high informational focus and a careful integration of information.

TABLE 2
THE DIFFERENCES IN LINGUISTIC FEATURES IN DIMENSION 1 (INVOLVED VERSUS INFORMATIONAL PRODUCTION)

Features	CMT's mean	ICJA's mean	t	p
Average word length	2.649	3.518	-4.816	0.000
Emphatics	-0.059	-0.634	2.150	0.034
First-person pronouns	-1.002	-0.772	-4.690	0.000
Total other nouns	2.985	2.220	3.483	0.001
Pronoun it	-0.430	-0.946	3.347	0.001
Total adverbs	-2.419	-2.127	-2.033	0.045
Be as main verb	-1.683	-2.134	3.003	0.003
Private verbs	-0.661	-0.367	-2.100	0.038
Sentence relatives	4.845	1.760	2.708	0.008
WH-clauses	-0.290	0.818	-2.216	0.031
Attributive adjectives	2.042	3.104	-3.475	0.001

There are significant differences between CMT and ICJA on 11 linguistic features of dimension 1 (P < 0. 05). Among them, the scores of CMT are lower than that of ICJA in 6 linguistic features, namely Average word length, First-person pronouns, Total adverbs, Private verbs, WH-clauses, and Attributive adjectives, whereas the scores of CMT are higher than that of ICJA in 5 linguistic features including Emphatics, Total other nouns, Pronoun it, Be as main verb, Sentence relatives.

First-person pronouns appear more frequently in texts with high interactivity. In the corpus of CMT, first-person pronouns appear less frequently than ICJA. Pronouns "we" appeared 4 times in the CMT corpus, while it occurred 35 times in the ICJA corpus. This indicates that EFL students prefer to avoid using first-person pronouns and tend to use words like "the author" or "this research" instead of "we" or "I". On the one hand, this may be because EFL students consider that avoidance of first-person pronouns may enhance the objectivity of the thesis. The emphasis on the objectivity of the thesis is the consensus of EFL academic writing instruction and the basic rule of the dissertation writing. On the other hand, this indicates that EFL students ignore the interaction with readers and place more emphasis on the objectivity of information. In contrast, international scholars use more first-person pronouns. For example, "we argue that..." "we suggest that..." "we examine..." "we explore..." etc. This shows that the use of first-person pronouns can be accepted by international journals and scholars. Although the use of first-person pronouns may diminish the informative nature of academic articles, the appropriate use of first-person pronouns does not cause the thesis to become unobjective.

Word length and type/token ratio similarly mark "a high density of information, and longer words also convey more specific, specialized meanings than shorter words" (Biber, 1988, p. 104). According to the results in Table 2, the average word length of ICJA is significantly longer than that of CMT, which indicates that the words of ICJA abstracts are more specific and specialized. The reason for this is that EFL students may have a limited vocabulary compared to international scholars. Therefore, more specialized word study is crucial for them, and teachers are expected to encourage students to use more long words in their thesis abstracts.

Be as main verb can be associated with a fragmented presentation of information, resulting in a low informational density. It is typically used to modify a noun with a predicative expression, instead of integrating the information into the noun phrase itself, for example, "the house is big versus the big house" (Biber, 1988, p. 106). According to Table 2, there are fewer uses of Be as main verb in ICJA, which highlight the information density and the informativity of the text. However, the use of Be as main verb often appears in EFL students' theses, for instance:

(1) "Metaphor is a common language phenomenon in our lives." (CMT)

(2) "...news report is full of hostility with ecological property of eco-destructive." (CMT)

(3) "the eco-critical discourse analysis is a newly developed branch of the eco-linguistics, which…" (CMT)

Besides, Pronoun it is often found co-occurring with be verbs (e.g., it is meaningful to study...; it is necessary to enhance...; It is easier to express...). The use of these 2 features decreases the density of information, which reduces the

specialization and informativity of the thesis. Therefore, EFL students should try to avoid the use of be as the main verb, thus enhancing the informativity of the article.

Emphatics mark heightened feelings, and sentence relatives are used for attitudinal comments by the speaker. This feature is used for "involved discourse, marking high interpersonal interaction or high expression of personal feelings, such as, sure, very, really, just, most, more, certainly, assuredly and so on" (Biber, 1988, p. 106). English writers used emphatics for a variety of purposes: "to stress the significance and contributions of their findings, boost the current knowledge and scholarship, emphasize the results, etc" (Abdollahzadeh, 2011, p. 293). Emphatics appear less frequently in abstracts written by EFL students and scholars, but more emphatics are used by students in comparison to scholars, for example:

(4) The study found that Chinese and American news reports do have differences in language use. (CMT)

(5) The modal verbs are more likely to express the attitudes of the reporter. (CMT)

(6) ...proclaim resources of contraction resources to clearly show China's diplomatic stance. (CMT)

The use of emphatics in CMT's abstract enhances the authors' emotional expression and interpersonal interaction, and the extensive use of emphatics reduces the objectivity of the abstract, which is not in line with the avoidance of subjectivity in academic texts. EFL students are expected to reduce the use of adverbs, modal verbs, and verbal when reporting results in their abstracts to enhance the objectivity of the text.

Private verbs (e.g., reveal, indicate, imply, show, suppose) are used for the overt expression of private attitudes, thoughts, and emotions. International scholars use more private verbs to make their points and convince their readers. Those verbs can engage the reader and help them picture what's happening in the paper.

B. Contrastive Analysis on Dimension 2

Dimension 2 is the opposition between "Narrative and Non-Narrative Concerns". There is no significant difference between the dimension scores of these two corpora (p= 0.096>0.05). The scores of these two corpora on this dimension are low, which indicates that the texts are non-narrative.

TABLE 3
THE DIFFERENCES IN LINGUISTIC FEATURES IN DIMENSION 2 (NARRATIVE VERSUS NON-NARRATIVE CONCERNS)

Features	CMT's mean	ICJA's mean	t	p
Past tense	-1.108	-0.846	-2.975	0.004
Perfect aspect	-0.864	-1.237	2.539	0.013
Public verbs	-0.709	-0.231	-2.044	0.044

There are significant differences between CMT and ICJA on 3 linguistic features of dimension 2 (P < 0. 05), including, Past tense, Perfect aspect, and Public verbs. The negative scores for all 3 linguistic features indicate that these 3 features occur less in both corpora. Students use less Past tense, Public verbs, and more Perfect aspects compared to the experts' abstracts.

Past tense and Perfect aspect forms mark actions in past time. They have been associated with "narrative/descriptive texts and with certain types of academic writing" (Biber, 1988, p. 223). In dissertation abstract writing, the tense of the verb often depends on the difference in moves. Hyland (2000) proposed a five-move structure to analyze academic abstracts, including Introduction, Purpose, Method, Product, and Conclusion. The study showed that in the abstracts of applied linguistics journal articles, the present tense usually occurred in the first, second, and fifth moves, while the past tense was often used in the third and fourth moves (Tseng, 2011). Therefore, according to the results of MAT, although abstracts are non-narrative texts with less use of the past tense, the past tense is essential when writing moves of Method and Product. In this study, fewer past tenses appeared in the abstracts written by EFL students compared to the ICJA abstracts, which may be because few students used the past tense at the fourth move (Product), while more international scholars used the past tense at this move, for example:

(7) The results of the research show that it helps students play their positive roles in learning... / The results from data analysis indicate that... / the author finds that Howard Goldblatt has a great awareness of... (CMT)

(8) The results demonstrated a linguistic positivity bias in academic writing. / Results showed that over two-thirds of posts are attached with hashtags... / Reciprocal self-disclosures were found to be central to constructing positive relations... (ICJA)

In contrast, the Perfect aspect appears more in the CMT summaries, probably because EFL students use more Perfect aspects in the first move for the introduction. Whereas, scholars are accustomed to reducing the length of the first move due to the word limit of international journal abstracts. In general, verb tenses in abstracts should be used flexibly under the condition that they follow the rules of academic writing, as multiple tenses may appear in the abstract. In addition to the verb tense in this dimension, there is a significant difference in the use of public verbs that are apparently used frequently with these other forms because they function as markers of indirect, reported speech (e.g., admit, assert, declare, suggest, report, say) (Biber, 1988, p. 109). Scholars tend to use more private verbs to demonstrate the views of previous researchers.

C. Contrastive Analysis on Dimension 3

Dimension 3 is the opposition between "Context-Independent Discourse and Context-Dependent Discourse". There is no significant difference between the dimension scores of these two corpora (p=0.410>0.05). The scores of these two corpora on this dimension are high, which indicates that the texts are explicit and not dependent on the context.

TABLE 4
THE DIFFERENCES IN LINGUISTIC FEATURES IN DIMENSION 3 (EXPLICIT VERSUS SITUATION-DEPENDENT REFERENCE)

Features	CMT's mean	ICJA's mean	t	p
Nominalizations	2.034	2.652	-2.036	0.045
Phrasal coordination	6.012	4.489	2.100	0.038
Pied-piping constructions	-0.318	0.559	-2.270	0.027

There are significant differences between CMT and ICJA on 3 linguistic features of dimension 3 (P < 0. 05), including, Nominalizations, Phrasal coordination, and Pied-piping constructions. Students use fewer Nominalizations, Pied-piping constructions, and more Phrasal coordination compared to the scholars' abstracts.

"The co-occurrence of phrasal coordination and nominalizations with the relativization features indicates that referentially explicit discourse tends to be integrated and informational" (Biber, 1988, p. 110). Nominalizations can expand idea units and integrate information into fewer words. As shown in Table 4, nominalization appears significantly more often in ICJA abstracts than in CMT, for example, "attainment" "enhancement" "implicitness" "evasiveness" "opposition" and so on. Nominalizations allow complete sentences to be simplified into more compact and informative noun phrases, which makes the abstract clearer and more explicit. Hence, more nominalizations should be used by EFL students to make the abstracts more explicit.

The form of Pied-piping constructions belongs to WH relative clauses, which can all be considered as "devices for the explicit, elaborated identification of referents in a text, and are used to specify the identity of referents within a text in an explicit and elaborated manner so that the addressee will have no doubt as to the intended referent" (Biber, 1988, p. 110). There are more Pied-piping constructions in ICJA, for instance:

(9) ...they are indicated as points of comparison on which a team may base their interpretation of the current situation.

(10) ...the elements with which they appear to affiliate trigger interactional misalignment...

(11) The findings underline the importance of contextualizing data and understanding the ecology in which teaching and learning of any subject or any language take place.

The reason for the low occurrence of Pied-piping constructions in CMT abstracts may be caused by the absence of similar syntax in Chinese, which leads many students to be unfamiliar with its rules. Accordingly, they tend to avoid using Pied-piping constructions due to the concerns of negative transfer from the misuse of it. In summary, EFL students are weak in using advanced vocabulary and grammar. To enhance the professionalism and explicitness of the texts, complex words and syntax need to be mastered by the students.

D. Contrastive Analysis on Dimension 4

Dimension 4 measures "Overt Expression of Persuasion". There is a significant difference between the dimension scores of these two corpora (p=0.044<0.05). The dimension score of CMT is higher than that of ICJA, which indicates that the abstracts written by EFL students are more persuasive and explicitly mark the author's point of view.

TABLE 5
THE DIFFERENCES IN LINGUISTIC FEATURES IN DIMENSION 4 (OVERT EXPRESSION OF PERSUASION)

Features	CMT's mean	ICJA's mean	t	p
Necessity modals	-0.299	-0.864	2.448	0.017
Predictive modals	-0.959	-1.286	2.449	0.018
Suasive verbs	-0.315	0.255	-2.200	0.031

There are significant differences between CMT and ICJA on 3 linguistic features of dimension 4 (P < 0. 05), including, Necessity modals, Predictive modals, and Suasive verbs. Students use more Necessity modals and Predictive modals, but fewer Suasive verbs.

Prediction modals are direct pronouncements that certain events will occur, e.g., will/would/shall; necessity modals are pronouncements concerning the obligation or necessity of certain events, that they should occur, e.g., ought/should/must. Suasive verbs imply intentions to bring about some change in the future, e.g., command, stipulate. These features can mark the assessment of likelihood and the speaker's attempts to persuade the addressee (Biber, 1988). According to Table 5, EFL students prefer to use Necessity modals and Predictive modals. In the CMT abstracts, "should" appears 31 times, and "will" appears 26 times, while in the ICJA these two words each occur only 2 times, for example:

(13) ...the author offers the following suggestions: teachers should strengthen the guidance of learning strategies... (CMT)

(14) ...the translator should sacrifice those features to ensure the readability of the translated text. (CMT)

(15) It is hoped that this thesis will arouse people's attention to ecological issues... (CMT)

As the above examples show, EFL students often use necessity modals to make suggestions when it comes to the moves of significance/importance discussion. Such an expression enhances the persuasive effect of the article, but it reduces the objectivity of the text to a certain extent. In contrast, scholars deliberately avoid the use of necessity modals and predictive modals when discussing the importance of research. Suasive verbs appear more frequently in this move of ICJA abstracts, for instance:

(16) ...stories suggest further implied meanings dealing with the relationships between characters and the authors' manipulations of person references. (ICJA)

(17) We argue that qualitative variation reflects the...and propose a model for experimental designs that can... (ICJA)

(18) Based on these findings, it is recommended that curricula be adjusted to include spaces for multilingual practices... (ICJA)

Based on the above examples, the author argues that, in contrast to necessity modals and predictive modals, suasive verbs enhance the objectivity of the text and convey the author's persuasion as well. Therefore, the use of such modal verbs should be used cautiously, and suasive verbs might be a better choice when discussing the importance and implications of the thesis.

E. Contrastive Analysis on Dimension 5

Dimension 5 is the opposition between "Abstract and Non-Abstract Information". There is no significant difference between the dimension scores of these two corpora (p=0.682>0.05). The scores of these two corpora on this dimension are high, which indicates that the texts provide information in a technical, abstract, and formal way.

TABLE 6
THE DIFFERENCES IN LINGUISTIC FEATURES IN DIMENSION 5 (ABSTRACT VERSUS NON-ABSTRACT INFORMATION)

Features	CMT's mean	ICJA's mean	t	p
Predicative adjectives	0.632	-0.468	2.779	0.007
Type-token ratio	-1.899	-4.489	10.086	0.000

There are significant differences between CMT and ICJA on 2 linguistic features of dimension 5 (P < 0. 05), including, Predicative adjectives and Type-token ratio. Students use more Predictive adjectives compared to the scholars, and the Type-token ratio of CMT's abstracts is higher than that of ICJA.

Predicative adjectives might be considered more fragmented in their function (e.g., the horse is big), while attributive adjectives are highly integrative (e.g., the big horse). Attributive adjectives are used to further elaborate nominal information. They are a more integrated form of nominal elaboration than predicative adjectives or relative clauses since they pack information into relatively few words and structures (Biber, 1988). According to Tables 2 and 6, there are significant differences between CMT and ICJA in both the attributive and predicative adjectives. However, the results show that more predicative adjectives and fewer appear attributive adjectives in CMT, which leads to more fragmented abstracts in CMT, for instance:

(12) And there also exists imbalance and the distribution is not systematic in two sets of textbooks. (CMT)

(13) The Russian translation is strict and tidy, more sticking to the original text and showing more normalization. (CMT)

(14) Abundant audiovisual resources online can ease the pressure of learning and provide more ways to relax, so the use of emotional strategies is relatively frequent. (CMT)

Therefore, the use of adjectives and be verbs should be noted by EFL students because these linguistic features affect the informativeness and formality of the paper.

The type-token ratio stands for the number of different lexical items in a text and is a measure of vocabulary variation within a text, and non-technical informational discourse has a markedly higher lexical variety than abstract, technical discourse (Biber, 1988). In this study, Table 6 illustrates that the Type-token ratio scores of ICJA are lower than those of CMT, which may be because the number of abstract words in ICJA is less than that of CMT. Scholars used more precise vocabulary, which made their abstracts more technical and formal.

F. Contrastive Analysis on Dimension 6

Dimension 6 measures "On-line Informational Elaboration". There is a significant difference between the dimension scores of these two corpora (p=0.044<0.05). The dimension score of CMT is lower than that of ICJA, which indicates that the abstracts written by EFL students are more elaborate and planned.

TABLE 7
THE DIFFERENCES IN LINGUISTIC FEATURES IN DIMENSION 6 (ON-LINE INFORMATIONAL ELABORATION)

Features	CMT's mean	ICJA's mean	t	p
Demonstrative pronouns	-0.726	-0.295	-2.925	0.005
That verb complements	-0.220	0.526	-2.388	0.020
That relative clauses on subject position	0.228	2.748	-3.536	0.001

There are significant differences between CMT and ICJA on 3 linguistic features of dimension 4 ($P < 0.05$), including, Demonstrative pronouns, That verb complements, and That relative clauses on subject position. All these 3 linguistic features appear less frequently in the CMT than in ICJA, suggesting that EFL students emphasize the elaboration of abstracts.

Demonstrative pronouns (this, that, these, and those) are associated with informal, unplanned types of discourse (e.g., speech), and mark reduced lexical content and interpersonal involvement, confirming that aspect of the interpretation (Biber, 1988). However, this feature appears more frequently in the ICJA abstracts, for example:

(15) These findings contribute to literature on instructional activities... (ICJA)

(16) its functions are limited to those mentioned... (ICJA)

The reason students use it less may be because Chinese articles often have repetitive nouns and demonstrative pronouns are rarely used to refer to them, while this is not the case in English. Besides, that verb complements, that relative clauses on subject position and WH-clauses (which are similar to that clause, see dimension 1) also appear widely in the ICJA, such as, it shows/argues/reveals that..., it is shown/proposed that, what we found is that..., etc. This might be the result of the writing habits of native speakers of English. In contrast, the language of EFL students' theses is usually refined and revised several times, and students are very careful in the use of language to prevent grammatical errors. As a result, EFL students' abstracts demonstrate a higher level of elaboration.

G. Summary and Discussion

To summarize the findings and discussion of these 6 dimensions, the CMT and ICJA abstracts differed significantly in dimension 4 and dimension 6, which shows that, compared with ICJA, CMT is more persuasive and elaborated. In addition, there are significant differences in 25 linguistic features across 6 dimensions. CMT's scores are higher than ICJA's scores on 11 linguistic features, including Emphatics, Total other nouns, Pronoun it, Be as main verb, Sentence relatives, Type-token ratio, Perfect aspect, Phrasal coordination, Necessity modals, Predictive modals, and Predicative adjectives. While, ICJA's scores are higher than CMT's scores on 14 linguistic features, including Average word length, Nominalizations, First-person pronouns, Demonstrative pronouns, Past tense, Total adverbs, Private verbs, Public verbs, Suasive verbs, Attributive adjectives, Pied-piping constructions, WH-clauses, That verb complements and That relative clauses on subject position. The results suggest that in the thesis abstract of EFL graduate students, more long words, less Be as main verb, Emphatics should be used to enhance the informative of the text; more Nominalizations, Pied-piping constructions could be used to make the text more explicit; more Predicative adjectives should be used instead of Attributive adjectives; more Private verbs, Public verbs, Suasive verbs should appear more frequently; fewer Necessity modals, Predictive modals should appear in the text. There are also features found to be different from the traditional view of EFL academic writing, such as First-person pronouns, Demonstrative pronouns, That verb complements, That relative clauses on subject position.

These results shed light on the teaching and learning of EFL abstract writing, especially for graduate students. EFL students can not only evaluate the shortcomings of abstract writing of CMT according to the scores in the table, but also improve their writing professionalism by imitating the linguistic features used by international experts. For L2 writing teachers, some traditional academic writing views may not be true. To illustrate, first-person pronouns such as "I" and "we" are considered inappropriate in academic writing because of their emphasis on subjectivity, but this does not seem to be the case in ICJA.

The results of the study also have implications for teaching practice. This corpus-driven research can be applied to teaching EFL writing to improve students' academic English writing by instructing students to analyze their papers using the MDA approach. Similar studies have been carried out by scholars: Dong and Lu (2020) integrated corpus-based and genre-based approaches to teaching rhetorical structures in English as a Foreign Language academic writing course at a university in China. Based on the corpus, a move analysis of the introduction section of the selected articles was conducted by students with the help of AntMover (which is a moves analysis tool), to help them understand the rhetorical structures of research articles' introductions and the linguistic features associated with different rhetorical moves. The researchers believe that academic English writing teaching can also be combined with MAT, which allows students to better understand the functional and linguistic features of their theses and make up for the shortcomings in writing.

VI. Conclusion

This paper aims to analyze the differences in functional and lexical-grammatical features on English abstracts between CMT and ICJA to help EFL students find the differences between their theses and articles written by experts. Our findings show that the CMT and ICJA abstracts differed significantly in dimension 4 and dimension 6, which shows that, compared with ICJA, CMT is more persuasive and elaborated and there are significant differences in 25 linguistic features across 6 dimensions. The results show that for Chinese EFL graduate students, to make their abstracts more authentic, they have to pay special attention to tenses (Perfect aspect and Past tense), modals (Necessity modals and Predictive modals), nouns (Nominalizations, Phrasal coordination), adjectives (Emphatics, Predicative adjectives, and Attributive adjectives), verbs (Private verbs, Public verbs, Suasive verbs and Be as main verb), pronouns (Pronoun it, First-person pronouns and Demonstrative pronouns), sentence forms (Pied-piping constructions, Sentence relatives,

WH-clauses, That verb complements and That relative clauses on subject position), Average word length and lexical variety (Type-token ratio). The results help learners identify the differences in dimensions and linguistic features between their English abstracts and those written by experts to improve their abstract writing and to write more native-like theses.

Similar to many studies, our study is not exempt from limitations. One limitation is the difference in the size of the two corpora. The abstracts of the master's thesis are longer as students tend to present a more detailed summary to the reader. Therefore, the size of the CMT corpus is larger than that of ICJA. Although MAT has standardization function, the larger size difference reduces the persuasiveness of the results. Another limitation is that the size of the corpus is relatively small. To address these two limitations, in future studies, researchers will use two large corpora of similar size to conduct studies on academic texts. In addition, in future research, the researcher may combine the corpus with English writing teaching by instructing students to use MAT to annotate and analyze their theses to help them understand the functional and linguistic features of English academic writing.

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The Emergence of a Globalized City Through Multilingual Local Practice: A Situated Reading of Signs in Jeddah

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Abstract—The current research aims to add to the ethnographic studies by providing an overview to the linguistic landscape of the city of Jeddah which is considered as one of the most important historical and cultural cities in Saudi Arabia. It mainly attempts to analyse texts shown on public and private signs found in government buildings, streets, districts' names, malls and commercial shops. The study makes use of a sample of 300 signs collected randomly from different parts of Jeddah, interviews and observations. Following Bourdieu's (1991) design approach to describe an intellectual character to space with a new ideological load, the study intends to examine the influences of certain ethnographic factors on the linguistic landscape; namely the geographical distribution, power relation, globalization and the presence of English, modernity and prestige. To investigate information and symbolic functions, linguistic landscape analysis was carried out to the data collected. Results obtained from the study include that Jeddah's linguistic landscape has specific characteristics influenced by the aforementioned ethnographic factors, occurrence of alignment between official language policy and language use and practice, slight variation in the linguistic landscape between the three parts of the city is noticed and that English language is gaining more prominent status compared to Arabic language.

Index Terms—Jeddah, linguistic landscape (LL), Saudi Arabia, private signs, public signs

I. INTRODUCTION

Linguistic landscape (LL), as defined by Landry and Bourhis (1997) as the "visibility and salience of languages on public and commercial signs in a given territory or region" (p. 23), has been explored all over the world including cities like Jerusalem (Ben Rafael et al., 2006), Bangkok (Huebner, 2006), and Tokyo (Backhaus, 2007). However, little studies have been done about cities in Saudi Arabia (Abdelhay et al, 2016). In fact, the lack of sources and the scarcity of archives and textual resources on LL in Saudi Arabia in general and in Jeddah city in particular have encouraged the researcher to conduct this research. The study aims to answer the following questions: 1) What languages form the linguistic landscape (LL) of Jeddah city? And 2) What roles do these ethnographic factors: geographical distribution, power relation, globalization and the presence of English, modernity and prestige play on the LL of Jeddah city?

By answering the above questions, this work reaches two goals: determining which language is more frequently used in the public and private signs of Jeddah city, and measuring the influence of certain ethnographic factors on the linguistic landscape of Jeddah. It is hoped that the study will be an important barometer of change not only in this specific linguistic landscape, but also in the wider society of Saudi Arabia.

As a methodological framework, the researcher uses interdisciplinary perspective to examine the earlier indicators of sociolinguistic value in public and private signs in Jeddah city, as well as the factors affect its linguistic landscape. Relying on visual records, languages written on public and private signs in Jeddah city are explored. These records may provide a fascinating insight into street culture in Jeddah city not captured by older textual records. The signs may have significant elements of the city's linguistic landscape. By viewing them, the magnificence of Jeddah's visual culture can be perceived and appreciated because they act as valuable markers for various buildings, crafts and trades throughout the city. Meanwhile, through analysing text writings on the public and private signs, this work is confined to investigating how the above-mentioned ethnographic factors can affect the linguistic landscape of Jeddah city.

The main sections of the paper are organised as follows: The first section presents the introductory remarks and the theoretical framework. The second section interprets the general concept of LL from a spatiotemporal perspective, while the third section provides data analysis and discussions. Finally, the paper concludes (in section 4) with some empirical observations and a brief conclusion.

II. THE CONCEPT OF LINGUISTIC LANDSCAPE

The concept of the linguistic landscape (LL) was originally formulated by Landry and Bourhis (1997) in their work on social psychology to refer to languages involved in public and private signs. To put it their words, LL is "The language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public

signs on government buildings combine to form the linguistic landscape of a given territory, region or urban agglomeration" (p. 25). In subsequent pioneering studies, languages on signs were generally measured through quantitative or statistical methods. Since then, LL research has expanded significantly and spanned diverse intellectual interests (Barni & Bagna, 2015; Shohamy, 2015). Studies on LL focus on identification of informative and symbolic functions of linguistic signs. LL is used to analyse and describe a country's linguistic situation, as can be seen in the study carried in Malta by Sciriha and Vassalo (2001). LL has been applied to specific countries and large areas with many languages such as the study carried in the Baltic area by Kreslins (2003). Interestingly, the concept of language can be expanded beyond its original formulation by including all semiotic communication in public areas such as streets or shop signs (Cope & Kalantzis, 2000; Iedema, 2003). However, it may be narrowed to refer to language internal variation within a single language. The present work investigates public and private signs in a particular place that is the city of Jeddah.

Pavlenco and Mullen (2015) maintain the process of understanding a sign is no longer perceived as a synchronous, technological or political skill. Instead, it is seen as inherent to intertextual and historical processes. Interpreting LL or reading public or private signs is a complex process that involves many ethnographic factors like ideologies, power relations, geographical distribution, globalization, modernity and prestige. Silverstein and Urban (1996) argue that interpreting signs uncovers embedded meanings. Scollon and Scollon (2003) find that words in signs have cultural meanings when they are appropriately "placed" in their spatiotemporal contexts and interpreted by historically skilled individuals. The same authors reckon that a textual analysis of signs alone does not provide adequate information about the local context of its interpretation. Only historical and ethnographic research can provide this information to avoid reenacting the landscape on the background of pre-existing conceptualizations. However, Gorter and Cenoz (2015) maintain that the analysis of individual signs does not adequately capture the cultural politics as reappropriation and translanguage processes are critical.

III. THE RESEARCH SETTING

The research setting of this paper is the city of Jeddah which is one of the most important cities in Saudi Arabia. It is known in Arabic as Jeddah /ˈdʒɛdə/; Arabic: جدة *Jiddah*, but pronounced as [ˈd͡ʒɪd.da]. It is situated on the middle of the west coast of the Red Sea (see Figure 1). According to recorded history, Jeddah was established as a seaport in AD 646 during the Islamic Caliph reign (Abu-Ghazzeh, 1998; Yafi, 2013). It is an entry point for Makkah, the holiest place for Muslims. It has become a major urban centre in the Middle East and a growing regional economic hub. The city has experienced unprecedented growth in recent decades, from 50,000 people in the 1940s to nearly four million today (as of 2017). As the commercial capital of Saudi Arabia, Jeddah has an important location. The initiative focuses on developing capital investment in Saudi Arabia and the Middle East in the field of scientific and engineering leadership. With reference to the Innovation Cities Index, Jeddah ranked fourth among innovation-centric cities in the Africa - Mideast region in 2009. The city's motto (جدة غير) "*Jeddah Ghair*" "Jeddah is different," which can be translated as "Jeddah has a unique character," has been adopted by locals as well as tourists.
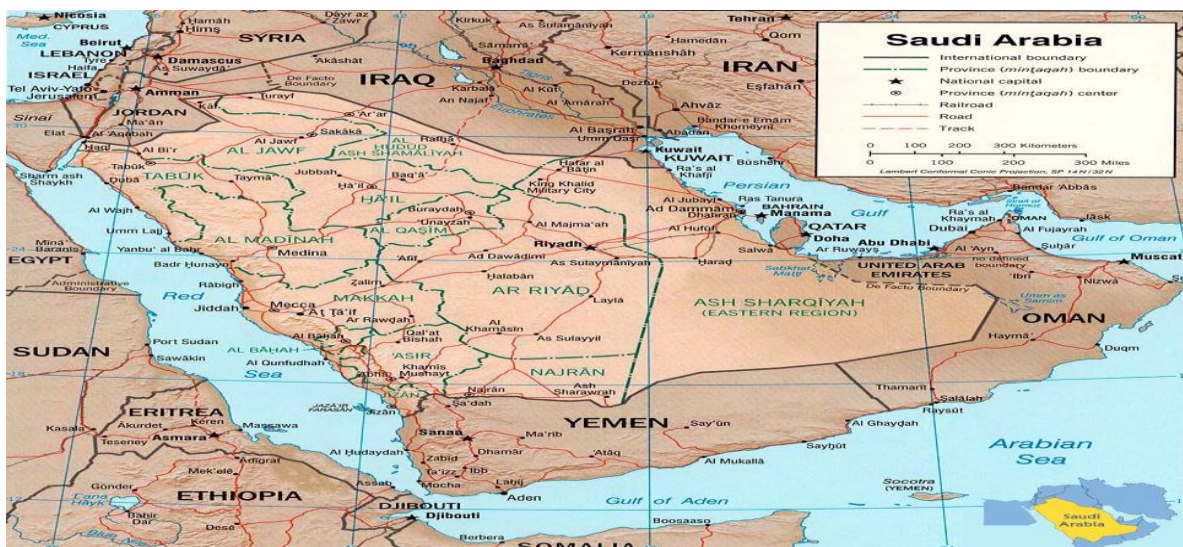
Figure 1. The Geographical Location of Jeddah (Source: http://www.asia-atlas.com/saudi-arabia.htm)

Jeddah has witnessed a number of fluctuations and inherent dynamic conditions. The spatial relations in the city were reorganized directly after Saudi Arabia was united in 1932. In response to the dramatic growth in the economy of the country (Bradley, 2005), high-rise buildings, streets, and shopping centres were constructed alongside the original forms creating a monolithic landscape of high-rises and low-rises. As a result of the "localization" of these conditions in the style of commercial centres (*suqs*), new semiotic forms are surfacing besides the "traditional" styles.

From the 1970s onward, the economic boom in Saudi Arabia has led to the migration from the city centre and the exodus of families and residents to the north to take advantage of a new lifestyle. Therefore, Jeddah city has stretched out for miles on the Red Sea coastline. Now, the oldest part of Jeddah, which has emerged in contrast to the urbanized parts outside this part of the city is known as "*Al-Mantiqa at-Tarekheyya*". This historical dynamism is still visible in the cityscape where the labels of the social space are embedded. The spatial and economic structure of Jeddah city is the result of a binary thinking style. Rather than completely destroying the old structures, the new changes and transformations have built on them, rearticulated them, or even coexisted with them simultaneously, creating a complex image with multiple perspectives and voices seeking to define Jeddah's semiotic landscape (See Abdelhay et al., 2016).

There is no chaos in Jeddah's semiotic and material landscape, rather it is hierarchically organized in a manner that indicates successive and overlapping discourse regimes have restructured the space. Thus, the city has been subject to a variety of historical influences and incursions from being a seaport to becoming the icon city of ideas and modernity.

IV. METHODOLOGY

Conducting linguistic landscape research does not fall into any standard methodology. In the current research, a mixed method approach was used. The quantitative analysis was used to examine the collected samples, while qualitative analysis was basically used to investigate the interviews and observations. Furthermore, a mobile camera and a voice recorder were used to take photos and conduct interviews. To elicit more information, a consultation of textual archives about the city and interviews with local officials and citizens were made.

Following the studies of Huebner (2006) and Bachaus (2007) in Bangkok and Tokyo respectively, the data of this study was gathered from a particular territory in Saudi Arabia, namely Jeddah. 300 signs were collected randomly as a sample from three areas in the city. These signs represented official and non-official signs in government buildings, district names, street signs, commercial signs, hoardings and trade names. Then, the collected data was categorized according to certain features: language features (such as languages used or scripts employed), semiotic features (such code preference and font sizes) as well as other features (being public or private signs). Photographs of signs were taken as evidence. After that, signs were interpreted by name, characteristic and function. It is worth mentioning that interviews were held with officials and private owners for further clarifications. The data was collected between 2018/2019.

V. THE INFLENCE OF ETHNOGRAPHIC FACTORS ON JEDDAH'S LINGUISTIC LANDSCAPE

The current research proceeds with the assumption that the linguistic landscape of Jeddah city is influenced by certain ethnographic factors, namely; the geographical distribution, power relations, globalization and the presence of English, modernity and prestige. To confirm this assumption, the city is divided into three distinct parts: the old part in the south, the central part and the new urbanized part in the north. The geographical distribution of Jeddah city is explored in subsection (*A*). Subsection (*B*) focuses on the effect of authority and public on the linguistic landscape including a description on the effect of power relation on official and nonofficial signs. Subsection (*C*) is devoted to measure the influence of globalization and the role of English on the linguistic landscapes of Jeddah city. Finally, in subsection (*D*) the role of modernity and prestige on the linguistic landscape of Jeddah city is shown.

A. The Geographical Distribution

The researcher has divided the city into three distinct parts: the old part in the south, the central part in the centre and the new urbanized part in the north (See Figure 2). So, these three geographical localities sample the setting in this work. It is presumed by the researcher that a differentiation in the linguistic landscape of these three parts exists. A survey for the public and private signs in these three areas is done. Then, a comparison is made to clarify the reflection of linguistic landscape on languages used on signs.
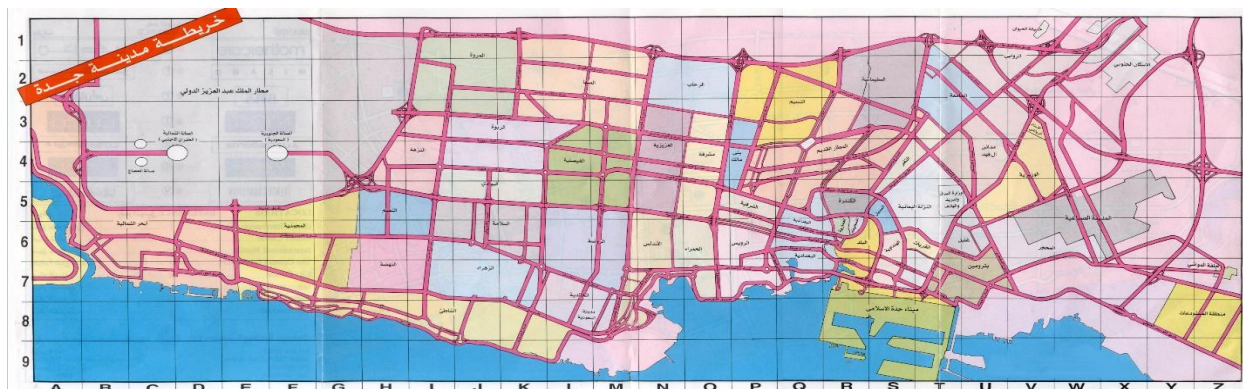

Figure 2. The Stretch of Jeddah City Along the Red Sea Coast (Source: https://www.mosoah.com/references/maps/jeddah-neighborhood-map-pdf/)

A number of 300 signs from the three areas of Jeddah city are randomly collected as a sample. The appeared languages in the signs are basically Arabic and English. Few Asian and African languages are used. Table 1 below, displays the language distribution on signs in the three parts of the city.

TABLE 1
LANGUAGE DISTRIBUTION ON SIGNS IN THE SURVEY AREAS: SOUTHERN, CENTRAL AND NORTHERN PARTS OF JEDDAH CITY

Languages Part of the city	Arabic	Percentage	English	Percentage	Other Languages (Asian and African)	Percentage
Southern	152	50.7 %	145	48.3%	3	1.0%
Central	148	49.3%	137	45.7%	15	5.0%
North	146	48.7%	153	51.0%	1	0.3%

The results on the above table show no significant differences found in the use of Arabic language and English language in the three parts of the city. The two languages (Arabic and English) are jointly visible on most official and nonofficial signs. Both languages are highly represented in sign names. It is noticed, however, that Arabic is used a bit more than English in the southern and central part while English exceeds Arabic in the northern part. Clearly, both Arabic and English dominate the scene of the linguistic landscape of Jeddah city and appear in all combination patterns in governmental sign boards and private businesses and advertisements. Table 2 below, on the other hand, indicates that most signs in the three parts of the city are either monolingual (Arabic or English) or bilingual (Arabic and English), while multilingual signs are infrequently used. The same table compares percentages of monolingual, bilingual and multilingual signs in the three parts of the city.

TABLE 2
MONOLINGUAL, BILINGUAL AND MULTILINGUAL SIGNS IN THE SURVEY AREAS

Type of signs Part of the city	Monolingual Signs	Percentage	Bilingual Signs	Percentage	Multilingual Signs	Percentage
Southern	165	58.3%	120	40.0%	15	5.0%
Central	151	50.3%	130	43.3%	19	6.3%
Northern	142	47.3%	154	51.3%	4	1.3%

It is observed from the results in the table above that the majority of signs in the three parts of the city are monolingual (Arabic script) 58.3% for the southern part, 50.3% for the central part and 47.3% for the northern part. In some signs, Arabic or English are used in isolation or transliterated as monolingual. The bilingual signs constitute 40.0% for the southern part, 43.3% for the central part while the northern part of the city has the most bilingual signs, 51.3%. Multilingual signs rarely appear in the linguistic landscape of Jeddah city. They constitute a small portion 5.0% for the southern part, 6.3% for the central part and 1.3% for the northern part. In some bilingual signs, both English and Arabic are dominant. (See photo 1, 2 and 3).

Photo 1. A Monolingual Sign (Arabic)

Photo 2. A Multilingual Sign of Chinese Restaurant (Chinese, English and Arabic)

Despite the relatively big number of labourers from different Asian and African countries living in Jeddah city especially in the central part, their Asian and African languages hardly ever make a presence on signs. Only very few signs written in Asian and African languages (mostly Amhara and Tiqri) are seen in shops (See photo 3).

Photo 3. A Multilingual Sign of Indian Restaurant

The results of the current research also indicate the high frequency of using English language in both monolingual and bilingual signs especially in the northern part of the city which entails the significant impact of this language on the linguistic landscapes, notably on private signs. Furthermore, the presence of the English language is likely to increase in street signs. In fact, the wide use of English language on the different kinds of signs may threaten the presence of the national language; namely Arabic on the same signs. Seemingly, the northern part of the city is more in tune with Western culture and modernization processes. The Western culture is reflected through the establishment of many branches of international companies, which is a factor among others that greatly contributed to change the scene and the move from Arabic into English in the linguistic landscape. (See photos 4, 5, 6 and 7).

Photo 4. A Monolingual Sign (English)

Photo 5. A Bilingual Sign in English Its Arabic Transliteration

Photo 6. A Monolingual Sign in Arabic Transliterated English Words

Photo 7. An Arabic Sign and Its English Translation

B. Power Relation

In the linguistic landscape, power relation can be reflected in different shapes. To measure the impact of power relation on the linguistic landscapes of Jeddah city, a distinction between official (top-down) and nonofficial (bottom-up) signs is made. By comparing public and private signs, the variations between official language policy and the patterns of language use in private signs are foregrounded and described. Official signs are issued by government. Such signs include street signs and signs on governmental buildings. These signs are meant to provide information service. Nonofficial signs, on the other hand, are signs created by non-governmental institutions (e.g., shops). Owners of private signs regard them as tools to promote their stores and attract customers (commercial advertising).

Clearly country's official language policy dictates the language choice of the government signs (Basic Law of Governance, No. A/90, 01-03-992). Thus, Arabic as the official national language is expected to be the most commonly used language on the public signs. However, English is widely used as a global language which confirms the assumption that signs are always designed to convey existing power relations. In consistency with Laundry and Bourhis (1997), the results obtained in this research entail that language profile of official signs is quite similar to the nonofficial signs in Jeddah's linguistic landscapes. Very few discrepancies are noticed.

Interestingly, it is noticed that most governmental buildings, road signs and institutions such as hospitals, medical centres and schools adopt the government's policy in writing signs. However, there is preference for the Arabic script to be written on the top and centre of the page whereas English is used in the bottom for translation.

Photo 8. Bilingual District and Street Signs

Power relation is also reflected in the colour choice of public signs. As a marker of symbolism and in order to enhance nationalism among citizens, it is noticed that most official signs especially traffic signs, names of districts and names of streets are in green and their writings are in white, the colours of the Saudi flag (See photo 9), which directly or literally reflect the aesthetic characters of the nation.

Photo 9. A Bilingual Street Official Sign

In another vein, the results in the current research show some discrepancies with public and non-official signs. Even though the Saudi authorities impose the use of Arabic language on shop signs and many other forms and put strict penalties and fines when regulations are violated (Ministry of Commerce, 2020, article 3), commercial companies and shop owners (bottom-up actors) sometimes misuse the rules and use English instead. In recent years, the adoption of 2030 vision which encourages the diversification of the economics as well as recreation and tourism contributed to the change of the linguistic landscape of the private signs. In fact, public spaces opt for bilingualism. In order to foreground Jeddah as a commercial cosmopolitan city, for example, many non-official retail businesses like shops home furnishings, food, clothing, health products, appliances, auto supply, electronics, pharmacies, as well as financial institutions, private schools and medical clinics tend to use bilingual signs (Arabic and English). Private bilingual signs also include signs of hotels, suits, telephone companies, service industries such as health clinics, travel agencies, banks, money exchangers ... etc. In all these signs both Arabic and English are placed together.

Interestingly, the presence of English overtakes that of Arabic on signs in restaurants, beauty and barber shops, souvenir shops, jewellery, clothes and fashion shops which are located in malls and commercial centres. There, it is noticed that the vast majority of signs are monolingual (English), especially in shops where international products are sold. The text on the sign is written either in English (monolingual) or in Arabic words which are transliterated into English (See photo 10). The purpose of such signs, as claimed by interviewees in this work, is basically to identify with international products. However, private signs in service enterprises such as auto repair shops, barber shops, laundries, butcher shops, tailors, and real estate offices which offer services to locals and residents are monolingual signs (mostly Arabic).

Photo 10. A Monolingual Sign in Arabic Transliterated an Arabic Word

Furthermore, the results indicate that the use of English is quite noticeable in shop signs particularly in the northern part of the city. It is very common to see the shop's name written either monolingual in (English) or bilingual in a combination of English and Arabic. The influx of English script onto nonofficial signs is not imposed from above or from the government, rather it is a choice of private actors in the linguistic landscape. As a matter of fact, in all official bilingual signs, Arabic script is above English script or parallel to it and in most cases the scripts do not have the same appearance and font size where the presence of the mother language is stronger.

Results also show no significant difference is observed in terms of appearance of the two languages and their font size of the texts used on non-official signs. In addition, no difference is observed in code preference between top-down and bottom-up in most of these signs. The overwhelming preferred code in the top-down signs and bottom-up signs is Arabic (See photo 11). However, in many bottom-up signs, code preference varies geographically (See photo 12). For example, in bilingual signs, where there is a hybrid language, results indicate that in the southern and the central parts of the city, the graphically larger language is Arabic, whereas in the northern part of the city, English appears to be in the same size as Arabic or a bit larger (See photo 13).

Photo 11. An A Bilingual Sign From the Southern Part of the City

Photo 12. A Bilingual Sign From the Central Part of the City

Photo 13. A Bilingual Sign From the Northern Part of the City

C. Globalization and the Role of English on Saudi Linguistic Landscape

Results of the collected data display significant evolutions occurred in an unprecedentedly quick manner in the Saudi society. These societal changes are owed to many factors one of which is globalization. Both globalization and technological advancements enhance the role of English in Saudi Arabia, and present it in every realm of daily life. English is considered as a marker of sophistication and globalization (Inya, 2019). Currently, English in Saudi Arabia is not the same as two or three decades ago. Now, English language is playing an increasingly substantial role in Saudi society. Saudis have gained positive attitudes towards English language and the Anglo-American culture in general. So, the role of English is shifting, with the widespread growth in number of domains in which the language is used, and its status is changing as the exposure is gradually increasing. Internationalization is connected with the appearance of English (Bryyel-Olmeda & Garau, 2009), and its speed in public life expresses a passion for Western culture, especially among upper classes (A.H. Al-Athwary, 2017). In the same respect, Razaite (2017) claims that the use of a certain language in public spaces is one way to offer tourism as a tendency in economic commodities. The subjects informing this research note that shop owners seek to give their businesses attractive names in English even if they are meaningless aiming to attract more customers, especially foreigners coming to do Hajj or Umra.

English, as a global language, is also regarded as the language of science, technology and business which explains its high status in the largest Saudi companies. The biggest oil company (ARAMCO), Sisco and the largest telephone companies, for example, adopt English as a medium in all their work. Correspondences, information on websites and services are all in English instead of Arabic (Almahmoud et al., 2020). In addition, many professions require an English test as part of the application process, and almost all employers require their job applicants to speak English proficiently. Therefore, many employers offer English courses to their employees in order for them to meet their needs. Moreover, English is necessary for many professions in the service sector. It is vital that waiters, taxi drivers, hotel receptionists, travel agents and shop assistants be able to communicate with foreigners in English. Within educational settings, the Saudi Arabia's educational system imposes English as the first foreign language to be learnt. It is the only compulsory subject in the primary, intermediate and secondary public schools. In addition, the number of international schools (British/American curriculum) is increasing in Saudi Arabia where English is used as a medium of instruction from kindergarten. So, students have more exposure to this language. At the tertiary level, English is gaining more prominence and is becoming a compulsory subject in most specializations.

D. Modernity and Prestige

The results of this paper are in consistency with those in Haarmann's (1986) study in terms of perception of English as a sign of modernity and prestige. This can stimulate the feelings of customers and creates a pleasant mode of global civilization. Shop owners show in the interviews that English is adopted as a 'lingua franca', and most of them use English words on signs as a way to reflect their 'modernity'. Indeed, English language is used for prestige purposes, rather than for the real need since most of the concepts can simply be translated into Arabic. This leads to the assumption that the abundance of the English language on signs especially in the northern part of the city indicates an orientation towards Western culture. Through its role in actualizing underlying sociolinguistic realities through shop signs, street names, and public signage, English plays a key role in the "linguistic landscape" of this part of the city. It is most common to hear English words and expressions in fashion and communicative shops, as well as restaurants. In the northern part of Jeddah, English is widely associated with values such as style, modernity and fashion. It is often regarded as a very trendy language, used by most customers who wish to look fashionable (Goddard, 1998). MacGregor (2003) points out, English is associated with all positive images in society. There seems to be an increasing sense of identity among Saudis with the English language as a result of this increased familiarity with it. Clearly, English plays a significant part in the Saudi's daily life in several different ways, including these sign boards.

VI. CONCLUSION

The research in the present work is in Jeddah where its linguistic landscape is investigated. To this end, the mixed-method approach is adopted. The overall results have shown no significance differences in types of languages used in public and private signs. Findings from the collected data lead to the following conclusions:

1. The linguistic landscape of Jeddah city is changing due to the quick societal changes. A number of shifts are taking place or should be anticipated. These changes are due to the confluence of the following factors: the geographical distribution, power relation, globalization and the presence of English, modernity and prestige.

2. The study suggests a kind of alignment between official language policy and language use and practice. In other words, the top-down and bottom up lie on relatively straight path concerning languages used in signs and code preference.

3. English is gaining a more prominent status and is becoming very noticeable on streets. However, the status of Arabic as a dominant language is decreasing.

4. The public signs reflect the greatest role played by the authority to preserve the national language policy of the country and to respect English as a globalized language at the same time. However, more restrictions on the content of private signs have to be imposed.

5. Slight variation in the linguistic landscape between the three parts of the city is noticed. In order to unify the linguistic landscape and create a unique image of the city, the authority has to create ways to merge these three parts of the city. In this way, the linguistic landscape becomes more coherent and consistent.

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The Poetic Theory of Al-Waleed Al-Bohtory and William Wordsworth: A Comparative Study

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Abstract—this study delivers a comparative theoretical study between the Arabic Abbasid classic poet A-Waleed Al-Bohtory and the English poet William Wordsworth. This study relies on analytical and descriptive methods that focus on analyzing the theoretical concepts and studying them based on these two poets' literary legacy. The significance of this study is to provide a comparative investigation between these Western and Eastern poets to find some mutual similarities and theoretical background of both, to help the researchers of the discipline in the future. Al-Bohtory and Wordsworth present imaginative, descriptive, analytical, rustic and simple poetic stanzas to simulate and enjoy their surrounding objects, for instance Nature. They depict nature as a place of tranquility, peace, and happiness at the end. They portray similar imaginative and descriptive images of Spring, pools, birds, animals, and forests. These two poets were influenced by other contemporary poets at their time as Coleridge and Abu-Tammam. These contemporary poets for Wordsworth and Al-Bohtory are like their poetic spark and inspiration.

Index Terms—Al-Bohtory, Wordsworth, poetry, comparative theoretical study, nature

I. Introduction

Al-Bohtory is considered as a classic poet in Arabic literature. He is Abu Obada- Al-Waleed Bin Obaid-Bin Yahia-Al-Bohtory. He was born in the Manbaj region of northern Syria in 821 CE. He lived with his siblings and other relatives in the Arabian Badia until his death in 897 CE. At the time, he wrote about a lot of classic Arabic poets and writers, like Abu- Al Abbas Al Mubarad. Al-Bohtory maintained contact with Abu-Tammam, his inspiration (Al-Basri, 1944, p. 13). Al-Bohtory was the poet of the caliphate of Muslims in Syria and Iraq during the second Abbasid era. He depicts various images of youth age, friendship, praise, and nature poems. He was awarded many prizes from different Abbasid rulers while he was master at describing and praising the rulers and people.

On the other hand, the English poet William Wordsworth was born on April 7, 1770, in Cockermouth Cumberland, Lake Country, England. He spent his youth there. He is one of England's and Europe's first great modern poets. According to Doren (1951), he states that, "He still speaks for a special world, our world, that has great need of him, and to say this is to define the modern age" Emotions and sensitivity have been lost in this generation. His poems show who he is and aim to teach him how to feel, remember, and see before showing him losing all powers (p. 8). Wordsworth's poetry is emotional, spontaneous, and simple. He asserts that poetry should be spontaneous and pragmatic to let all people enjoy and feel the poet's sensations. He admires Nature and its fantastic impact on human mood and life. He invites all people to enjoy the presence of Nature to touch its softness and beauty. Wordsworth is as Al-Bohtory tends to describe and present various imaginative poems of other themes, such as praise, youth age, love and nature.

Ultimately, this study tries to find a literary and theoretical background of these two famous poets in the Arabic and English communities. This study is based on the theoretical and practical approaches of the descriptive and analytical methods. This study aims at answering the following questions:

1- What are the main features of Al-Bohtory's and Wordsworth's poetry?
2- To what extent, these two poets were influenced by other contemporary poets at their time?
3- How are their poems considered as imaginative, simple, and romanticist?
4- How do both poets treat their surrounding nature and life in different poems?

II. Al-Bohtory's Poetical Theory

One of the most significant poets of the Abbasid Caliphate is Al-Bohtory. The Abbasid Caliphate was an Islamic state that ruled many Arabic and Islamic regions from 750 to 1258 C.E. Its capital was Baghdad. Poetry in particular is a hallmark of Abbasid culture. The Abbasids demonstrated their social and cultural ideals and principles through poetry. The poetry of the Abbasids suggests that the caliph's dominance, authority, power, and entertainment were highly

valued by the Abbasid court. Recitation in poetry is another way to demonstrate one's poetic ability. As a result, Arabs relied on poetry as a public tradition and method for determining the quality of spoken words.

Al-Bohtory was a description poet. After reading a poem, he used to ask his audience, "Why don't you say well said?" "Nobody says it like that" [My Translation] (Al-Amdi, 1994, p. 13). Al-Bohtory talks about his ability to write poems without thinking about it. Arab writer Abu-Alfaraj Al-Asfahani said about Al-Bohtory that he is a well-known poet who writes poetry with good diction, clear words, and a good style (Al-Basri, 1944, p. 7) [My Translation].

After his poems earned him a great reputation, Al-Bohtory moved to Iraq. He was deeply in touch with the rulers of the country and praised them in his poetry. Al-Mutawakil, the ruler or caliph of Muslims in Iraq state at the time, was the most powerful ruler and was on the verge of Al-Bohtory's poetic compliment along with other rulers. Al-Bohtory went back to Syria after spending some time in Iraq. Abu-Al Ala'a Al-Mar'e was questioned regarding Al-Bohtory's position in relation to other contemporary poets. Al-Mar'e responded, "Al-Bohtory is more poetic than Abu-Tammam, but Al-Mutanabi is a master" (Al-Basri, 1944, p. 7).

Abu - Tammam, another contemporary classical poet, was close to Al-Bohtory. Al-Bohtory's observations were supported by his mastery of writing very individual poems. Al-Bohtory got the idea for his poetic composition from Abu-Tammam. Al-Bohtory began his first poem at the pair's first meeting by stating, "What exactly is the haste?" When Al-Bohtory got to the line, "as being affected by blame, / It's full of spears among the struck ribs in an awkward posture, where you think" [My Translation] (Al-Basri, 1944, p. 13). Abu-Tammam "Stood up, and respectively said that: This poem is Yemeni, according to Al-Basri (1944), Abu-Tammam refers to himself as "Yemeni" in reference to the high standard and renown of Yemeni poetry and the fact that Arabic classical poetry originated in Yemen.

As previously stated, the two poets' friendship grew stronger, and when Al-Bohtory was asked about his friend's poetry, he replied that Abu-Tammam's was superior to his own: "Abu-Tammam or you, which of you is more poetic? He responded, "My bad poetry is better than his, and Abu-Tammam's good poetry is better than mine." [My Translation] (Al-Amdi, 1944, p .7).

Al-Bohtory acknowledges Abu-Tammam's status as a description poet. When Al-Bohtory was also asked about Abu-Tammam, he responded, "He visualizes the poems that are relevant to society, Nature, complement, and youth." Al-Bohtory was also asked about Abu-Tammam, he said:

> You are regarded as superior to Abu-Tammam by some!
> He responded; I am neither benefited nor harmed by
> this claim! His poetry inspired me. I am one of his followers;
> Learning from him; utilized him. My ground drops beneath
> his sky as while my breeze halts at his wind. [My Translation] (Al-Amdi, 1944, p. 13)

Al-Bohtory was grateful to Abu-Tammam for contributing to his poetic development and greatness. When Al-Bohtory tells a new poem, Abu-Tammam's heritage is crystal and clear. According to Abu-Tammam, Al-Bohtory was creative, innovative, and epistemological. Al-Bohtory states: "If a brave leaves his acumen/another man enrages bravely" (Al-Basri, 1944, p. 13).

In that sense, Abu-Tammam says, "I condoled myself, I would not be a poet longer, since you were raised in Ta'i (a town in Syria)" after Al-Bohtory said these lines [My Translation]. This suggests that Abu-Tammam was aware that Al-Bohtory had a different complex structure and that this style was well-known and respected during his time. When Al-Bohtory was questioned about the lexical and grammatical structures of his poems as well as the denotative and connotative conceptions of his poetic frame, this can be seen in his declaration. He explains that, in contrast to Abu-Tammam, "he is deeper connotatively than me, but I treat the poem's style better than him" [My Translation].

There were two primary factors that contributed to Al-Bohtory's poetic success and reputation. He first lived for about 80 years. This indicates that he lived longer than his predecessors, Abu-Tammam and Al-Mutanabi, during the Abbasid period (750-1258 CE). This suggests that he was able to write with Al-Mutawakel, Al-Muntasir, Al-Mo'taz, Al-Mahdi, Al-Mu'tad, and Al-Mu'tad, the seven Abbasid kings. He became the next poet because of his reputation as a poet during that time. In addition, he lived in the center of literary, intellectual, and civilized times, when the palaces of his successors served as his safe haven.

His literary legacy, which reaches to sixteen thousand poetical lines is the second factor that contributed to Al-Bohtory's success. This brings to light his poetic structure and pattern. Because it has very distinct artistic frames and forms, this new form Music, pragmatic images, sensations, lexical values, and feelings all serve to illustrate Al-Bohtory's denotative and connotative conceptions. Because of this, his poetry collection is regarded as a fresh take on poetry.

Al-Bohtory is given by his understanding of all areas of thought. Al-Bohtory is called the best poet by Ibn Khaqan, who praises his poetry. As his writings cover a variety of life topics. According to Ibn Khaqan, Al-Bohtory is prominent in selecting and demonstrating his new poetic inception, indicating that he intended to compose a poem but sang it instead. Description, blaming, compliment, apology, youth lamentation, and describing nature all contributed to his poems' impulsive composition.

According to Abdullah Bin-Almotaz (1982), he states that Arabs did not have poetry like Al-Bohtory if he did not write other than Al-Siniah, a poem about Kisra Palace (p. 95). Al-Bohtory asserts this issue in the case of (The Pool) poem, he recites:

Gracious, who sees the delightful pool
Which the beauties get envious of
It gladly thinks as looking the best
Also, more gorgeous than the ocean
Tigris contends it and gets envious
Of the magnificence that diversely shows up
Has not it seen the stalwarts safeguarding
Fabricating and sophisticating?
They precisely constructed it
As they were Sulaiman's jinn
Assuming Balqees passes accidently
She says: this looks like the structure
(Al-Yathi, 1982, p. 95)

The imagery in the preceding lines demonstrates that the pool is superior to the sea in terms of beauty and purity. This persona shows the pool as being built by the jinn of prophet Sulaiman, and Balqees, the queen of Yemen, praises its creation in the image. This pool is beautifully presented because this creation is associated with glory and opulence. In Al-Bohtory's poems, description is a well-known element. He appreciates the view of the fountain and water. He became a singer, painter, sculptor, and musician as a result of his poetic talent, giving him the sensation and imagination of a poet.

Al-Bohtory's poems include numerous additional features. There is no difficulty; as well as the clarity of his poems. To put it another way, the purity, clarity, and unity of his poems are distinctive. The linguistic features are well-prepared, and philosophical perspectives are not required for analysis of the stanzas and lines. Rhyme and rhythm are depicted as a component of the poems, which can be tasted with the soundtrack and music (Al-Basri, 1944, p. 15). Additionally, the linguistic and stylistic structure of Al-Bohtory's poetry is not exaggerated. His poetry makes use of obvious poetic devices like figurative language, alliteration, assonance, consonance, and a symbol as well as figurative speech.

Al-Bohtory's poetry is influenced by a few great previous writers like Abu-Tammam, however he utilized his own specific manner of making his lines, particularly in the sonnets of grievance, portrayal, visionary contemplations, nature, and praise. Al-Bohtory has the feeling of compassion, particularly in the sonnets of adoration. He moreover starts the vast majority of his sonnets by complimenting, regretting the rulers, or depicting nature. According to Al-Yathi (1982), "Al-Bohtory is a descriptive poet." (p. 91). He is familiar with how nature reacts to human evolution. He expresses his admiration for nature and its influence on humans in a creative manner without exaggeration or emotion. In his poems, description plays a crucial role. He is interested in describing humans and their pleasure, the castles and palaces of rulers, the horse, their encounter with the lion and fox, and their meeting with fate. Ibn Khaqan referred to him as the "Chains of Gold" because he also depicts nature in numerous contexts, describing clouds, gardens, spring, shadows, and birds, among other things. Al-Yathi (1982) asserts that Al-Bohtory's poetry is intentionally connected to the description. He adds:

Al-Waleed's description, which is intentionally related
to his poetic portrayal of instinct, reveals that he understood
the problems in his environment by reacting to people's happiness
or misery. He talked about the inhabitants' palaces and ruins,
the triumphant horse, and the meeting of lion, fox, and human
fates. In addition, it described sea- and wilderness-based conflicts
that fought for human survival. Al-Bohtory made this abundantly
clear when he referred to nature as his soulmate and love.
[My Translation, pp. 78-79]

Some of Al-Bohtory's poetic reflections are shared by Al-Yathi. He asserts that he is a descriptive poet who depicts humans, animals, and natural imagery. Al-Bohtory frequently depicts social, natural, and human aspects by employing a variety of literary devices, including similes, metaphors, parallel structures, and figurative language. He used different linguistic sides of his lines to describe, for instance, the beautiful spring scene in Iraq and the Euphrates River.

As a result, in order to convey the appealing image of spring and the river, he uses personification as a literary device. Spring, to him, is like a man coming with joy and kindness. Spring is portrayed as the cause of happiness and hope. He adds:

Don't you see the length of Euphrates?
It's like Sharawra mountains came floating in the sea
And it's not its habit to see only
Its neighbor's custom and learn
What brightens the beautiful domestication
Is a lad smiled for his prettiness
The free proud Spring had gladly come

> And for the beauty it would even speak
> And Nowruz warned in the intensive darkness
> Beautiful flowers that had been sleeping yesterday
> The cold dew covered and herniated the flowers as
> Telling them secretive words that were hidden yesterday
> And from trees Spring dressed up itself
> As making an ornamented adornment
> It came to show the eyes pleasure
> Which was firstly forbidden to see
> And the breeze became calm then I thought
> It brought the breaths of the beloved
> (Al-Matarneh & Abuhammam, 2021, p. 1386)

Inasmuch, the illustration of spring brings to mind the enjoyable aspects of human nature. The above lines reveal this as the source of hope and change. Al-Bohtory also depicts the length and shape of the Euphrates River as Sharawra Mountains, also known as the Saudi Arabian Mountain Chain, floating in the water. He connects the image of the beautiful river with the other image, which depicts the beauty that spring brings to both people and the land. As a result, Al-Bohtory shows the river, flowers, spring, breeze, and dew as being related to man's pleasure and perfection.

III. The Poetic Theory of Wordsworth

The decade of 1797-1802 is home to some of Wordsworth's finest poems. He had been working with Coleridge for a decade. In addition, it was the time of his struggle to reconcile with the French Revolution and the beginning of his poetic inspiration. English romanticism is thought to have its beginnings with Wordsworth and Coleridge. The two young poets read poems, shared some of their works, and presented them to one another. Wordsworth elicited similar enthusiasm from Coleridge. "I feel myself a little man...and yet do not think myself the less man, than I formerly thought myself," he declared, according to Doren (p. 9). Dorothy Wordsworth, William Wordsworth's sister, claims that Wordsworth did not meet Coleridge until he went to Racedown. Dorothy "was a perfect electrometer - it bends, protrudes, and draws in, at subtlest beauties and most recondite faults," Coleridge declared of her (p. 331). The two poets' primary motivations revolve around imagination, poetic diction, spirituality, emotions, memories, and versification. In his Biographia Literaria, Coleridge explains that Wordsworth was concerned with the fundamentals of poetic composition and pleasure:

> My friend has drawn a masterly sketch branches
> with their poetic fruitage. I wish to add the trunk,
> and even the roots as far as they lift themselves above
> the ground, and are visible to the naked eye of our
> common consciousness (p. 64)

Wordsworth is regarded as a creator, as stated in Coleridge's Biographia Literaria, and it is common to discover the ground rules or fixed laws of poetic criticism in general. He claims this procedure gives him the opportunity:

> To describe what poetry ought to be like and the
> fundamental criterion by which it ought to be judged
> or evaluated; to compare Wordsworth's poetry and
> poetic theory to the ideal based on those criterion; to discover
> and investigate differences between Wordsworth's theory and
> actual poetry; and to clearly indicate Coleridge's disagreement
> with aspects of Wordsworth's theory in its application to poetry.
> (Doren, 1951, p. 19)

Wordsworth's poetical reflection frequently emphasizes the significance of nature to an individual's spiritual and intellectual growth. As Wordsworth demonstrates in his poems, "poetry is the image of man and nature," real contact with nature facilitates a connection between the spiritual and social worlds. His poetry primarily aims to select life events and circumstances with imagination:

> The principal object, then, proposed in these poems was
> to choose incidents and situations from common life, and
> to relate or describe them, throughout, as far as was possible
> in a selection of language really used by men, and, at the same
> time, to throw over them a certain colouring of imagination.
> (Wordsworth, 1802, pp. 155-170)

Wordsworth intensely inquiries about the significance of the poet to whom he addresses himself when discussing poetry and the poet. Which language will be developed? Poetry, according to Wordsworth (1802), is "a spontaneous overflow of powerful feelings" (p. 6). In addition, he suggests that the poet is speaking to men and has a deeper understanding of human nature and the environment in which he lives. He asserts that the poet ought to:

> Bring his feelings near to those of the persons whose

feelings he describes, nay, for short spaces of time,
perhaps, to let himself slip into an entire delusion, and even
confound and identify his own fee-
lings with their modifying only the language.
(Wordsworth, 1802, pp. 155-170)

His poetry depicts emotions, events, and imagination. He used imagination as a synonym for intuition, which he defined as the capacity to perceive reality. For him, imagination is a supreme gift. Through the power of memory, emotions serve as the foundation for all poetry. Wordsworth makes use of his imagination to establish a connection between the language he employs and earlier occurrence in his life. The event is positioned in the present through the mediation of language. According to Lynch (2013, p. 16), "His imagination envisions connections and creates the poetry." Coleridge discusses Wordsworth's poetry's imaginative elements: It was Mr. Wordsworth's intention to consider the influences of fancy and imagination as they manifest themselves in poetry, and from the various effects to determine their diversity in kind. On the other hand, it is my objective to investigate the fundamental principle, and then from the kind to determine the degree (Coleridge, 1817, p. 64).

Wordsworth's use of imagination in his poetry is demonstrated well in "The Prelude". When Wordsworth writes, it might be obvious:

magination—here the Power so called
Throughout sad incompetence of human speech,
That awful Power rose from the mind's abyss
Like an unfathered vapour that enwraps,
At once, some lonely traveller. I was lost; (p. 10)

Wordsworth describes the situation until the end of the stanza, when he is lost again with his addressee and has a less than pleasant experience in nature. Up until the end of the stanza, the persona also laments the future of the people in imaginative surroundings.

His focus on nature and human thought, which challenges him to consider and express the creator and the hidden power of existence and creation, is another aspect of his poetical reflection. Shelly referred to Wordsworth as the poet of nature. He also referred to himself as a nature worshipper. He had a firm belief that nature could inspire humanity's compassion and universal brotherhood, and that man could only find true happiness in harmony with nature. Wordsworth's poems about nature include fascinating descriptions of valleys, rocks, the sky, and plants. They all demonstrated the poet's genuine affection for nature.

The poet takes a stroll through a small forest in "Lines Written in Early Spring". On groups of primrose blossoms and the tree branches, cheerful birds sing. The periwinkle was forming wreaths as it moved around. He adds:

Through primrose tufts, in that green bower,
The periwinkle trailed its wreaths,
And' tis my faith that every flower
Enjoys the air it breathes
[….]
The budding twigs spread out their fun,
To catch the breezy air:
And I must think, do all I can,
That there was pleasure there
(Doren, 1951, p. 536)

The persona is deeply enchanted by the springtime's beautiful and crisp scenes. He depicts plants, tufts, flowers, and sprouting twigs as natural objects. This asserts that his poetic creation and composition begin with his childhood memories, experiences, and exposure to nature. Wordsworth's preface to Lyrical Ballads states "The essential passions of the heart find a better soil in which to reach maturity, are less restrained, and speak in a plainer and more state of greater simplicity in the humble and rustic life" (p. 160).

Wordsworth shows his interest in life that is low, simple, and rustic. He suggests that poetry be written fluently and expressively to make it approachable to everyday people, pointing out the natural elements he uses in a clear way. The straightforward country girl depicted as an alienated character in "Lucy Gray" her father calls upon her to assist her mother. Although Lucy contributes significantly, this is the last time her distraught parents see her. They believe she has passed away. They follow her tracks until they reach the middle of the bridge, where they abruptly stop. Lucy is a girl who is very realistic, kind, and humble. She also loves her parents, who live in the woods. As the speaker recites, the following lines convey the gentleness and simplicity of her parents:

They wept; and turning homeward cried,
"In heaven we all shall meet:"
When in the snow the mother spied
The print of Lucy's feet.
(Doren, 1951, p. 167)

Joy is one of Wordsworth's major great themes. It is portrayed as tranquility in all of Wordsworth's best poems, and it is so pure that it was passionate. That was what he could convey, and he did so in numerous poems. These poems are primarily autobiographical; The poet's development as a thinker and a person through an escape found in feelings is the focus of the Prelude. In other words, the poet's convictions and attitudes show that the experience is mystical. Wordsworth was also inspired, and it's possible that he was just like all mystics; He is perplexed by the idea that experience came and went (Hill, 1991, p. 14). His ode, "Tintern Abbey," aims to document a pivotal moment in the poet's life.

IV. CONCLUSION

Al-Bohtory and William Wordsworth both lived around eighty years, but their works of poetry numbered in the thousands. When writing poetry, each person has his or her own partner; Coleridge and Abu-Tammam stand in for Wordsworth and Al-Bohtory as their companions. Wordsworth and his sister Dorothy lived happily together. Coleridge's visit from Nether Stowey to their contented life at Racedown Lodge, Dorestshire, brought even more happiness to it within a short time. Poetry inspired the three friends to become enthusiastic. William Wordsworth appreciated Dorothy, but Coleridge was essential to him. He stayed asleep due to his intense poetry passion until Coleridge spoke to him:

> In their walks over the Quantock Hills the two
> discussed everything under the sun, including
> the possibility of a new poetry; and late in 1797
> they hatched between them the idea of the celebrated
> book we now know as "Lyrical Ballads" published in 1798.
> (Doren, 1991, p. 12)

Wordsworth's *Lyrical Ballads* included vital imaginative poems such as *The Prelude* and "Tintern Abbey". William and Dorothy had proactively gone with Coleridge to live for a year in Germany, where Wordsworth composed many bits of clear section which are eventually tracked down in his showstopper *The Prelude*. What's more, he composed *Lucy poems* about the character Lucy who is portrayed as a straightforward young girl with her loved ones. He comes back to Britain with Dorothy and got comfortable in Grasmere in Dove Cottage for the exceptionally most joyful time of his life.

Wordsworth and Al-Bohtory deliver a fantastic image of nature throughout their poems. They portray it as the place where people find happiness, peace, pleasure, and relaxation. Al-Bohtory for example depicts the pool in the *Pool* poem in an imaginative way as being more beautiful than the sea. It is depicted as a crystal glass that reflects the beauty of the sunshine. Another instance is depicting the image of Spring as a symbol of imagination, comfort, joy, and peace. It brings joyful mood to people away from the material world where people live. Al-Bohtory also presents the image of animals as being a symbol of generosity, sensitivity, and peace. For instance, he depicts the imagery of the fox in his poem *The Fox* as fast, powerful and it symbolizes strength and honor. This is clearly depicted by Wordsworth when he depicts the image of the cuckoo in his *To The Cucko* poem. He portrays it as a symbol of generosity and peace. He personifies it as a human being who listens and speaks to him.

Ultimately, Al-Bohtory and Wordsworth are the poets of imagination, descriptions, purity, emotions, and nature. They depict poems from their deep feelings and interaction with people and nature. They use simple, pragmatic, and humble structures of language, they tend to use figurative language in which it fits peoples' simplicity and purity, especially in the rural people and places.

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Enhancing Pre-Service EFL Teachers' Teaching Performance Through Action Research

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Abstract—Action research supports and empowers pre-service teachers as they plan lessons, act in the practicum, observe, and reflect on their teaching experiences. This study presents a professional development program based on action research to provide pre-service teachers with effective teaching skills in the EFL classroom and improve their students' language performance. The researcher implemented the training program for twelve male EFL majors enrolled in their practicum using a mixed-methods approach. By incorporating both individual and group experiences, action research improved pre-service teachers' understanding of methodology, encouraged reflection on their beliefs, tacit knowledge, and teaching practice, and assisted in the development of their teaching and learning theories. The findings show that pre-service teachers' performance improved significantly during and after receiving training. Additionally, there was substantial improvement in the students' overall language performance as well as their performance in each language category (vocabulary, grammar, listening, reading, and writing). It is concluded that action research fostered the cognitive evolution of these pre-service teachers and encouraged their synthesis of teaching theory and practice. These benefits of action research mark the beginning of a journey toward becoming a professional educator who can enhance both teaching practice and student outcomes.

Index Terms—Action research, pre-service teacher education, practicum, reflection, participatory observation

I. INTRODUCTION

The term teacher development describes the process by which an educator grows professionally through practice and self-reflection (Ganser, 2000). It involves studying, learning how to learn, and using teachers' knowledge for the benefit of their students' development (Avalos, 2011). Professional development for pre-service teachers is a process rather than an event; it entails changing roles and involves learning new knowledge, behaviors, theories, and attitudes (Roberts, 1998). In the realm of education, imparting knowledge and facilitating learning is a multifaceted endeavor wherein the efficacy of instruction is contingent upon two pivotal forms of understanding: a comprehensive understanding of students and a self-awareness amongst educators regarding their own pedagogical capacities. This perspective is essential to reflective teacher education (Pennington, 1990; Richards & Lockhart, 1994). A pre-service teacher's practices and beliefs evolve throughout time as a result of complex interactions with classroom experiences.

The teaching practicum offers this kind of interaction for pre-service teachers. It gives them the opportunity to experience teaching in a genuine classroom situation. During initial teacher education, the practicum serves as the bedrock upon which professional development and learning are built (Gebhard, 2009). It also offers an investigation of more complex techniques and methods to think about teaching, with the aim of better preparing future teachers for classroom realities (Fang, 1996; Grudnoff, 2011). In a teaching practicum, pre-service teachers can develop their knowledge repertoire and skills of teaching, as well as question and reflect on their firmly held beliefs and views. This can facilitate their learning and cognitive development (Cheng et al., 2010).

Meanwhile, teacher educators have long embraced action research as a means of cultivating the professional disposition of teachers and the teaching profession (Mills, 2011). It is a kind of practitioner-directed inquiry into classroom practice, and it is generally regarded as a powerful tool for helping teachers enhance their own teaching and bolster the educational experiences of their students (Cochran-Smith & Lytle, 1993). Thus, it is employed in bridging the gap between research on teacher professional development and classroom practice. Action research is a simple, yet effective framework consisting of a see, think, and act process, according to Stringer (2007). Each step involves observing, reflecting, and acting. This action drives us to the next step. As such, action research can inspire prospective educators to investigate the workings of their educational environments, engage in critical reflection regarding student behaviors and interactions, and take risks throughout the teaching process (Mills, 2011).

There is a paucity of pre-service professional development programs targeted to improve the teaching effectiveness of Saudi pre-service English as a foreign language (EFL) teachers. Johnson (2008) adds that the reality of what takes place in the classrooms of public schools is often inconsistent with the outcomes of research on instructional practices and students' learning. To address this problem, this study aims to train a sample of pre-service EFL teachers in the light of the action research pedagogy to language teacher education to teach English to intermediate-school students in meaningful and communicative contexts.

II. LITERATURE REVIEW

Teacher professional development is the basis for quality teaching. Effective professional development opportunities provide teachers with a multitude of educational benefits. Therefore, teacher professional development should be seen as a crucial aspect of enhancing student learning and performance (Villegas-Reimers, 2003). Meanwhile, there is a need to provide pre-service teachers with high-quality training to prepare them for their teaching responsibilities. Teachers' educators, according to Aydin et al. (2005), should ensure that these pre-service teachers are qualified and professional. As a part of this procedure, pre-service teachers are given the opportunity to participate in a practicum that gives them the chance to gain teaching experience in an actual classroom environment. They are encouraged to undertake an action research project while they are enrolled in the teaching practicum because it gives them the opportunity to apply the theoretical information that they have gained to a real-life classroom situation (Ho, 2013).

The practice of action research is centered around the exploration of pedagogical challenges that manifest within the immediate context of a teacher's classroom milieu (Crookes, 1993). Significantly, this form of research is frequently conceptualized and directed by the teachers themselves (Auerbach, 1994). It involves digging into the beliefs and practices that underpin the process of teaching (Quigley & Kuhne, 1997). Burns (1998) adds that action research involves reflection on and evaluation of classroom experiences since it tries to effect change and development in practice. It is also participatory because it allows teams of colleagues and practitioners to investigate an issue collaboratively. Overall, action research is conducted by teachers in their own classrooms, and it is based on a methodical examination of their pedagogical practices (Johnson, 2008).

Over the course of the past two decades, teachers, educators, administrators, and policymakers have all begun to show a growing interest in action research (Mills, 2011). It has been welcomed by educators working at a range of levels because it makes the process of conducting research a task that is more manageable, and it produces results that are more informative and have quick and direct application. While there are different models of action research, they share the key components (Goodnough, 2011). The process typically begins with identifying an issue and figuring out what caused it. The practitioner then formulates and implements a solution to the issue. The implementation phase is monitored constantly, and data are collected and analyzed to assess the impact of the change. According to most perspectives, action research is cyclical, with recurrent cycles of planning, implementing, observing, analyzing, and reflecting (e.g., Mertler, 2020; Riel, 2007; Stringer, 2007). The change is modified with each cycle based on the data acquired from the prior implementation.

A. Action Research and Practicum

In initial teacher professional development, action research enables and supports pre-service teachers as they plan lessons, take action in the practicum, observe, and reflect on their teaching experiences (Ryan et al., 2017). Thus, the teaching practicum is a rich context for exploiting the potential of action research in pre-service teacher professional development. According to McMillan (2004), action research focuses on resolving a particular classroom or school problem, enhancing practice, or assisting with a decision at a single, specific place. Scholars have elucidated various rationales for the integration of action research into the training of pre-service teachers. Primarily, the adoption of action research serves as a vehicle for harmonizing theoretical constructs with practical experiences, thereby diminishing the chasm that separates the classroom environment from the broader external sphere. Action research is essential in connecting what pre-service teachers know about teaching in a school with what they study at university (Phillips & Carr, 2010). According to the reflective practitioner paradigm, action research seeks to integrate academic and procedural knowledge as two essential components of professionalism: Academic knowledge is defined as knowledge about practice, while procedural knowledge is defined as knowledge in practice. Action research incorporates these two knowledge types to create knowledge for practice, thus helping to overcome one of the core issues in teacher professional development.

Throughout the practicum experiences, action research also encourages pre-service teachers to voice their professional development needs and their ideas on the teaching process by enabling them to critically reflect on their experience of becoming a teacher. Action research affords them the opportunity to showcase their instructional practices and construct their own meaning in their own words (Phillips & Carr, 2010). Consequently, it makes the process of becoming a professional educator more mindful (Kosnik & Beck, 2000). In addition, action research facilitates collaboration between pre-service instructors and university faculty. It adds to both the quality of instructors' ability to manage the teaching process and the quality of students' language learning (Marlina et al., 2016). Action research provides teachers with the valuable opportunity to engage in an introspective analysis of their own schools. This encompasses a comprehensive examination, not only of their instructional methodologies, but also of their unique student population and assessment measures. Through this self-reflection, they acquire a deeper understanding of these variables, enabling them to bolster the overall quality and effectiveness of their pedagogical practices (Parsons & Brown, 2002). Mertler (2020) asserts that preservice teachers, supervising teachers, and university faculty can collaborate on action research to improve student learning.

B. Related Studies

This literature review provides an overview of several studies that investigate the role of action research in pre-service EFL teacher professional development. Crookes and Chandler (2001) implemented action research in a teaching methodology course, where participants conducted group-research teaching projects. The findings revealed that the

implementation of action research yielded enhanced communication between pre-service teachers and their students, as well as better scores for those pre-service teachers who engaged in keeping journals and conducted field research. Furthermore, Armutcu and Yaman (2010) investigated the reflective teaching experiences of L2 pre-service teachers during their practicum, considering gender and type of teaching as variables. The study found significant improvement in teacher reflection throughout the practicum, but no differences were observed based on gender or type of teaching. This highlights the importance of nurturing reflective practices throughout pre-service teaching programs.

Ulvik and Riese (2016) conducted a case study exploring the implementation of action research in a professional development program for pre-service teachers. While the process initially presented obstacles, most pre-service teachers had a satisfactory experience. In-depth reflection was identified as a crucial requirement for successful action research, facilitating the bridging of theory and practice. The study highlighted the importance of continuous efforts to familiarize pre-service teachers with research and its application in the classroom. Similarly, Ryan et al. (2017) utilized action research to examine the impact of involving of a supervising teacher and a faculty advisor in a teaching practicum. Through journaling and reflective processes, the participants gained deeper insights into their practicum experiences. It was concluded that embedding an action research process within teacher education practicums proves beneficial for the personal and professional development of pre-service teachers, supervising teachers, and faculty advisors.

Takrouni and Alkubaidi (2019) utilized action research to collect reflective data from a post-graduate MA TESOL student during a teaching practicum. It was found that action research facilitated the development of awareness of teaching as a profession and highlighted areas that needed improvement. Eğinli and Solhi (2021) further explored the effects of a practicum on pre-service EFL teachers' self-efficacy beliefs. The practicum experience positively influenced student teachers' engagement and improved their classroom management skills. It was also found that self-efficacy beliefs were enhanced in the areas of classroom management, instructional strategies, and student engagement.

The reviewed studies emphasized the benefits of action research in enhancing pre-service teachers' performance and knowledge, particularly in areas such as reflective practice, belief modification, practical and theoretical knowledge development, self-efficacy beliefs, and lesson planning. The current study makes a contribution by focusing on enhancing pre-service EFL teachers' teaching performance through action research. It seeks to bridge the gap by investigating how action research can effectively support these pre-service EFL teachers in improving their classroom management, instructional strategies, student engagement, and overall teaching efficacy.

III. METHODOLOGY

The methodology section provides an examination of various elements, namely the research questions, participants, study design, instruments used, and data collection procedure. The research questions center around the effectiveness of a professional development program based on action research on pre-service teachers' teaching performance, as well as its impact on improving their students' language performance. The participants of the study consist of twelve EFL majors and students from first-year intermediate-school classes. The study follows a mixed-methods approach, incorporating quantitative and qualitative data collection. Two main instruments are employed: an observation checklist and a language performance pre-posttest. The data collection procedure involves cyclical action research phases of planning, acting, developing, and reflecting, utilizing training sessions and various activities to support pre-service teachers' professional development.

A. Research Questions

1. How far would a professional development program based on action research be effective in developing pre-service teachers' teaching performance?
2. How far would training pre-service teachers in the light of action research be effective in improving their students' language performance?

B. Participants of the Study

(a). The Pre-Service Teachers' Group

Twelve male EFL majors in the second semester in the year 1440-1441 participated in the study. They were enrolled in College of Languages and Translation, Imam Mohammad Ibn Saud Islamic University (IMSIU). During the implementation of the practicum in the Intermediate School of Prince Sultan Complex in Riyadh, KSA, supervising teachers acted as the pre-service teachers' classroom mentors and school-based supervisors. The supervising teachers gradually shift responsibility for instruction and assessment of student learning from a more sheltered teaching environment to the full responsibility of pre-service teachers. Throughout the practicum, the tutor (faculty advisor) observed, documented, and evaluated the pre-service teachers' classroom performance, providing suggestions for improvement.

(b). The Students' Group

The study's sample included four male first-year classes from the Intermediate School of Prince Sultan Complex in Riyadh. The participants' average age was 12-14 years, with a standard deviation of 0.73 years. Because the study

participants were chosen at random, it was presumed that they formed a homogeneous group. As a result, they were anticipated to have a lot in common and have similar levels of experience for their age.

C. Design of the Study

This study followed a mixed-methods approach. Action research studies are most comparable to mixed-methods designs, according to Creswell (2005), since they often use both quantitative and qualitative data. One aim of action research is to address local-level problems with the expectation of reaching immediate answers. In this study, the mix of quantitative and qualitative data enhanced the comprehension of the research problem.

A one-group pretest-posttest design was employed for the pre-service teachers' group. Qualitative data were collected through the pre-post training observation checklist that was employed to measure the participants' teaching performance. Before receiving the professional development program, the researcher used the pre-training observation checklist and documented the participants' teaching performance. After attending the training sessions and completing the practicum field teaching, the researcher employed the post-training observation checklist to the same group of participants and compared their post-training scores with their pre-training scores. This design allows for determining whether a change has occurred (Leedy & Ormrod, 2005). The researcher also gathered qualitative data via participant observation, during which the researcher observed and engaged as an equal in the group. In this stance, the practitioner-researcher was mostly an observer, although there was some engagement with the participants (Glesne, 2006). The participants were aware that they were being watched, therefore there might be nonverbal communication between the participants and the observer. Typically, in this role, the researcher would observe and take notes while sitting in the back of the classroom. The researcher did not instruct, advise, help, talk, respond to inquiries, or interact in any other manner while seated in the classroom observing the participants' teaching performance.

As for the students' group, the pre-posttest design with a non-equivalent control group was employed. Two classes taught by two trained pre-service teachers represented the experimental group students. The control group students were drawn from two other classes taught by pre-service teachers who were not enrolled in the training program. Before and after the treatment, the two groups were given a pre-post language test.

D. Instruments of the Study

Two instruments were used in the study: the observation checklist measuring a number of teaching skills and the language pre-posttest.

(a). The Observation Checklist

The researcher used the observation checklist to assess pre-service teachers' teaching skills before and after the implementation of the professional development program. It included twelve skills of EFL teaching (see Table 3).

1. Validity of the Observation Checklist

To determine the checklist validity, four EFL associate and full professors were given the initial version to evaluate each teaching skill based on its importance and relevance. After analyzing the responses, all reviewers approved each of the teaching skills; at least 75% of them reached a consensus on the importance of each teaching skill and the overall validity of the observation checklist. Furthermore, they indicated that the checklist was valid and the teaching skills included were clear and adequate.

2. Administration of the Observation Checklist Before and After the Treatment

The administration of the observation checklist took place during the commencement of the second semester of the academic year 1440-1441 H. The tutor and two other raters (faculty advisors) observed pre-service teachers' teaching skills according to the observation checklist. Therefore, the tutor and the two raters attended the lessons and observed each pre-service teacher's teaching skills. In the same way, pre-service teachers' performance was observed at the end of the treatment, adhering to the same criteria.

3. Observation Checklist Scoring

In order to ensure the consistency and reliability of the scoring process, the observation checklist was assessed by a panel of three independent raters who were blind to each other's ratings. This means that they were not able to view one another's raring until all assessments were completed (Rowntree & Lockwood, 1994). The observation checklist contained a rating scale with three options: always, sometimes, and never. The three raters were given an estimated value for each level of frequency. The first level (always) took three, the second level (sometimes) took two, and the third level (never) took one. The checklist was graded out of 36 since it included twelve teaching skills.

TABLE 1
RATER CORRELATION COEFFICIENTS FOR PRE-SERVICE TEACHERS' PRE- AND POST-TRAINING TEACHING PERFORMANCE

	I and II	I and III	II and III
Pre-training teaching performance	.79	.83	.84
Post-training teaching performance	.80	.81	.83
	Ties	0	

Observation scores of both the pre-training and post-training teaching performance were pooled to get the average score. Table 1 indicates statistically significant correlations among the three raters. Calculating the two average scores for each teaching performance revealed a significant correlation at the 0.01 level, with estimated correlation coefficients of (.082) and (.081) for the pre-training and post-training teaching performances, respectively.

(b). The Language Pre-Posttest

The language test was used as a pre-test to ensure that the students in both groups (experimental and control) were at a similar level of language performance prior to the beginning of the experiment. As a post-test, it was utilized to assess the effectiveness of the professional development program in enhancing the language performance of the experimental group versus the performance of the control group. The pre-posttest was adopted from the teacher's manual of the textbook *Full Blast 2* which is prescribed for Saudi students in their first year of intermediate school.

E. Data Collection Procedure

Action research is a recursive, cyclical activity that does not follow a linear progression (Johnson, 2008). Consequently, it is inferred that some of the action research processes are repeated several times or maybe in a different sequence. In adopting a methodology for the pre-service training program in this study, the researcher followed the four phases of cyclical and iterative action research: planning, acting, developing, and reflecting (Figure 1).
  1. The planning phase includes the three steps listed below:
    - Defining and limiting the topic
    - Collecting information
    - Reviewing the relevant literature
  2. The action phase includes the two steps listed below:
    - Executing the devised plan and gathering data
    - Examining the collected data
  3. The phase of development includes the subsequent step:
    - Creating an action plan.
  4. The stage of reflection encompasses the ensuing two steps:
    - Disseminating and communicating the results.
    - Reflecting upon the process of the implemented action plan.
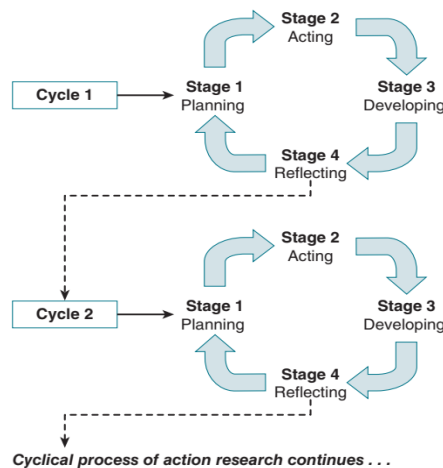
Figure 1. The Process of Action Research (Adapted From Mertler and Charles, 2011)

Four training sessions were designed with two objectives: to help pre-service teachers develop their own ideas about teaching and learning, as well as to help them comprehend and apply the underlying assumptions in teaching materials and curricular guidelines. In each training session, pre-service teachers examined their pedagogical practices. Training activities and tasks (i.e., demonstration, lecturing, journal writing, diary-keeping, and directed reading) were used to impart concepts, showcase language teaching/learning methodologies, and elicit responses from pre-service teachers. For example, the participants maintained a journal in which they recorded their responses to course activities, and diaries were also kept throughout individual action research data gathering to facilitate discussion.

The program training sessions emphasized the pedagogical skills of planning, identifying student needs, and skill development activities. It was arranged according to the following key areas (each covered in one training session):
  -    Planning for effective teaching to intermediate-school EFL students.
  -    Classroom management and teaching skills for intermediate-school EFL students.
  -    Resources and materials for teaching intermediate-school EFL students.
  -    Professional development for pre-service teachers of intermediate-school EFL students.
  The training time plan went as follows:

Phase I. Weeks 1-2: First university-based phase
  1- First training session.
    - Orientation to course and preparation for initial school placement.
  2- Guided observation and inquiry in school.
Phase II. Week 3: Second university-based phase
  1- Second training session.
    - Method and complementary studies work.
  2- The implementation of the training program was jointly planned by the tutor and supervising teachers.
    - Exploring theoretical aspects of an issue in a training session at the university by observation of pre-service teachers in sheltered individual teaching.
  3- Sharing lecture notes and other details of university input with pre-service teachers and supervising teachers.
Weeks 4-5: Initial full-time placement in school
  1- Training activities and tasks focused on increasing responsibilities to teaching whole lessons and lesson sequences; shifting complementary studies in focus from fact-finding to investigation and development of cross-curricular issues.
  2- Discussing assessment (method and complementary studies) and preparing for the second phase of full, no-shelter practice in school.
Weeks 6-9: Main placement in school
  1- Teaching a 50 percent normal timetable day of 3 lessons (in pairs and alone), carrying out observation and reflection duties, and preparing for assignments related directly to pre-service teachers' own teaching.
  2- Observing one lesson by pre-service teachers and the tutor; tutor visiting a minimum of three times for each pre-service teacher.
Weeks 10: Third university-based phase
  1- Third training session.
  2- Tutorials and private study time (feedback on block practice, prepare complementary studies assignment, orientate to final school-based phase).
Weeks 11-14: Final school-based teaching phase
  1- Four weeks' block experience.
  2- Pre-service teachers developing a specific aspect of teaching, the subject negotiated with supervising teachers and the tutor.
Weeks 15: Final university-based phase
  1- Fourth training session.
  2- Completing assessment requirements and producing plans for future professional development.

IV. RESULTS OF THE STUDY

The results are presented in relation to the study questions in two distinct parts. The first part is devoted to the effectiveness of the professional development program in enhancing the instructional skills of pre-service teachers. On the other hand, the second part explores the influence of this training on their students' language proficiency.

A. Results of the Teachers' Group

TABLE 2
WILCOXON SIGNED RANKS FOR OVERALL PRE- AND POST-TRAINING SCORE OF PRE-SERVICE TEACHERS

Ranks						
		N	Mean Rank	Sum of Ranks	Z*	P
overall post-training teaching performance – overall pre-training teaching performance	Positive Ranks	12 a	8.32	171.00	2.06	0,00
	Negative Ranks	0 b	.00	.00		
	Ties	0 c				
	Total	12				

Table 2 demonstrates that pre-service teachers' overall post-training score is statistically higher than their overall pre-training score as the Z value is 2.06, which is statistically significant at 0.01. A number of Wilcoxon Matched-Pairs Signed-Ranks tests were used to examine the relative extent of progress fostered by the training program's implementation from pre-observation to post-observation for pre-service teachers in each teaching skill.

TABLE 3
WILCOXON SIGNED RANKS FOR PRE- AND POST-TRAINING SCORES OF PRE-SERVICE TEACHERS IN EACH TEACHING SKILL

Teaching skill	Positive ranks	Ties	No.	Z	Significance at 0.01 level
1- Pre-service teacher makes appropriate use of a range of materials and resources in relation to achieving the aims of each language lesson.	12	.00	12	2.17	.000
2- Pre-service teacher uses a range of resources and strategies to teach and support the learning of all students.	12	.00	12	2.17	.000
3- Pre-service teacher works successfully with learners at different levels, using appropriate types of language activities.	11	1	11	2.04	.000
4- Pre-service teacher helps students develop their language and communication skills	10	2	10	1.89	.000
5- Pre-service teacher adjusts his own use of language to the level of the class.	12	.00	12	2.17	.000
6- Pre-service teacher communicates clearly with students in ways that encourage learning and generate interest.	11	1	11	2.04	.000
7- Pre-service teacher chooses appropriate moments and strategies for correcting students' language.	11	1	11	2.04	.000
8- Pre-service teacher identifies areas, after lessons, where the class as a whole and each individual student have made progress and where additional support and/or supplementary work is necessary.	11	1	11	2.04	.000
9- Pre-service teacher sets up and manages whole class work, pair work, and group work as appropriate.	10	2	10	1.89	.000
10- Pre-service teacher has good rapport with learners at all times and fosters a constructive learning atmosphere.	12	.00	12	2.17	.000
11- Pre-service teacher evaluates his teaching performance by monitoring and reflection during and after lessons, and by taking notes of comments from tutor and colleagues.	10	2	10	1.89	.000
12- Pre-service teacher takes account of evaluation in planning future lessons.	11	1	11	2.04	.000
Total	253.0	.00	12	2.06	.000

Table 3 shows that all ranks are positive, indicating that pre-service teachers performed significantly better on the post-observation in each teaching skill than on the pre-observation. Furthermore, Z values indicate that there are statistically significant differences at the 0.01 level between the pre-observation and post-observation performance of pre-service teachers in each teaching skill in favor of the post-observation.

B. Results of the Students' Group

In order to evaluate any significant differences between the experimental and control groups, a t-test for independent samples was employed to compare their performance on the pre-test.

TABLE 4
PRE-TEST RESULTS OF THE EXPERIMENTAL AND CONTROL GROUPS' OVERALL LANGUAGE PERFORMANCE

Group	N	M	SD	DF	t-value	Significance at 0.01 level
Experimental	46	21.80	8.88	85	1.458	Not significant
Control	41	19.39	6.12			

The estimated t-value 1.458 of the two groups' language performance on the pre-test was not statistically significant. Consequently, further independent samples t-tests were conducted to examine the differences between the experimental and control groups specifically in terms of their proficiency in the language categories of vocabulary, grammar, listening, reading, and writing.

TABLE 5
T-TEST RESULTS OF THE EXPERIMENTAL AND CONTROL GROUPS ON THE PRE-TEST IN EACH LANGUAGE CATEGORY

	Experimental group pre-test		Control group pre-test		DF	t-value	Significance at 0.01 level
	M	SD	M	SD			
Vocabulary	5.760	4.206	4.561	2.820	85	1.543	Not significant
Grammar	5.391	2.245	4.975	1.903	85	.925	Not significant
Listening	2.355	.9331	2.243	.9428	85	.551	Not significant
Reading	3.021	1.341	2.634	1.462	85	1.289	Not significant
Writing	5.369	2.416	4.926	1.915	85	.939	Not significant

According to Table 5, the mean scores obtained on the pre-test for both the experimental and control groups did not show any statistically significant differences across the language categories of vocabulary, grammar, listening, reading, and writing. This suggests that both groups were initially at a similar level of language performance before the start of the study.

TABLE 6
POST-TEST RESULTS OF THE EXPERIMENTAL AND CONTROL GROUPS IN OVERALL LANGUAGE PERFORMANCE

Group	N	M	SD	DF	t-value	Significance at 0.01 level
Experimental	46	38.21	6.003	85	11.45	Significant
Control	41	22.87	6.489			

Statistical evidence emerged from the estimated t-value of 11.45, indicating a significant difference between the experimental and control groups in terms of overall language proficiency on the post-test. These results establish a statistically significant result in favor of the experimental group students.

TABLE 7
T-TEST RESULTS OF THE EXPERIMENTAL AND CONTROL GROUPS' POST-TEST IN EACH LANGUAGE CATEGORY

Language category	Experimental group post-test		Control group post-test		t-value	Significance at 0.01 level
	M	SD	M	SD		
Vocabulary	12.978	3.179	6.536	3.443	9.071	Significant
Grammar	7.173	1.595	5.048	1.515	6.348	Significant
Listening	4.891	1.337	3.097	1.319	6.285	Significant
Reading	5.021	1.406	3.243	1.670	5.389	Significant
Writing	8.217	1.724	5.073	2.102	7.658	Significant

Statistical differences were observed at a significance at the 0.01 in the mean scores between the experimental and control groups. This indicates that the experimental group consistently outperformed the control group across all language categories. This conclusion is supported by the statistically significant estimated t-values of 9.071 for vocabulary, 6.348 for grammar, 6.285 for listening, 5.389 for reading, and 7.658 for writing.

TABLE 8
T-TEST RESULTS OF EXPERIMENTAL GROUP'S PRE-TEST VS. POST-TEST MEANS IN OVERALL LANGUAGE PERFORMANCE

Test	N	M	SD	DF	t-value	Significance at 0.01 level
Pre-test	46	21.80	8.883	45	12.73	Significant
Post-test		38.21	6.003			

According to the findings shown in Table 8, there was a statistical difference at a significance level of 0.01 in overall language performance between the mean scores of the experimental group students on the language pre-posttest. This distinction favored the post-test score, as evidenced by the estimated t-value of 12.73.

TABLE 9
T-TEST RESULTS OF THE EXPERIMENTAL GROUP'S PRE-TEST VS. POST-TEST MEANS IN EACH LANGUAGE CATEGORY

Language category	Experimental group pre-test		Experimental group post-test		DF	t-value	Significance at 0.01 level
	M	SD	M	SD			
Vocabulary	5.760	4.206	12.978	3.179	45	9.839	Significant
Grammar	5.391	2.245	7.173	1.595	45	5.573	Significant
Listening	2.355	.9331	4.891	1.337	45	11.032	Significant
Reading	3.021	1.341	5.021	1.406	45	7.636	Significant
Writing	5.369	2.416	8.217	1.724	45	7.689	Significant

Table 9 showed statistical differences at a significance level of 0.01 between the mean scores of the experimental group students' performance on the language pre-posttest. These differences were in favor of the post-test in each language category. The estimated t-values for vocabulary, grammar, listening, reading, and writing were 9.839, 5.573, 11.032, 7.636, and 7.689, respectively.

In light of the research findings, it can be stated that the action research-based professional development program has proven its efficacy in enhancing the teaching effectiveness of pre-service teachers, addressing the two research questions that were formulated. Furthermore, the implementation of action research-based training for pre-service teachers has been found to yield significant benefits in terms of improving their students' language performance. These results highlight the positive impact that such training can have on both the professional growth of pre-service teachers and the academic performance of their students.

V. DISCUSSION OF THE RESULTS

The study procedure followed Metler's (2020) action research stages. These processes included identifying a problem, gathering evidence, reflecting on the findings, drawing conclusions based on the information, and applying this knowledge to teaching. There are also key, effective features related to the structure of the training program. First of all, more than three-quarters of the practicum time was spent in school by pre-service teachers to have access to supervising teachers' craft knowledge. Meanwhile, the participants' awareness of local school conditions was developed by the contrast between the two placements (i.e., university and school). In addition, intervals between university and school-based experiences for pre-service teachers were kept short, for example, with split weeks in university and school. These split weeks enabled short time intervals between personal experience in school and the wider frame of reference of university-based discussion and reflection. The experiences of pre-service teachers at the two locations were closely interwoven. University and school staff roles were complementary, with collaboration on course planning and implementation processes.

However, pre-service teachers were unable to spend a significant amount of time in the classroom during the first two weeks of the study. As a result, they had to anticipate a possible classroom issue. They entered the classrooms and began gathering evidence. After the incident, they had some time to analyze the data and develop conclusions. They then returned to the classroom to put the solutions they had uncovered in their teaching into action. As a result, the participants concluded that the problem identification stage needed to be improved. Because they could not be in the classroom at the start of the semester, the problem identification stage required them to anticipate a probable classroom problem that needed to be fixed without first entering the classroom. In several cases, the anticipated problem did not exist. Nevertheless, the reflections and comments of pre-service teachers enabled them to identify significant areas that needed improvement.

The training program guaranteed that pre-service teachers received genuine classroom experience and that they were able to identify and incorporate solutions to their own teaching issues. In accordance with Creswell's (2005) insights, they had the opportunity to study the dynamics of the classroom, reflect on the actions and interactions of students, and validate as well as criticize current practices. Thus, they were given the opportunity to build an action plan while engaging in the process of reflection (Mills, 2011).

Most importantly, the use of a wide variety of action research-based activities helped pre-service teachers develop their skills as educators. Short readings helped them gain access to new material in the curriculum, while reflective writing and diaries encouraged personal growth, interpretation, and application to specific teaching contexts. The integration of activities and practices during both phases of the program (i.e., session training activities and real classroom teaching practices) provided support and real classroom practice for pre-service teachers. During the first phase of the program, support was offered in the form of lecturing and readings. Phase two support included ongoing opportunities for structured observation, dialogue, and classroom visits. This assistance made it possible for pre-service teachers to discuss their challenges and triumphs in tangible and personalized terms.

Specifically, training activities such as role-playing and observation helped pre-service teachers modify their behavior. Meanwhile, they displayed an increase in their confidence when speaking out. Ultimately, they developed a more systematic and reflective attitude toward the profession. The findings are corroborated by Hobson et al. (2015) who explain that through action research, pre-service teachers can connect meaningful connections between pedagogical underpinnings and their own teaching methodologies. By engaging in this iterative process, these teachers are able to effectively utilize acquired knowledge to critically analyze and improve their instructional practices. Furthermore, through the application of personal insights gained through action research, pre-service teachers are empowered to make informed decisions that align with professional standards and guidelines.

The dialogue component was offered via class discussions of assigned texts and by pre- and post-lesson reflections on classroom activities. The participants valued peer dialogue for a variety of reasons. First, they spoke the same practical language, informed by classroom reality. The exposure to the perspectives and interpretations of colleagues, which were offered in a collaborative and supportive environment, aided in the formation and crystallization of the participants' thoughts. These findings coincide with Morales et al. (2019) that it is crucial for pre-service teachers to gather data from their practices and reflect on them individually and as a teaching community.

A significant finding was that action research was employed as a means of reflection for enhancing individual classroom practice. The participants had varied opportunities for reflection and taking stock of their training activities and classroom teaching practices. In the program's training sessions, taking stock of present practice was emphasized by helping pre-service teachers discuss experiences and views and voice their feedback via reflective writing and discussion. They were able to focus on modifying their thoughts and enhancing their teaching practices. The same idea is confirmed Mann and Walsh (2017) that pre-service teachers should build reflection skills using evidence from their classrooms.

After that, classroom observation was used to evaluate pre-service teachers' teaching practices. The researcher followed participant observation in which he not only observed but actively participated in group activities. This allowed the researcher to learn first-hand experience how the pre-service teachers' practices corresponded with the training they received. The researcher as an observer assumed a much more active role within the framework of the specific context. In addition to continuing to observe and record observations, the researcher had the opportunity to communicate with the participants. Glesne (2006) discusses a paradoxical situation that may occur in this role. The more the researcher's participation in the setting he/she is actively exploring, the greater the danger of losing the objective eye. However, the greater the participation, the bigger the researchers' ability to get first-hand information of the setting.

As for pre-service teachers, they had access to the craft knowledge of their supervising teachers by observing and interacting with them. Their time at school enabled them to learn about the school's specific conditions and their impact on practice. Based on classroom observation of teaching practices, they gradually transferred their understanding of the reasoning of supervising teachers to their own less-sheltered teaching practices. They reflected on and described their own decisions in situations that involved planning and adjusting instruction in class, and evaluated their teaching behavior after class. Morales et al. (2019) add that observation enables pre-service teachers to identify and resolve teaching difficulties via reflection.

Positive results also included increased instructional knowledge, an increasingly more active role for students in the learning process, as well as a greater variety in pre-service teachers' classroom practice (such as using a broader range of teaching strategies and less reliance on prescribed textbooks). These results receive support from Ewart and Straw (2005) that pre-service teachers have the chance to undertake the duties of practicing teachers when they are placed in an extended field experience of practicum.

Another significant component of this action research project was its advancement of the concept of teacher empowerment. Pre-service teachers became empowered when they gathered their own data to help them make decisions about their own learners and classrooms. In the training sessions, pre-service teachers were prompted and encouraged to take risks and modify their teaching practices whenever they deemed it necessary. These findings are in line with Johnson's (2008) idea that teachers' increased sense of agency makes them empowered through tailoring instructional practices to the specific requirements of their learners.

Finally, the integration of this concerted array of action-research activities and practices assisted in identifying practical classroom challenges and valuing pre-service teachers' contributions. These findings are reinforced by Morales (2016), who argues that teachers as agents of change should engage in action research since it is proof of professional growth. The advantages of action research included both process (in the form of fostering social connections and relationships) and outcome (in the form of identifiable changes). As one participant noted, "Everyone here is completely at ease with one another. It was enriching to work so closely together, and the experience taught us to be more deliberate in our instruction".

VI. CONCLUSIONS AND IMPLICATIONS

Pre-service teacher action research is a distinctive genre within the broader action research pedagogy. According to Phillips and Carr (2010), action research entails engaging with a community to develop critical thinking skills and the ability to address instructional challenges, while also fostering a deep commitment to personal growth. This process is driven by the aspiration to become a compassionate, knowledgeable, and transformative teacher, requiring the mastery of proficiency in the planning and reflection processes. Consequently, the result of undertaking action research as a pre-service teacher is the initiation of a lifelong journey towards embodying the dual roles of a teacher and researcher, with the aim of enhancing both teaching expertise and student learning (Kizilaslan & Leutwyler, 2012).

It is also concluded that practicum provides several crucial merits in pre-service teachers' professional development. Meanwhile, action research is an active, reflective, and participatory process that optimally provides rich and diversified training opportunities to pre-service teachers in the teaching practicum. By employing both individual and group experience, action research can strengthen pre-service teachers understanding of methodology, encourage their reflection on their beliefs, tacit knowledge, and teaching practice, and assist them in developing their theories of teaching and learning (Roberts, 1998).

A significant conclusion is that action research has been shown to serve as a means of improving teachers' problem-solving and reflection skills, in addition to boosting confidence and growth as a teacher (Parsons & Brown, 2002). Additionally, action research upholds the expertise of teaching by empowering teachers to take ownership of their own development, instead of being subjected to rigid guidelines imposed by external authorities (Schmuck, 1997). Action research enables teachers to personalize and tailor their professional development, leading to more versatile and impactful growth.

Finally, learning how to teach should be an ongoing process of testing hypotheses, which should be framed by an in-depth examination of the issues that are crucial to teaching. Future research should examine the incorporation of action research in different settings of language learning classrooms in order to better prepare pre-service teachers on how to manage classroom problems and improve their classroom teaching and professional performance. Following

prospective teachers into service, research should be conducted to see whether action research is employed to inform their decision-making and problem-solving processes.

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How Do Locally Produced EFL Textbooks Endorse Critical Thinking Skills in Indonesia? A Content Analysis

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Abstract—**Critical thinking skills (CTSs) are acknowledged as essential abilities students should acquire in learning and have gained considerable attention over the past few years. Thus, the CTSs should be integrated into the curriculum and introduced to students to boost their capacity for critical thought. The current study attempts to diagnose critical thinking elements endorsed in localized EFL school textbooks as reflected within questions. A qualitative content analysis was employed by adopting Ilyas's (2016) framework of critical thinking for the analytic categories. In actuality, the questions exhibited in the EFL textbooks are only apparent in a few critical thinking criteria, such as clarification, reasons and evidence, viewpoints or perspectives, and agreement and disagreement. On the other hand, assumptions, implications, consequences and alternatives, questions, predictions, and summary and conclusion are excluded. Instructors and authors of books are recommended to consider the critical thinking features when creating lessons to help students learn effectively and develop them into well-cultivated critical thinkers.**

Index Terms—**logical reasoning ability, localized ELT textbooks, Ilyas's framework, curriculum 13**

I. INTRODUCTION

As individuals, we are not inherently predetermined to arrive at conclusive outcomes and come up with decisions about an issue. What we need to enhance decision-making of a certain concern is critical thinking (Moore & Parker, 2009). Critical thinking alludes to the meticulous and accurate thinking processes required for formulating rational interventions and generating hypotheses (Alter & Egan, 1997). The adoption of the said cognitive process can aid in discerning the truthfulness or fallaciousness of a given judgment, and outright assist in recognizing the merits and demerits of a particular line of thinking to preserve its strengths and address its weaknesses with the intent of improvement (Murawski, 2014). In light of the significance of critical thinking skills, there is widespread consensus that the cultivation of critical thinking is an essential talent in contemporary education, particularly within academic contexts (Heard et al., 2020). Instructing critical thinking skills to students is valuable and crucial (Davies, 2015) for it can raise their capacity to engage in initiatives such as observation, inference, questioning, decision-making, thoughts, and argument analysis as well (Dunn et al., 2008; Davies & Bernet, 2015; Facione, 2015). On the contrary, failing to encourage learners' critical thinking skills may impede their competence to acquire knowledge beyond basic factual grasp. Thus, it is indispensable to integrate critical thinking into the educational curriculum and pedagogical processes (Alsaleh, 2020).

In Indonesia, the incorporation of thinking skills into the teaching process has been featured in the newly revised curriculum - also known as K13. The K13 is committed to promoting scientific approaches (Nugraha & Suherdi, 2017), and fostering scientific behaviors in students. The newly revised curriculum takes up the skill objectives of observation, question, exploration, association, and communication essential for developing 21st-century skills (Kristiani et al., 2018). Accordingly, employing the curriculum could foster a culture of critical thinking (Llano, 2015). One potentially effective contributor to achieving these skills is by adopting textbooks as core learning resources (Errington & Bubna-

Litic, 2015). Textbooks are helpful resources that facilitate the acquisition of knowledge at a variety of layers and domains (Ebrahimi & Sahragard, 2004). As they allow for diverse viewpoints and perspectives, the textbooks can boost critical thinking among students by facilitating the review of various claims and the evaluation of evidence. Additionally, textbooks may act as an incentive for instructing educators and learners, representing the envisaged changes and supplying psychological aid to instructors (Kırkgöz, 2009).

In compliance with achieving the learning goals, such as the attainment of critical thinking competencies, all educational resources, including English Language Teaching (ELT) textbooks, must be adapted and aligned with the current curriculum. The government under the Ministry of Education and Culture has endorsed new ELT school textbooks. The created textbooks must be consistent with the prescribed curriculum and the emerging needs of such language learners (Takahashi, 2014). In consequence, the English language textbooks underwent substantial modifications in terms of content, pedagogical approaches, and instructional tenets. While local EFL textbooks might foster critical thinking, it has yet to widely document how thoroughly this issue has been assessed in the local EFL textbooks. For this reason, the current study sought to probe the subsequent research inquiries; (a) what particular components of critical thought are highlighted in the localized EFL schoolbooks? and (b) Under what circumstances of questions are the critical thinking facets advocated in the local EFL textbooks? This research will provide book authors and teachers with noteworthy insights on the inclusion of critical thinking principles in the development of instructional resources and their application in varied classroom activities to augment students' logical reasoning proficiencies.

II. LITERATURE REVIEW

A. ELT Textbooks as Silent Partners for EFL Learning

A textbook is a form of educational resource typically presented in printed layout and includes written text and visual elements designed to support the achievement of predetermined learning objectives. It assists in the pedagogical process as well as propagates the knowledge, skills, and attitudes outlined in the curriculum (Gebregeorgis, 2016). With respect to the ESL/EFL learning circumstances, a textbook is of significant importance in the instruction of English, particularly in nations where English is taught as a foreign language (Orfan et al., 2021), such as Indonesia. The adoption of EFL-published resources, such as textbooks, is increasingly prevalent due to their potential to facilitate classroom instruction by furnishing educators with instructional frameworks encompassing the syllabus, pedagogical approaches or methodologies, and educational resources for teaching and learning (Hanifa, 2018). As an almost universal component of English language teaching (Zohrabi et al., 2012), the textbook should not only pervade the linguistics aspects but also reflect both students' interests and teachers' views of what the students need to know (Risager & Chapelle, 2013). Thereby, incorporating sociolinguistic substances into language education is critical for the successful instruction and acquisition of languages, particularly English as a foreign language. In other words, the language learning materials presented in a textbook should be pertinent to the communicative and contextual demands of both learners and educators. Huang (2019) asserts that a communicative and contextualized textbook should own three key dimensions; contain essential and practical content relevant to the learners (content dimension), stimulate learners' curiosity and motivation to acquire the language (incentive dimension), and facilitate learners' ability to engage in social interaction and communication within their community (interaction dimension). Apart from the significance of content relevance, innovative approaches to textbook use also need to be taken into account to retain the interest and engagement of students when utilizing the books (Rowland & Barrs, 2013).

In response to the context of Indonesia, ELT textbooks are developed in alignment with the curriculum authorized by the government through the Ministry of Education and Culture. Tracing back to its trajectory, the education curriculum in Indonesia has undergone several changes, with the most current version being referred to as Curriculum 13 (K13). Within the framework of this particular curriculum system, English language textbooks prioritize the integration of local cultural facets and norms to a significant extent (Sulistiyo et al., 2021; Parlindungan et al., 2018). It was assumed that the previously adopted textbook was not applicable to the local context. What's more, given that English as a lingua franca is no longer deemed to be the sole representative of the culture of Native-speaking countries, it is imperative that ELT textbooks appropriately reflect the customs and practices of the students and instructors who harness them. The other prominent objective of creating school textbooks is to enhance students' critical thinking talents. Consequently, the locally created ELT textbook is expected to contribute to the attainment of this goal (Ilyas, 2015). The school textbook was designed electronically to offer versatility, allowing for its utilization as an e-book by both students and teachers or, instead, to be turned into a printed format (Rinekso, 2021). Moreover, the textbook was authored by Indonesian writers who hold a comprehensive understanding of the Indonesian school English classroom context, thus ensuring the appropriateness of its contents for the aforementioned context (Puspitasari et al., 2021). Therefore, this ELT material has been widely distributed and opted for as a primary learning source by schools nationwide.

B. Teaching Critical Thinking

Critical thinking skills are a fundamental prerequisite for effectively addressing and resolving complex issues. This is because they employ cautious reason while deciding whether or not a claim is truthful (Moore & Parker, 2009). Velayati et al. (2017) elucidate critical thinking as a cognitive process that involves leveraging higher-order thinking abilities such as

thorough analysis, synthesis, and reflection. Besides, being capable of critical thinking enables individuals to engage in divergent thinking, develop problem-solving skills, and cultivate cognitive abilities pertaining to causality, multiple viewpoints, proof, potential outcomes, and arguments (Halimah et al., 2020). As educators, it is incumbent upon us to instruct students in the art of critical thinking about decision-making and problem-solving (Rudd, 2006). Acquiring these skills is of utmost importance as it enables them to identify the origins of problems and effectively locate and ascertain the appropriate solutions. In other words, students should not solely recognize information; instead, they should have a progressively deeper comprehension of the process used by each academic field for generating and "think" about the news (Solihati & Hikmat, 2018; Yanchar & Slife, 2004; Chaffee, 1988). In light of this vein, Celuch and Slama (2000) argue that one of the basic attributes of learning the competence to be a skilled critical thinker is the capability to engage in self-evaluation and consistently enhance one's cognitive processes, hence when one communicates verbally or in writing, the critical thinking approach encourages awareness of the components of reasoning, such as purpose, the question at issue, assumptions, point of view, information, concepts, implications and consequences, and interpretation and conclusion. Therefore, teaching critical thinking is considered a foundational component of any educational program, for it is indispensable for effective decision-making (Carter et al., 2017). Court (1991) advocates that one of the popular methods for instructing critical thinking is through the utilization of the higher levels of Bloom's taxonomy; consequently, skills such as analysis, classification, and synthesis have been identified as essential components of critical thinking. The approach is deemed captivating due to its simplicity and practicality, whereby an individual can formulate assignments that enable learners to hone each skill sequentially. Looking closer at the essence of the skills, infusing the competence of critical thought into the learning process is paramount because it can facilitate more profound learning and drive learners to not only accept information but also scrutinize it (Solihati & Hikmat, 2018).

C. The Components of Critical Thought in ELT Textbooks

As a high-priority educational goal, critical thinking is highly recommended to integrate throughout the curriculum (Dunn et al., 2008), and taught to all different subject areas (Soe, 2021). Books, as fundamental integral constituents of curriculum and teaching of any discipline, ought to be developed and grounded on advancing higher-order (metacognitive) cognitive abilities, where critical thinking is an essential feature of a higher-order thought (Atiullah et al., 2019). According to Facione's (1990) research, critical thinking can be classified into two distinct components: critical thinking skills and critical thinking disposition. In the scope of critical thinking competencies, there exist six skills and corresponding subskills that can be acquired in formal or informal learning environments, as shown in Table 1 below.

TABLE 1
SKILLS AND SUB-SKILLS OF CRITICAL THINKING COGNITIVE

List of Critical Thinking Cognitive Skills and Sub-Skills		
	Skills	Sub-Skills
1	Interpretation	Categorization Decoding Significance Clarifying Meaning
2	Analysis	Examining Ideas Identifying Arguments Analyzing Arguments
3	Evaluation	Assessing Claims Assessing Arguments
4	Inference	Querying Evidence Conjecturing Alternatives Drawing Conclusions
5	Explanation	Stating Results Justifying Procedures Presenting Arguments
6	Self-Regulation	Self-examination Self-correction

Meanwhile, critical thinking dispositions bring attitudes, values, and beliefs into the thinking process. They constitute a crucial element in the process of critical thinking, and resistant to change, and become entrenched over a prolonged period. Rudd (2006) characterizes critical thinking disposition as engagement, innovativeness, and cognitive maturity. Engagement is the act of anticipating a scenario to apply rational thinking and having faith in one's capacity for thought, problem-solving, and decision-making. In addition, innovativeness means constantly seeking new knowledge in one's profession, personal life, and the world around them, and being intellectually curious and willing to utilize all available resources to discover the truth, even if it contradicts their personal beliefs and opinions. Furthermore, cognitive maturity refers to the capability of recognizing one's dispositions and biases when engaging in decision-making and problem-solving processes.

Critical thinking requires rigorous standards of excellence and mindful command of their use. For its rigorousness, Paul and Elder (2006) lodge eight elements of thought as denoted in the following chart.
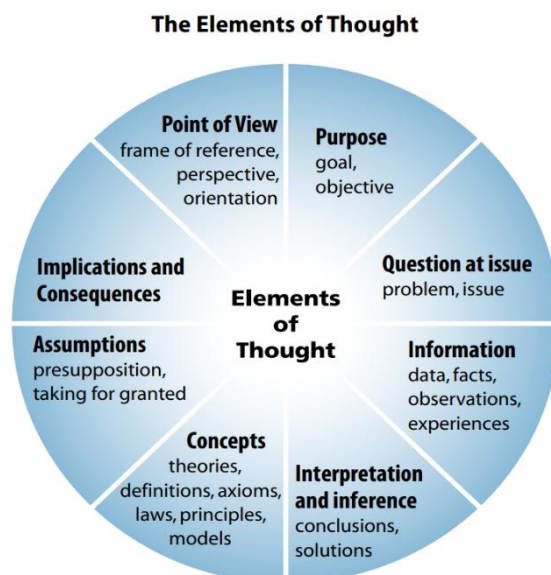
The Elements of Thought

Figure 1. The Elements of Thought

Paul (2005) designates the components of cognitive processes as an understanding of and an ability to formulate, analyze, and assess the (a) problem or question at issue, (b) purpose or goal of the thinking, (c) perspectives or frames of reference, (d) assumptions made, (e) central concepts and ideas involved, (f) principles or theories used, (g) evidence, data, or reasons advanced, (h) interpretations and claims made, (i) inferences, reasoning, and lines of formulated thought, and (j) implications and consequences that follow. Similarly, to explore skills in critical thought in the instruction of English as a foreign language, as well as potentially in other academic disciplines, Ilyas' (2015) framework of critical thinking may serve as an alternative approach. The framework includes (a) clarification, (b) assumptions, (c) reasons and evidence, (d) viewpoints or perspectives, (e) implication, consequences, and alternatives, (f) questions, (g) predictions, (h) agreement and disagreement, and (i) summary and conclusion.

Questions that look for clarification may include asking students to explain or elaborate on specific words, phrases, or sentences. Additional questions may prompt students to clarify the writer's intention or the message they aim to convey in the text. Inquiries on assumptions may prompt students to identify the underlying presumptions made by the author or a given paragraph. In terms of reasons and evidence, students may be tasked with identifying the rationale and supporting evidence presented by the author to bolster their argument. Subsequently, students may be prompted to generate alternative reasons and evidence in lieu of those posited by the author. It is also possible to prompt students to make predictions regarding the potential outcomes if the proposed solution put forth by the author of the text cannot be carried out or proves unsuccessful. At such point, students can be challenged to proffer their own alternatives or provide their unique perspectives. In respect of agreement and disagreement, students can be spurred to provide reasons for their concurrence or disapproval with the author of the text. If the author fails to provide a summary of their article, students can be assigned to summarize or conclude the article and offer their own commentaries. In the end, students can share their reflections or evaluations on the article (Ilyas, 2016). Given that, a number of critical thinking literature may present distinct terms, conceptualizations, and frameworks for critical thinking. It is essential to take into account the relevance of critical thinking taxonomies with respect to the subject matter students' educational level and the educational context.

III. RESEARCH METHODOLOGY

This research deployed a content analysis to examine the components of critical thinking demonstrated through questioning, as evidenced in locally produced EFL textbooks. The adopted content analysis emphasized a qualitative approach by relying on the analytic categories in exploring the critical thinking features delineated in the school course books. More importantly, this methodology is effective for drawing consistent and reliable inferences regarding issues (Krippendorff, 1980), such as the facets of critical thinking represented within the texts of ELT educational materials. The data encompasses aspects of critical cognitive thinking skills featured in recently released Indonesian EFL textbooks for grades ten through twelve. The textbooks are regularly adopted as primary learning resources by schools throughout the country on account of their endorsement by the Indonesian Ministry of National Education. These instructional textbooks were composed on the basis of the 2013 curriculum standards as the revision of the curriculum of 2006, which mandate the integration of discourse competence in the curriculum, including English textbooks (Widodo, 2018). Likewise, educators and learners are also required to cultivate a greater degree of innovative and creative thinking to effectively engage in sound logical reasoning (Nuraeni et al., 2020). For simple retrieval, the

textbooks were laid out in digital formats and dispersed on internet-based platforms. They can be retrieved on the official website of the Ministry of Education and Culture at https://buku.kemdikbud.go.id/.

To determine the extent to which critical thinking parameters were upheld in the course books. All chapters in the books were perused and singled out questions embodying logical reasoning. The collected data were subsequently evaluated in reference to Ilyas' (2016) critical thinking framework, comprising clarification, assumptions, reasons and evidence, viewpoints or perspectives, implications, consequences and alternatives, question, predictions, agreement, and disagreement, and summary and conclusion. These analytic categories were appraised to seek the distinctions between critical thinking and non-critical thinking facets. Furthermore, the questions were subjected to coding and interpretation. In qualitative data analysis, a code is a researcher-generated concept that represents and assigns interpretative meaning to individual pieces of data. These codes are used for various analytical processes, such as identifying patterns, categorizing data, and building theory (Saldana, 2009). The data were coded based on the shared significances and interpreted by drawing and describing figures and consistencies to decipher the intended patterns as earlier mentioned categories.

IV. RESULTS

The study results revealed that the English as a Foreign Language (EFL) textbooks designed for grades 10 to 12 encompassed approximately 690 questions. The queries were reviewed by way of Ilyas' categorization scheme, which comprised the following: (a) clarifying, (b) assuming, (c) reasoning and proving, (d) giving viewpoints or perspectives, (e) containing implication, consequences, and alternatives, (f) questioning, (g) predicting, (h) agreeing and disagreeing, (i) summarizing and concluding (Ilyas, 2016). The results reveal that the books only tackle some facets of critical thinking. Of the total 690 questions, a mere 76 items, accounting for less than 12% of the whole, elicit critical thinking among students. The components encompassed elucidation, rationales and substantiation, standpoints and views, and approval and dissent. Conversely, the elements absent constituted assumptions, aftermaths and substitutes, inquiries, predictions, summaries, and inferences. The following table highlights the statistical data on the categorization of questions endorsing criticality as uncovered in the three designated local English language textbooks.

TABLE 2
THE ANALYTICAL CATEGORIES OF QUESTIONS, NUMBERS, AND PERCENTAGES

Questions	Number	Percentage
Clarifying	5	7%
Assuming	-	-
Probing reasons and evidence	14	18%
Probing viewpoints or perspectives	53	70%
Probing implications, consequences, and alternatives	-	-
Questioning	-	-
Predicting	-	-
Agreeing and disagreeing	4	5%
Summarizing and concluding	-	-
Total	76	100%
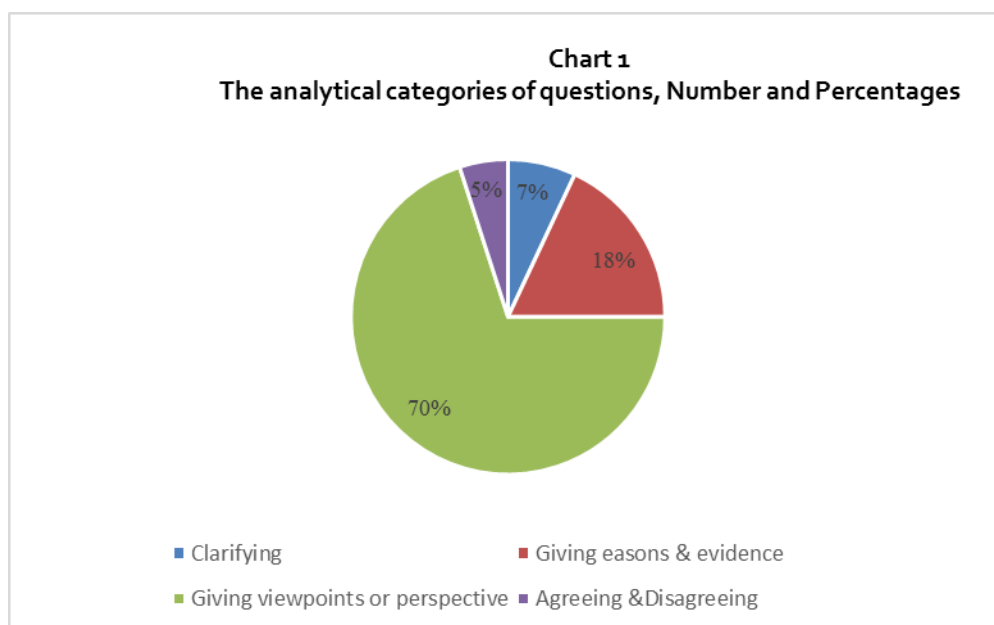
Figure 2. The Analytical Categories, Number, Percentage

Moreover, the detailed distributions of critical thinking subcategories, as well as the percentages of each book, are presented in the table below.

TABLE 3
THE ANALYTIC CATEGORIES OF QUESTIONS AND PERCENTAGE OF EACH TEXTBOOK

The analytic categories	Textbook (X) / Percentage	Textbook (XI) / Percentage	Textbook (XII) / Percentage
Clarifying	2 (9 %)	1 (3%)	2 (10%)
Assuming	-	-	-
Probing reasons and evidence	1 (5%)	12 (35%)	1 (5%)
Probing viewpoints or perspectives	19 (86%)	18 (53%)	16 (80%)
Probing implications, consequences, and alternatives	-	-	-
Questioning	-	-	-
Predicting	-	-	-
Agreeing and disagreeing	-	3 (9%)	1 (5 %)
Summarizing and concluding	-	-	-

TABLE 4
TYPES OF VIEWPOINT AND PERSPECTIVE QUESTIONS

No	Type of viewpoint or perspective questions	Number	Percentage
1	Requiring learners to go through a text before expressing views	34	64 %
2	Directing learners to look at an image and then comment on it.	1	2%
3	Prompting learners to respond to questions without any texts given (direct questions)	7	13%
4	Encouraging learners to react to questions with yes/no responses	11	21%
	Total	53	100%

TABLE 5
TYPE OF CLARIFICATION QUESTION

No	Type of clarification question	Number	Percentage
1	Demanding learners to look through a piece of text before giving clarification	5	100%

TABLE 6
TYPE OF AGREEMENT AND DISAGREEMENT QUESTION

No	Type of agreement and disagreement questions	Number	Percentage
1	Inviting learners to provide their responses to Yes/No question	4	100%

V. DISCUSSION

Of the nine components of critical thinking proposed by Illyas (2015), only four were incorporated into high school English textbooks: clarification, reasons and evidence, viewpoints and perspectives, and agreement and disagreement. The analysis revealed that viewpoints or perspectives constituted the most prevalent theme, indicating its dominant presence in the examined ELT materials. Within this particular categorization, students are prompted to express their personal viewpoints regarding the assigned inquiries and formulate interpretations. In the pursuit of comprehension, students, as critical thinkers, assess phenomena through a multitude of perspectives (Venera-Mihaela & Carmen-Elena, 2014), as represented in the excerpt below.

What is the moral of the story?
What lesson did u learn from this story?

The above-mentioned queries prescribed the students to engage in a comprehensive reading of the text prior to formulating their responses and providing their own thoughts. The response not only urges learners to seek answers in the posed material but also demands them to contemplate in order to discover the answers. Such questions are typically followed by stimuli that motivate the learners to partake in more in-depth thought (Lailly & Wisudawati, 2015). The next set of instances depicts other sorts of questions used to portray points of view.

What impression do you get when you read the word majestically?
Read the third line of paragraph two. What impression did you get after reading the description?

Similarly, the noted extracts demand students to reflect on a certain chunk of a text and afterward share what they thought about words or sentences they had read in the textbook. The stimulus that makes up the text may urge them to think critically. The proposition put forth is that the acquisition of critical thinking skills is not an innate attribute that emerges concomitantly with human physiological growth but rather necessitates a sequence of training by way of the presentation of a stimulus that entails an individual's cognitive faculties (Wahyuni, 2011).

Promoting students' perspectives or viewpoints was raised through straightforward queries as well as denoted in the below utterances.

What is corruption (in your opinion)?
In your opinion, what can prevent us from committing such a crime?

Bringing up those types of questions to students has the potential to invigorate their cognitive processes and favor discourse that may enable the cultivation of dialogic critical thinking. Dialogic critical thinking is essential for teaching students to broaden their understanding beyond what they may have already thought - to generate a sense and social justice (Benesch, 1999). In addition, it is noteworthy that Yes/No interrogatives can also advocate for significant features evoking viewpoints and perspectives.

Is it very common to change plastic waste into valuable things? Why do you think so?

Are you aware of cyberbullying? Do you think it is worse than physical bullying? why? Support your opinion with examples

While responding to yes/no questions, students need to convey what they think about the prior comments they produced. Nevertheless, concise queries that ask for only a Yes or No response do not stimulate learners to engage in higher-level cognitive processes (Hamiloglu & Temiz, 2012). As this sort of inquiry only seeks a yes or no response and does not appear to be a tough process, it is also termed as a 'polarity question,' with the two poles being yes and no (Mahmood, 2013). He also argued that in order to avoid stating yes or no in response to a question, indirect replies are used to rationalize a current predicament. Another way for dodging straight answers to such queries is to embed them with Why inquiries at the end since they challenge learners to take a step back and ponder more analytically (Ilyas, 2015). Such a way of evaluating arguments can be endorsed through the support of pictures. The pictures enclosed with the questions are arranged to be stimuli to provoke pupils to explore their views, as exemplified below.

What do you think about the picture? Is the man happy? What does this man symbolize?

The prompt induces students to observe the image and perceive the implied meaning generated within it. Thereby, critical thinking could be referred to as an organized process of adeptly comprehending, applying, and evaluating specific information obtained via various means such as observing, reflecting, and reasoning (Heidari, 2020).

Reasons and evidence were another distinct critical thought emphasized in the textbooks for intermediate English language learners. In this section, students were counseled to come up with rationales for their responses or to substantiate their claims with pertinent evidence. Thinking involves reasoning, and a shred of evidence incorporates factual information, views, and items that can be worked with to provide verification. In other words, the inclusion of evidence is advisable to bolster the arguments put forth. According to Suhartoyo (2017), critical thinking is primarily composed of logic and reasoning. An adept critical thinker is capable of circumventing the formation of fallacious biases by taking into account pertinent evidence and logical rationales. What's more, reasoning empowers the learners to explore multiple perspectives and individual growth potential (Tang et al., 2020). The following are examples of queries that fall within this particular type.

Is there something in the text that is not relevant to your life? Why?

Do you think education is a right or a privilege? Support your opinion with reasons and examples.

Which one do you think is more obvious in the story? Why? Give evidence to support your answer.

The deliberate use of reason in determining if a claim is valid is referred to as one of the critical thinking abilities (Moore & Parker, 2009). The questions advocate for students to disgorge the reasons or justifications with their own thoughts and ideas as the answers are not explicitly addressed in the texts. Nonetheless, the ideas communicated should be pertinent to the context of the text; accordingly, they need to look over the material or content provided in the assigned texts before proposing their rationale and pieces of evidence. Alongside, pupils need to be engaged with a stimulus to inspire them to come up with logical and more acceptable notions (Lailly & Wisudawati, 2015). In addition to the form of questions previously outlined, quires that embrace evidence and reasoning can additionally be composed of open and closed questions, display and reference questions, and yes/no questions (Farahian & Rezaee, 2012).

The third category of critical thinking recognized was clarification. Clarification is a fundamental critical-thought skill and becomes the building block for all other critical-thinking categories. It contributes to encouraging criticality and is touted as the most prominent subcategory of critical thinking traits (Nainggolan & Wirza, 2020). Clarification is the method for attaining a deeper and clearer grasp of a certain notion, idea, or statement through critical thinking. It entails dissecting a complex argument or issue into smaller and more digestible bits, then carefully evaluating each component to determine the true intent. As shown in the extracts below, textbooks also include questions that ask for clarification.

What does the phrase 'the crown of the palace' imply?

What do you understand about these lines: "Make a little space make a better place ..."

In such instances, the learners are charged with clarifying words or clauses and presenting contextually appropriate interpretations. Still, if students are not pushed to elaborate on their responses or if they already grasp the significance of the utterances, such questions will not spark deep thought. Thereupon, clarification involves not just the identification of concepts but also the development of clear and precise definitions and the ability to distinguish between different uses of the same word (Paul & Elder, 2006). In critical thinking, effective clarification necessitates asking questions, looking for evidence and examples, validating assumptions, and evaluating different viewpoints. What matters most is actively engaging with the information instead of merely accepting it. For that reason, teachers call for extending clarifying exercises to foster students' interpretation that encourage their reasoning.

The final classification of analytical thinking uncovered in the intermediate EFL instructional materials used in Indonesia corresponds to agreement and disagreement. Within the realm of critical thinking, an agreement is reached

when a claim is acknowledged as being true or correct on the basis of a logical argument, supporting evidence, or personal convictions. It comprises confessing that a conclusion or argument is sound and consistent with one's principles and views. Contrarily, disagreement in critical thinking alludes to the rejection of a claim as false or inaccurate that relies on rational reasons and individual beliefs. Instead of asserting facts, agreement, and disagreement include the statement of judgment or opinion as a sort of affirmation and denial (Ikhsan, 2019).

Do you agree with what the poet is saying? Why? Why Not?

What do you think the poet is saying? Do you agree? Give reasons. (xi)

Aside from proposing their quick replies mentioning agreement or denial (yes/no), students are challenged to back up their assertions with plausible explanations in the questions. The Yes/No questions oriented on agreement and disagreement, coupled with subsequent 'Why' questions, can strengthen analytical skills Even it can provoke dialogical critical thinking when the discourse surpasses the surface level (Ilyas, 2015). It designates that instead of merely talking about something, students are indispensable to engage in critical analysis to agree or disagree with other speakers' viewpoints.

VI. CONCLUSION

The current study has ascertained the constituent components of critical thinking advocated in domestically created English as a Foreign Language (EFL) course materials designed for students in grades X-XII. The fact is that the portion of critical thinking variables in the textbooks is inconsiderable. It signifies that English textbooks fail to address all critical thinking parameters. Following Ilyas's framework of critical thinking, 76 out of 690 questions inspire students to think critically, while the remaining leaves a gap in critical thinking practices. The assignments that denote reasoning constituents include viewpoints or perspectives, reasons and evidence, and agreement and disagreement.

Given its pivotal role in pedagogy, maintaining an equal number of higher and lower-order thinking skills is of the utmost importance for effective instruction, particularly in language acquisition (Soe, 2021). The inclusion of critical thinking demands in localized ELT textbooks is claimed to considerably enhance students' capacity for thought. It is a crucial gear for learners to be equipped with in order to interpret information wisely and evaluate its truthfulness, and enable them to be more literate and tackle problems (Nainggolan & Wirza, 2020). Likewise, by practicing thinking skills from ELT textbooks, learners may enhance their engagement and learning independence. Critical thinking activities are based on the language tasks and skills covered in ELT textbooks including grammar, vocabulary, pronunciation, reading, listening, speaking, and writing. For the sake of improving its efficacy, educators may incorporate the critical thinking approach, emphasizing the scrutiny, deployment, and assessment of information over rote memorization within more comprehensive frameworks of critical thought or in tandem with other critical thinking techniques (Yanchar & Slife, 2004).

Due to the limited number of chapters examined in the EFL textbooks, additional research into critical thinking and course materials is required to investigate the components of critical thinking in other EFL textbooks and non-language textbooks. Furthermore, because textbooks play an essential part in the learning process, there should be alignment between learning objectives, materials, and practice exercises to accommodate both lower-order and higher-order thinking (Irafahmi et al., 2018). Indonesian textbooks may assist students in improving their critical thinking abilities. The findings from the study regarding the degree to which critical thinking has been embedded in textbooks may offer input for policymakers or textbook writers to carefully consider the portion of critical thinking (Solihati & Hikmat, 2018).

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Natural Language Processing (NLP) and EFL Learning: A Case Study Based on Deep Learning

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Abstract—The enhancement of artificial intelligence (AI) and related machine learning represents one of many
recent technological developments, causing educators to consider the potential of AI for teaching and learning.
In this case study, opinions were gathered from six mature students of English as a foreign language (EFL) in
a university in Saudi Arabia. The researcher especially explored the use of a voice recognition device
(Amazon's virtual assistant, Alexa) based on natural language processing (NLP) for deep learning. The
participants were instructed to interact with Alexa individually for 30 minutes each, over the course of one
week, including a game of 'hide-and-seek'. Structured observations were performed of this activity, and semi-
structured interviews were subsequently conducted to gather the participants' opinions of the device. Main
and sub-themes emerged from the results, related to deep learning through NLP. This theoretical perspective
was adopted because Alexa was found to develop its voice recognition across different language structures and
styles. Moreover, Alexa was very responsive to the participants, sometimes asking them to reword or modify
their questions, so that it could find answers. The game also proved helpful for presenting the language,
reflecting a real game of hide-and-seek. The participants mentioned that such technology could be useful in
language labs, as it was fun, entertaining, convenient, and easy to use. It is therefore recommended to invest in
these devices for learning activities in education. Furthermore, statistical studies are recommended to test the
impact of voice recognition devices on teaching and learning for generalisable results.

Index Terms—natural language processing, voice recognition device, deep learning, EFL learning, Saudi
Arabia

I. INTRODUCTION

Technology has developed phenomenally to serve a multitude of human purposes. The educational domain is no
exception, especially where foreign language teaching and learning are concerned. In particular, students of English as a
foreign language (EFL) face various difficulties in finding opportunities to practice their English if the language is
taught in a country where it is not the main medium of daily communication – as is the case in Saudi Arabia. This is
where technology can enable learners to practice their English in real communication. Voice recognition devices, like
Alexa, offer such an opportunity, operating through artificial intelligence (AI) as a natural language processing (NLP)
tool.

In NLP, computational techniques are deployed to understand, learn, and reproduce human language (Hirschberg &
Manning, 2015). However, while NLP systems now include speech recognition, language understanding, and machine
learning, they initially fell far short of human performance (Deng & Liu, 2018). Deng and Liu (2018) claim that the
original shallow NLP machine learning models were incapable of absorbing a huge volume of training data.
Nevertheless, these early models gave rise to a new wave of NLP, which is based on deep, structured machine learning
('deep learning'). This technology could potentially have a positive impact on learners' attitudes, especially as it adapts
itself to users' needs. For example, NLP-based devices are capable of imitating human conversational language
(Hirschberg & Manning, 2015). Hence, the present study attempts to answer the following questions:

1. How does natural language processing (NLP) through voice recognition technology help improve EFL learners'
   English language skills in respect of deep learning?
2. How can the inclusion of voice recognition technology be helpful in language labs?

II. RELATED WORK

In this section, the concept of NLP is outlined, together with its possible application in foreign language teaching.
Also explained is deep learning in NLP machines. Thus, Alexa (the NLP machine used in this investigation) is
described under the methodology in section 3 ('The Study').

A. Natural Language Processing (NLP) and Foreign Language Learning

Natural language processing is not entirely new: its history spans the past 50 years or more (Litman, 2016). In brief,
it may be described as the use of computers to process and understand natural human language in the performance of

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useful tasks (Deng & Liu, 2018). However, NLP is an interdisciplinary field, combining computational linguistics, cognitive sciences, computing science, and AI (Deng & Liu, 2018; Meurers, 2012). From an engineering perspective, NLP is concerned with developing new applications to facilitate the interaction between human language and computers. Typical NLP applications include speech recognition, machine translation, understanding spoken language, lexical analysis, parsing, knowledge graphs, information retrieval, answers to questions, natural language generation, and natural language summarisation (Deng & Liu, 2018). Conversely, from a scientific perspective, NLP seeks to model the cognitive mechanism that underlies the production and understanding of human language (Deng & Liu, 2018).

The application of NLP in education began during the 1960s (Litman, 2016). Its initial application was in marking students' tests and developing a grading system for text-based dialogue (Litman, 2016). This application has similarly been integrated into the teaching and learning of foreign languages. Meurers (2012) explains the possible use of NLP to teach writing, whereby two approaches are outlined:

1. The use of NLP to analyse a learner's language (words, sentences, or text produced) and develop technology-based tutoring systems in computer-assisted language learning (CALL).

2. Natural language processing can be used to analyse native language, thereby playing a potentially major role in the language-learning context. This allows authentic material to be presented to language learners. It also enables the generation of activities and tests based on authentic material – as in the case of machine translation.

In this area, a rare early study was conducted in Japan by Nagata (2002), with the creation of an application called BANZAI, a new intelligent tutoring program. The BANZAI application was programmed in Java and runs via a Web browser. It was designed to help develop learners' Japanese grammar and sentence production skills, as well as to reflect Japanese culture. Moreover, BANZAI uses Japanese characters, so that learners can produce sentences in 'kana' (phonetic Japanese script) and 'kanji' (Chinese pictograms).

The key concept behind the BANZAI application was that it would read, parse, and correct sentences typed by learners, using AI and NLP. The NLP analyser consists of a lexicon, a morphological generator, a word segmenter, a morphological parser, a syntactic parser, an error detector, and a feedback generator. The results of Nagata's (2002) study indicate that the participants became enthusiastic about learning Japanese, and the application was subsequently introduced into the curriculum of the University of San Francisco.

Natural language processing can enhance educational technology in many ways, as stated by Litman (2016). For instance, it may be used to automate the marking and grading of students' texts in linguistic dimensions such as grammatical correctness or organisational structure. Moreover, dialogue technologies are currently being used to replicate one-to-one tutoring, and learning can be personalised for individual students by processing texts from the Web. In addition, NLP can create tests automatically or semi-automatically for teachers, for example, by drawing information from an education forum.

Aside from the above, some NLP technologies are used to play games in an educational setting. To examine the positive impact of such technological enhancement, Yunanto et al. (2019) created a game application using NLP to practice various language sub-skills, like grammar. In the above study, 27 EFL participants aged 21-27 years were recruited as the sample. These participants engaged in the game and then completed questionnaires that were designed to collect their opinions. The game data consisted of 100 English language questions, drawn from the Longman TOEFL Test Books (author: Deborah Philips). A variety of question types were included, for example, multiple choice (with 2-4 options). These questions increased in difficulty with each stage, over a total of six stages. Furthermore, AI was used to create a non-player character. The questionnaire results were positive, with the learners appearing keen to learn.

Concluding their study, Yunanto et al. (2019) recommended further research in this area. Elsewhere in the literature, games and the associated fun factor have been described as among the most important and positive contributors to foreign language learning, with faster retention and lower stress compared to more traditional methods (Gafni et al., 2017; Lee, 2020; Panagiotidis et al., 2018).

Nevertheless, despite the positive impact of NLP technology, there are still limitations in the current NLP models, which should be considered in future NLP development. Some of these limitations were identified by Deng and Liu (2018), who found that while many deep-learning methods have been proven to offer accuracy that is close to or exceeds human accuracy, they require more training data, power consumption, and computing resources than humans. Moreover, even if the accuracy of the results is statistically impressive, these results are usually unreliable on an individual basis. Besides, decision-making is not part of current NLP models.

Conversely, as described in this section, the speech recognition, language understanding, and machine translation enabled by NLP systems have developed better performance than the previously more limited machine learning (Deng & Liu, 2018). This is explored in more detail below.

B. Theoretical Framework: Deep Learning – a Sub-Type of Machine Learning

In recent years, intelligent systems have been created that demonstrate the capabilities of AI. These systems rely on machine learning (Janiesch et al., 2021), which represents a system's capacity to learn from problem-specific training data. This 'learning' automates the processes of analytical models in building and resolving tasks (Janiesch et al., 2021). Out of this concept comes deep learning, which is a form of machine learning that is modelled on artificial neural networks. In many applications, deep learning outperforms shallow traditional data analysis approaches and machine learning models (Janiesch et al., 2021). Dargan et al. (2020) add that deep learning is the most effective, supervised, and

cost- and time-efficient machine-learning approach. In other words, deep learning is a sub-set of machine learning, which is itself a sub-set of AI (Oppermann, 2022).
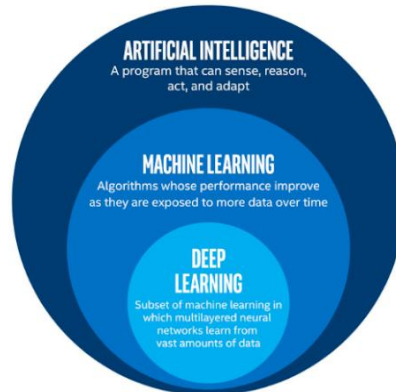

Figure 1. Artificial Intelligence (AI) vs. Machine Learning vs. Deep Learning
(Source: Oppermann, 2022)

Specifically, deep learning is a type of machine learning that is inspired by the human brain (Oppermann, 2022). When deep learning was initially being established, it was referred to as 'artificial neural networks', since some of the earliest learning algorithms were intended to be computational models of the biological learning that takes place in the brain (Bengio et al., 2017). To clarify this further, the neural aspect of deep learning is motivated by two main notions. First, the human brain provides examples to indicate that intelligence is possibly a behaviour. Thus, a reflection of this concept is built computationally to follow the brain's pathways. Second, the brain and its functions are discerned, and its patterns are followed to build the machine (Bengio et al., 2017).

Machines designed in this way are consequently an attempt to imitate the functions of the human brain by taking in huge amounts of data and attempting to learn from it. However, even though deep learning is fascinating, it still cannot replicate the human brain's ability to process and learn from the information it receives (Connected World, 2021). Figure 2 illustrates the difference between the human brain and deep learning. Meanwhile, Figure 3 compares the abilities of the human brain and the process through which a machine learns by extracting information. For instance, the human brain receives and responds to information, just as a machine receives data, extracts what is necessary, and learns from what it extracts, before generating its own data. In contrast, this requires a complex algorithm and huge volume of data, in order to be able to extract enough complex patterns – ideally, millions of labelled data points for a classification task. Thus, due to the lack of a large corpus of precisely labelled high-quality data, results can sometimes be disappointing (Koleva, 2020).
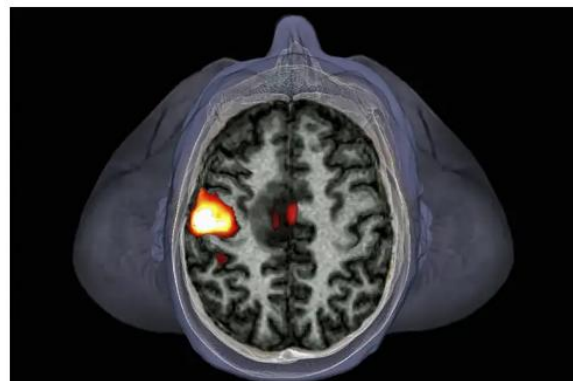
Figure 2. An MRI Scan of an Area of the Brain Lighting up During a Task (Motor Area)
(Source: Oxenham, 2016)
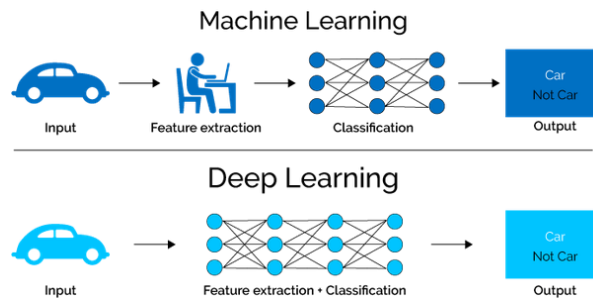
Figure 3. Machine Learning and Deep Learning
(Source: Koleva, 2020)

According to LeCun et al. (2015), the latest forms of deep learning support computational models constructed from multiple layers, in learning data representations with multiple layers of abstraction. Furthermore, these methods have considerably developed the ability of machines to recognise speech and visual objects, amongst other types of content. Meanwhile, conventional machine-learning techniques are limited purely to processing natural language in its raw form (LeCun et al., 2015). Thus, traditional machine-learning features are designed and managed by human experts, meaning that the models produced lack representative power, and cannot form levels of decomposable abstractions that are then automatically disentangled (Deng & Liu, 2018). In contrast, deep learning simplifies these features via a deep, layered model based on neural systems and the relevant learn-to-learn algorithms (Deng & Liu, 2018).

Moreover, Bengio et al. (2017) clarify that deep learning in its modern form goes beyond the current neuroscientific perspective of how machine learning can be generated. This is because it relates to learning multiple levels of composition, for use in machine learning that is not necessarily neurally inspired. Marr (2023) specifies that "machine learning is the reason for the rapid improvement in the capabilities of voice-activated user interface". This is discussed further in the following section, with specific reference to Alexa, a recently developed speech recognition device.

III. THE STUDY

This section begins with a description of the NLP tool, before proceeding to outline the study design, the tools used, and the procedures adopted to analyse the results.

A. Natural Language Processing (NLP) Tool: Alexa

Alexa is an interactive voice assistant, developed by the online retail giant, Amazon. It can perform numerous tasks, ranging from checking a user's calendar to playing tracks from a playlist (Bizaco et al., 2022). Thus, it can facilitate and enhance everyday life in diverse ways (Bizaco, 2022). Marr (2023) clarifies that Alexa was created by Amazon as a cloud service that could respond in conversational form to voice commands. The list of commands that a single Alexa device can understand grows daily through use. Amazon refers to this repertoire of commands as 'skills' (Marr, 2023).

Data and machine learning form the foundation of Alexa's power, and this power increases as more data is gathered (Marr, 2023). Furthermore, each time Alexa makes a mistake in interpreting a request, the data is used to make the system smarter for the next request (Marr, 2023). On one hand, NLP refers to the consumption of language that is created through the generation of natural language (Marr, 2023), while on the other, natural language generation (NLG) consists of the ability to process written and verbal language. Despite the complexity of human language, NLG has the capacity to become very sophisticated over time (Marr, 2023).

Amazon is also seeking to improve Alexa's capabilities by creating valuable technology (Bizaco et al., 2022). For example, the company is now working on frustration detection features, so that Alexa can understand from a speaker's tone if they are becoming frustrated with the device. Moreover, discovering Alexa's latest features merely requires asking the device: 'Alexa, what's new with you?'. Based on this description, it would seem that the technology could be used in language labs. Several studies have shown the possible impact of an AI chatbot on developing different language skills among EFL students (Wang & Petrina, 2013). Accordingly, this current research is one of the rare studies conducted in the Saudi context to investigate the opinions of EFL learners, regarding the use of AI and NLP technology. In addition, recommendations are presented, based on the research results.

B. Study Design

A qualitative approach was adopted in this study to gather the participants' opinions of using voice recognition technology and the possibilities offered by this technological enhancement in real education, for example, in language labs.

The case study was conducted during January 2023, collecting data over the course of one week via semi-structured interviews and structured observations. The interviews were conducted in English, as the participants were mature students, meaning that their level of English was sufficiently high for them to engage in conversation. In any case, the researcher asked the participants whether they would prefer to be interviewed in English or Arabic and which language they would rather use for the structured observation of their interaction with Alexa. However, the interview protocol did

not exceed seven questions. Out of these, introductory questions were put to the interviewees, asking them which English language skill they wished to improve, and what previous experience they had of using voice recognition devices, whereupon the participants mentioned Siri.

Once formulated, the interview protocol was piloted to check its level of difficulty. The pilot sample comprised three participants with the same level of English as the main participants. These participants checked the content validity of the interview protocol for answering the research questions and sought to identify any difficulties or ambiguities in the sentence structure. Necessary modifications were made accordingly. Each interview was then voice-recorded and transcribed, permission to do so having been granted by the participants and the department, with respect to the research ethics. The participants' identities were concealed, and the data was scheduled to be destroyed some time after finalising the research. Each interview lasted around 15 minutes, with prompts from the researcher to gain more understanding of the case. The data was analysed thematically, with two main themes emerging: NLP and deep learning, and adapting voice recognition devices for use in language labs

In contrast, for the structured observation, a list of items was compiled, derived from information related to NLP and deep learning. This list corresponded to the information sought through the interview questions. Moreover, in order to increase the reliability of the research results, these elements were carefully considered in relation to the research questions, theoretical framework, and the existing literature. Observations were subsequently carried out during the 30 minutes of conversation between Alexa and each participant, which included the game of 'hide-and-seek' with the device. The following elements were considered during the observation:

1. Alexa is able to recognise different human voices
2. Alexa is able to understand different sentence structures, even if they are not grammatically correct
3. Alexa is able to reply to different tones of voice
4. Alexa is able to understand informal language
5. Alexa is able to respond to users by resolving any difficulties that arise
6. Alexa responds in the same way as humans do in real interaction
7. Alexa uses the same vocal expressions as humans do in real communication.

C. Study Sample

The researcher was granted permission to conduct this study by the Dean of the College of Languages and Translation at a university in Saudi Arabia, whereupon a convenience sample was selected to enable easier accessibility. Six female participants, specialising in English Language, were thereby sampled. These were all mature students (aged 23-24 years) in their final year before graduation (Level 9 undergraduates). Their English language level was consequently high. Moreover, data was only collected from female students, due to the religious restrictions on interaction between the genders in the research context. Once data saturation was reached, the researcher stopped collecting data.

After obtaining oral informed consent from the participants, the researcher provided them with Alexa and asked them to interact with the device on any real-life topic for a total of 30 minutes. This included playing a game of hide-and-seek for five minutes. The conversation took place individually in the instructor's office, as this would allow the researcher, who was also the instructor, to undertake the observation. The duration of the observation was identified by the researcher as suitable for the participants' timetable. Each participant interacted with Alexa just once, on a day and at a time of their choosing. All the interactions took place during the participants' break times. Although the researcher was also the participants' instructor, it was emphasised that participation in the study would have no influence on their grades, and the topics chosen for the interaction with Alexa bore no relation to the syllabus of their actual course. Furthermore, it was emphasised that participation in this study was completely voluntary, based on the students' interest. A total of 14 students were invited by the researcher, all within the same course cohort, but only six consented to take part. However, the researcher found that the data reached saturation with the sample of six respondents (Saunders et al., 2018).

IV. RESULTS AND DISCUSSION

A. Results of the Semi-Structured Interviews

Two main themes, each with sub-themes, emerged from the data. These themes related to the concept of deep learning in NLP and are described in this sub-section. The first theme, 'NLP in deep learning', refers to the relationship between NLP and deep learning. It included the following sub-themes: 'Imitating human behaviours', 'Answering questions', 'Responding to commands', 'Adjusting speech speed', 'Clear voice', and 'Repeating information'. Therefore, this first theme helped to answer the first research question: 'How does natural language processing (NLP) through voice recognition technology help improve EFL learners' English language skills in respect of deep learning?'.

With regard to 'Imitating human behaviours', Alexa appeared to be able to replicate human conversation in its responses, even using vocal fillers like 'Hmm'. In the literature, this is described as NLP providing dialogue technologies to achieve human one-to-one tutoring (Litman, 2016). In this regard, Participant 5 stated: "Based on my experience, Alexa can have a conversation with me where I can practice my English… I tried to trick Alexa during the hide-and-seek [game] by asking whether she was hiding in the toaster. She responded: 'Not in the toaster, obviously'".

In addition, since Alexa is based on NLP and AI, the data illustrates the machine's attempts to formulate responses in the same way as the human brain. This is one of the main features of modern NLP, which relies on deep learning (Oppermann, 2022). For example, the device answered the participants' questions appropriately, as exemplified in an interaction with Participant 6, wherein a short but complete answer was given. Meanwhile, Alexa provided information in response to an enquiry from Participant 2. Similarly, when Participant 5 asked a question about the *Mona Lisa,* Alexa gave a full description of the painting. Participant 1 likewise received detailed information from Alexa in response to her questions.

Another example of interaction with Alexa consisted of commands from the participants, which Alexa duly executed as instructed. If a command was unclear, Alexa offered other options to the interlocutor. Over the course of the practice session, Alexa began to 'understand' more and more commands, offering suitable help. In reference to this, Participant 4 acknowledged: "It's a smart device that can talk about anything in life. Based on my experience today, it is incredible how it can tell you about the latest news, movies, and books".

Participant 4 also mentioned: "I asked Alexa to tell me about the latest movies that are available in Riyadh's cinema, and it gave a full answer about all the new movies".

Adjusting the speed of speech to enable a listener to understand is a further feature of human conversation that Alexa can replicate. Some of the participants found the speed of Alexa's speech difficult to follow. However, the device offers many options to adjust the speed and style of its speaking. Participant 3 therefore commented: "The speed of speech can be adjusted and there are accent options".

Participant 2 also stated: "…her speech speed was neither too fast nor too slow and could be easily understood… Alexa's speech is clear".

This was supported by most of the participants, who found Alexa's 'voice' to be 'clear'.

One way of using Alexa in teaching and learning is to play games and increase the fun factor. This relates to Alexa being established as a cloud service, which enables it to improve its conversational abilities over time (Bizaco et al., 2022). Games enable learning to take place in a stress-free environment. In the current case, the learners played hide-and-seek, and each time a participant gave a wrong answer, the device repeated its description of the setting. This repetition of information prompted the players to engage with the game. For instance, Participant 2 stated: "[Alexa] repeated itself sometimes just in case we forgot what had been said".

The second main theme extracted was 'Adapting voice recognition devices for language labs'. This theme emerged from the data as a way of providing technology to enhance educational practice, given the potential advantages of implementing NLP in EFL language learning. This theme also contained the following sub-themes: 'A fun way to learn', 'Easy and convenient to use', and 'Facilitates learning'. Each sub-theme is described below. This helped in answering the second research question: 'How can the inclusion of voice recognition technology be helpful in language labs?'.

Alexa's realistic responses could play a key role in the adoption of voice recognition devices as a fun way to learn. In this regard, Participant 1 declared: "I believe that Alexa is very helpful and entertaining".

Meanwhile, Participant 2 stated: "It is a fun new way to improve my English".

Furthermore, Alexa and other devices of this nature are easy and convenient to use. They can be carried from one room to another and implemented anywhere at any time, with the proviso that an Internet connection is available. Participant 3 therefore observed: "Alexa can function as a speaking Google, which is very convenient".

By offering a natural setting and providing the information requested by the participants, devices like Alexa can facilitate learning. To illustrate this, Participant 4 affirmed: "Alexa can have a conversation with me, which means I can practice the English language with it".

Meanwhile, Participant 5 added that Alexa was able to explain the target language in many ways, depending on the question. In the process, Alexa found definitions and origins of words, thereby helping learners to acquire the target language.

Participant 6 likewise remarked that Alexa could offer multiple ways of practicing a language: "[Alexa] can help the learner to practice the language with a device that won't laugh if the learner pronounces a word incorrectly, which makes the learner comfortable with practicing the language".

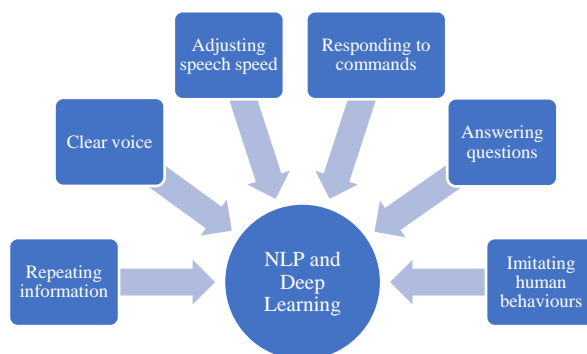Finally, Participant 5 commented that Alexa would be a very useful device for learning English.

Figure 4. Themes Related to NLP and Deep Learning, Extracted From Semi-Structured Interviews

Nevertheless, Alexa appeared to have certain limitations, such as being unable to understand every request or command in the first instance, thereby responding inappropriately at times. This was mentioned by Participant 5. Deng and Liu (2018) similarly describe this as a major limitation in current language-processing systems, since the accuracy of these machines is somewhat limited on an individual basis, even though they can participate in decision-making.

B. Results of the Observation

The observation depended on elements drawn from the literature as being described previously. The game of hide-and-seek involved Alexa 'hiding' itself somewhere and asking the players to 'find' it. The device therefore pretended to be in an actual setting, describing elements of its location. For example, the setting might be a bedroom, whereupon Alexa would ask: "Where do you think I could hide, under the bed?", "In a drawer?", etc. The players were given three chances to make a correct guess before losing the game. Alexa even asked the players to close their eyes while it hid, which is exactly how a human would play the game. Likewise, it used natural language in its responses, such as 'Obviously, I am not hiding there' if a place was unsuitable, for example, in a toaster or oven. Hide-and-seek is a useful game for learning vocabulary and becoming more proficient in describing places. In addition, during the conversation, one of the participants presented Alexa with a riddle, which it successfully solved, indicating that the device is able to 'think' like the human brain. Playing games like this, which involve a 'non-player' character, can increase human interest, as mentioned in the experiment conducted by Yunanto et al. (2019), similarly based on NLP and AI.

As mentioned previously, Alexa can even modify the speed of its speech, making it easier for learners to understand. Moreover, diverse accents are available for the device's English language mode. Besides, Alexa can respond to any type of command, whereupon it improves its understanding by asking the interlocuter if it has understood the question or command correctly. Alternatively, Alexa may ask the interlocuter to rephrase a command or question. For example, one of the participants in this study asked Alexa to translate a sentence into Japanese, whereupon Alexa replied: 'You should say, "How would I say… in Japanese"?'.

In some instances, Alexa offered to provide information through Wikipedia. Furthermore, two participants asked for instructions on how to bake a cake. The first time this question was asked, Alexa did not have an answer. However, the second time, Alexa responded by recommending a wiki and formulating a description based on the participants' questions. Thus, it would seem that Alexa attempts to improve its cognition and functions in the same way as the human brain, where neurons send signals to trigger reactions. This is supported by the literature on NLP and deep learning (Bengio et al., 2017; Oppermann, 2022).

In addition to asking for clarity by rewording a sentence or suggesting an available option to provide assistance and answers, Alexa can propose various options, such as, "It seems that you want to shop with me. Why don't you go to Amazon to find the stuff you need?". Again, this resembles reading the human mind and reacting accordingly, due to the fact that Alexa was built on NLG. Hence, its ability to respond to verbal and textual language becomes more sophisticated over time (Marr, 2023).

From the observations, the researcher noted the participants' reactions, with Alexa appearing to elicit feelings of happiness and satisfaction. For instance, the learners were laughing, and gave the impression that they were talking to an actual native speaker in a real conversation. Therefore, the interactions reflected real-life scenarios, except that the participants were unafraid of trying to produce English language, in the knowledge that even if they made mistakes, their answers would be satisfactory. Alexa also develops its cognition to process natural language. Consequently, even when the participants spoke poor English or displayed inconsistent pronunciation, they still had a positive experience. This impacted positively on them through the autonomous and stress-free environment created, specifically in the context of EFL learning.

V. CONCLUSION

This study revealed the positive views of its participants, regarding the use of voice recognition devices as a possible means of promoting the development of English language skills among EFL learners. The benefits gained especially related to students discussing real-life topics without the fear of making linguistic errors. Nevertheless, there is still only limited use of these AI- and NLP-based voice recognition machines in education. This is despite the rapid rate of progress in information technology, with new programming languages and huge servers that can store and transmit as much data as is necessary. From this perspective, more attention should be given to making this technology more affordable for use in the education sector, so that it can benefit humanity as a whole, rather than directing it purely toward personal use without exploiting its full potential.

VI. RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the results of this research, the following recommendations may be made to stakeholders in the Saudi education sector and internationally:

1. Voice recognition devices could be introduced into the EFL sector.

2. Statistical studies should be conducted to investigate the real impact of such devices in EFL and other educational fields and specialties.

3. The opinions of male learners could be examined, regarding the use of such devices in education.

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A Scientometric Analysis of Language Teacher Emotions (2004-2022): Spotlight on the Impact of the COVID-19 Pandemic on LTE Research

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Abstract—**Frontline language teachers have experienced anxiety, vulnerability, and emotional burnout as a result of the sudden transition to online teaching due to the COVID-19 pandemic. This study extracted Language Teacher Emotions (LTE) literature from the Scopus database during the period 2000-2022. During the first round of data extraction, 169 relevant documents written in English were identified. Furthermore, the researchers conducted a scientometric analysis using the literature analysis tool, CiteSpace (v.5.8.R3), and employed co-citation techniques involving visualization and text mining. Our results indicate the following: (1) The first LTE publication was released in 2004, followed by a growing number of publications in the first decade. Nevertheless, more studies were published during 2020-2022; (2) The five countries with the highest number of publications were the USA, China, Iran, the UK, and Turkey; (3) According to Author Co-citation Analysis (ACA), the majority of researchers had expertise in language education, teaching methods, educational assessment, teacher education, and applied psychology; (4) Based on the Document Co-citation Analysis (DCA), emotional labour, emotional burden, and vulnerability were the primary topics of interest; (5) Cluster analysis of keywords indicates that the LTE research trajectory was inevitably affected by the COVID-19 pandemic. As the first scientometric review of LTE research, this study calls for a greater understanding of the impact of online and blended teaching during the post-pandemic period. It will be of interest to inter-domain researchers and frontline teachers in terms of identifying influential scholars, publications, and research trends, as well as considering future research projects.**

Index Terms—**Language Teacher Emotions (LTE), COVID-19 pandemic, online teaching, scientometric analysis**

I. Introduction

Hargreaves (1998) compared teachers' emotions to "the heart of teaching" (p. 835) because they have a significant effect on teachers' practice and the learning performance of their students (Leithwood & Beatty, 2007). Researchers typically approach the topic of teacher emotions from the perspectives of cognition and social construction (Benesch, 2020). In the cognitive framework, teacher emotion is defined as a psychological phenomenon and a private experience (Sutton & Wheatley, 2003). On the other hand, from a socially constructed perspective, Schutz et al. (2006) define teacher emotion as "socially constructed, personally enacted ways of being that emerge from conscious and/or unconscious judgments regarding perceived successes at attaining goals or maintaining standards or beliefs during transactions as part of social-historical contexts" (p. 344). Accordingly, teachers' emotions are influenced by culture, power, and ideology (Corbin & Strauss, 2014; Miller & Gkonou, 2018; Zembylas, 2005a).

It has become apparent that an increasing amount of research is being conducted on teachers' emotions, including both negative and positive emotions, in the online digital environment, which has expanded since the outbreak of COVID-19 in 2019. As a result of the pandemic, a large number of schools worldwide have discontinued offline face-to-face classes and have shifted to online classes (Zhao & Li, 2021). Hodges et al. (2020) explained that Emergency Remote Teaching (ERT) is used to describe the situation and to highlight that teachers are always the first to take responsibility when there is an emergency change in the delivery method. The physical and social conditions of teaching will elicit a variety of emotional responses from teachers, according to Nias (1996). Therefore, online teaching

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has altered both the physical structure and environment of traditional offline teaching, resulting in more emotional experiences among teachers. Language teachers have shown complex perceptions of online teaching in studies because they lack sufficient digital literacy, struggle with maintaining classroom discipline, or do not have enough time to prepare for classes. Zhao and Li (2021) stated that teachers' positive emotions play a regulatory role in the online teaching environment, whereas negative emotions are prevalent. Due to the growing demand for blended teaching in the post-pandemic era, existing research on the impact of online teaching on teachers' emotions is still in its infancy. Researchers should pay more attention to the impact of online teaching on teachers' emotions during and after the COVID-19 pandemic, as Lockee (2021) explicitly called for more research on this issue.

The need for more systematic, integrated, and in-depth analyses of language teachers' emotions is a pressing issue for researchers and front-line teachers alike. Furthermore, as a result of the limitations between disciplines, most researchers tend to present a singular view of the status quo. There is a great deal of difficulty in gaining a comprehensive understanding of Language Teacher Emotions (LTE) from an inter-disciplinary perspective. The primary objective of this study is to address the existing gap in the literature on LTE research between the years 2000 to 2022 by utilizing advanced CiteSpace information visualization techniques. This approach will help us explore the core literature on LTE research and provide researchers with a comprehensive overview of the changes and developments in this area. By examining and analyzing the research papers and publications related to LTE, we aim to fill this void and contribute to the existing knowledge base. In this paper, we have identified five specific research questions that we will address. These questions will help us gain a deeper understanding of the current state of research on LTE and identify potential avenues for future research. Our questions are as follows:

1. What are the emerging trends in terms of the number of publications in the field of research on language teachers' emotions?
2. Based on the total number of publications, from which countries or regions do researchers focus more on related fields?
3. According to the Author Co-citations Analysis (ACA), which researchers are leading research in the relevant field?
4. From the Document Co-citation Analysis (DCA), what research themes can be derived that have drawn the attention of relevant researchers?
5. In the timeline of cluster analysis of keywords, what are the trends in topics of related research?

II. METHODOLOGY

The primary research tool in this scientometric study was CiteSpace (v.5.8.R3), a highly influential citation visualization software developed by Chaomei Chen that is based on scientometric analyses and data visualization principles. Using the citation networks, this study generated the history and evolution of research in the field of Language Teacher Emotions to reflect the most recent topics of concern and their development trends (Rey-Mart íet al., 2016). Although there are many other software packages and general-purpose tools aimed at scientometric visualization, such as HistCite, few are as specifically designed as CiteSpace for reviewing evolving and complex domain-generating systems (Hou et al., 2018).

In this study, data were collected from the Scopus database, which is the largest abstracting and indexing database in the world. Scopus covers 27 subject areas with a broader search scope as well as a more balanced distribution of data sources based on the country of publication, enabling a more comprehensive international distribution. Additionally, the citation index is more diverse because it takes into account data from all databases within the system. This study examines trends in research on Language Teacher Emotions (LTE), which is a relatively small body of literature involving interdisciplinary research in education, psychology, applied linguistics, and sociology. We also chose to extract relevant studies from the Scopus database to avoid the database of cited publications downloaded from Web of Science (WoS) that only contains the names of the principal (first) author, resulting in different results when analyzing co-citations.

As part of the inclusion criteria, the time period was defined as from January 1st, 2000 to October 1st, 2022, with the range set at 1 year. In the search scope, "Title, Abstract, Keywords" were specified, and "search documents" was determined as "teach* emotion*" AND "language", and the language of the documents was restricted to "English". There were 185 articles that were preliminarily obtained for this study. The following 13 articles were excluded from the list due to irrelevant studies, such as conference reviews and book reviews, and were manually checked and filtered to obtain 169 articles that met the criteria for being relevant and valid. Due to the lack of publications on Language Teacher Emotions (LTE) between January 2000 and December 2003, this study analyses only the relevant studies published between January 1st, 2004 and October 1st, 2022.

III. RESULTS

As a response to Research Question 1, we organized relevant literature by the year of publication to gain a macro-level understanding of research related to Language Teacher Emotions (LTE). Figure 1 displays the number of research papers published on LTE in the Scopus database from 2004 to 2022 in a histogram. Until 2017, the number of

articles published each year remained within a range of 10, indicating a lack of attention paid to LTE research. However, the number of articles published significantly increased, reaching a high point of 33 articles in 2018 before exploding in 2022 with a peak of 41 articles. Of the 169 extracted documents, 88 were published after 2020, representing 52.07% of the total literature extracted, suggesting that the COVID-19 pandemic had a tremendous impact on Language Teacher Emotions (LTE).
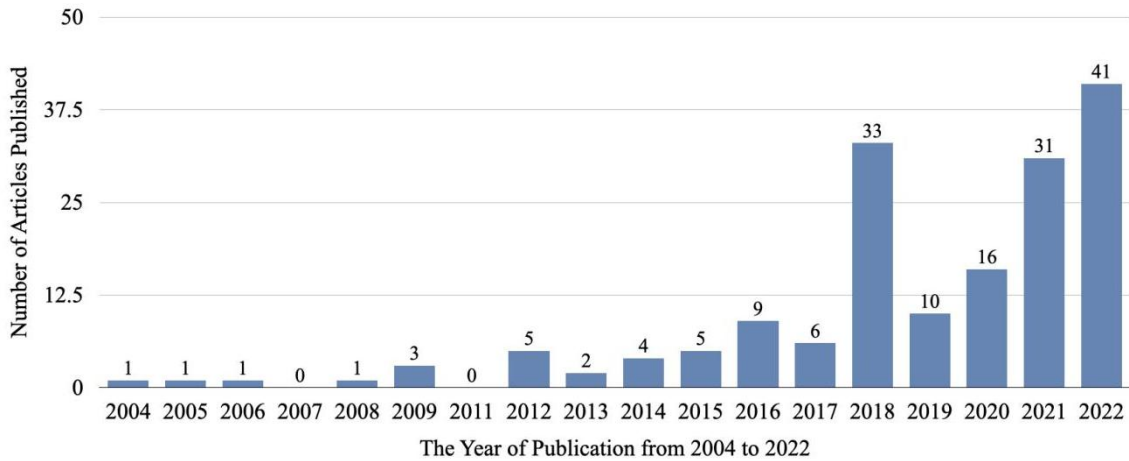

Figure 1. The Number of Articles Published Annually on the Topic of Language Teacher Emotions (2004-2022)

To address Research Question 2, we categorized the literature related to Language Teacher Emotions (LTE) by the researchers' or teams' country or region of origin. Each circle in Figure 2 represents a node, with the size of the circle reflecting the number of articles published in that country or region; the larger the circle, the greater the number of articles issued, with red circles indicating recent explosive growth. The country with the most publications in LTE research is the United States (34 articles), followed by China (30 articles), Iran (25 articles), the United Kingdom (11 articles), and Turkey (7 articles). Numbers in brackets indicate the number of publications issued by researchers or teams in each country or region in recent years. American scholars first published papers on Scopus database in 2004, while Chinese scholars published their first papers in 2018, and they have shown explosive growth in their publications. It is worth noting that Iranian scholars' first publication was in 2009, but there has been an explosion of interest in LTE in recent years due to the COVID-19 pandemic.
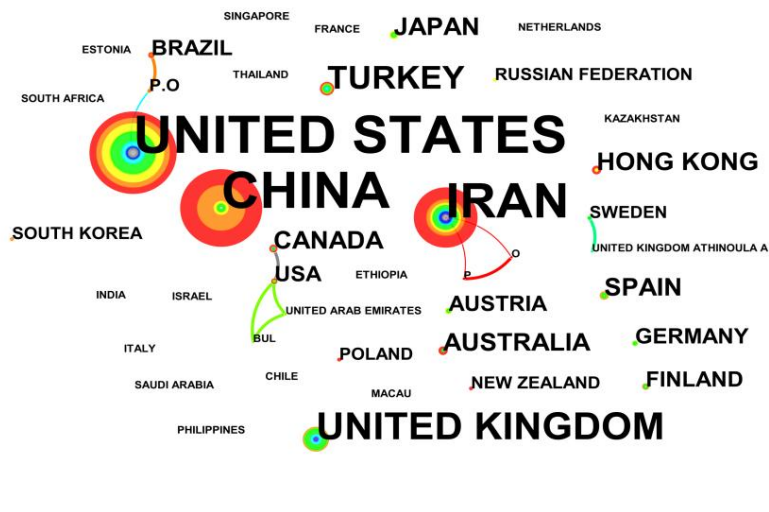
Figure 2. The Country or Region in Which the Researchers or Teams Were Based

As part of our effort to answer Research Question 3, we adopted an Author Co-citation Analysis (ACA), which helps us identify leading researchers in this field. A co-citation relationship occurs when one or more papers cite two or more

authors. As a result of co-citation analysis, it is possible to identify influential authors and classify them into specific professional fields, with highly cited authors typically considered to be in the same field of expertise (White & Griffith, 1981). To analyze highly cited authors in this field, we adopted the g-index along with the Pathfinder network scaling method. The merged network was pruned to optimize the overall network mapping, resulting in the co-cited authors' network mapping that includes 439 network nodes and 1185 connected lines in Figure 3. It is important to note that each node is accompanied by an annual ring of varying sizes that indicate the node's citation history. There is a correlation between the frequency of citations and the size of the annual ring. In our co-citation analysis, we also highlight the main areas of research focus of the top five LTE researchers.
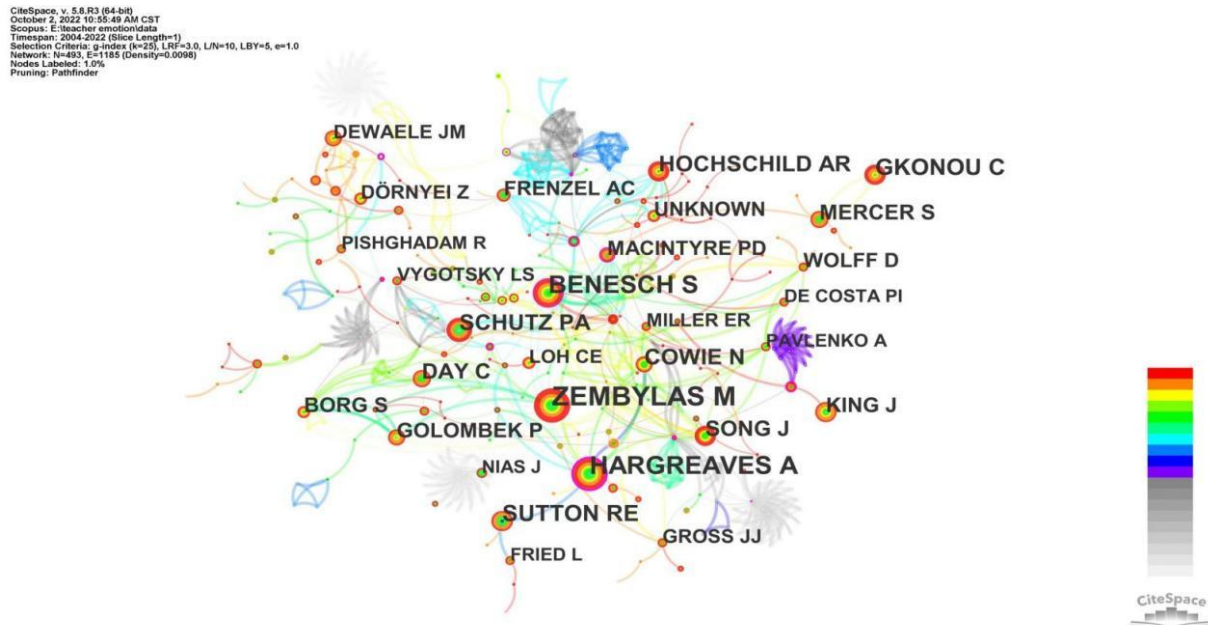
Figure 3. The Network Map of Author Co-citation Analysis (ACA)

Michalinos Zembylas, who has been co-cited 72 times, is from the Open University of Cyprus and leads interdisciplinary research in the fields of critical pedagogy, social psychology, comparative education, and ethnography. In the field of education, Zembylas focuses on teachers' emotional labour and emotional rules. He argues that teachers' emotions are shaped by culture, authority, and ideology, as seen through the lens of discursive frameworks. The vast discrepancy between teachers' professional status and their actual feelings often forces teachers to conceal their experiential emotions to express what is deemed to be the legitimate expected emotions in a given context (Zembylas, 2003). Normative-based beliefs and proper emotions of the teaching profession can cause a great deal of emotional labour and vulnerability for teachers. Zembylas has dealt with the main area of research related to teacher identity in social psychology, where he found that teachers' emotions play a crucial role in their identity and ability to act (Zembylas, 2005b).

Andy Hargreaves (co-cited 57 times) from Boston College focuses on the well-being of teachers, arguing that teacher emotions play an essential, even moral role in the development of teachers (Hargreaves, 1998). Hargreaves (2001) developed the concepts of sustainable leadership and the emotional practice of teaching, highlighting the emotional dimension of teaching as fundamental to sound pedagogical formation and the ability of teachers to understand their own experiences.

Sarah Benesch, from the City University of New York (co-cited 52 times), focuses on teachers' emotional labour in the classroom, arguing that teachers should manage the relationship between what they feel and what they should feel in a given situation in a way that is reasonable and appropriate. Research on educators' emotional labour in schools has been divided into two camps: structural perspectives and post-structural perspectives (Benesch, 2017). In the structural camp, emotional labour is divided into three dimensions or strategies: surface behaviour, deep behaviour, and expression of naturally felt emotions. In the post-structural view, it is believed that when teachers adopt a positive attitude under normal conditions, students will benefit from the teachers' active involvement, and teachers will benefit from their professional well-being and emotional well-being. Moreover, Benesch (2020) examined how positive psychology can mediate emotional labour in a positive way. According to this study, teachers enact the discourses of inevitability, unfairness, and injustice in their experiences of emotional labour.

Christina Gkonou (co-cited 34 times) is an expert in the field of language learners' anxiety and language teachers' emotions who has conducted research at the University of Essex. Instead of categorizing language teachers' emotions as either positive or negative, Gkonou (2021) proposed that scholars should focus on the impact of teachers' emotions from a "historical, cultural, contextual, and socio-political perspective" (p. 2). As a result, language teachers' emotions

are not just psychological phenomena and emotional states that individual language teachers experience, but they also reflect their reactions to other people as well as their environment.

Rosemary E. Sutton (co-cited 34 times) from Cleveland State University examines the relationship between teacher emotions and classroom effectiveness, as well as teacher training in emotion regulation strategies. She suggests that teachers utilize emotion regulation strategies to understand and manage complex emotional experiences while teaching. These strategies include prevention strategies (cause-based) and response strategies (response-based) (Sutton & Harper, 2009). The emotion regulation strategies are manifested in the following forms: contextual selection, situational change, attention deployment, cognitive change, and response regulation, which are proven to enhance classroom teaching effectiveness (Sutton & Harper, 2009). Teachers can build caring relationships with students by providing an ideal image of the teacher to the students, increasing student well-being, motivation, engagement, and improving classroom discipline (Sutton, 2010).

To examine Research Question 4, this study employed Document Co-citation Analysis (DCA). The co-citation relationship between two or more papers forms when one or more studies simultaneously cite two or more papers (Chen, 2004, 2006). DCA is a method used to increase knowledge integration and establish interdisciplinary coherence. It is capable of identifying relevant literature and scholarly communities that may be missed by standard literature search methods. Network maps resulting from DCA are useful in visualizing the connections and gaps between published research areas (Small, 1973). By counting the core literature at high frequencies in a field of study, it can be possible to better understand the direction and focus of academic research in that field. Figure 4 shows the map, which has 415 nodes in the network and 1044 connections among them, with the Largest Co-citation at 140. Each node corresponds to a piece of literature, showing the name of the author and the year of publication.
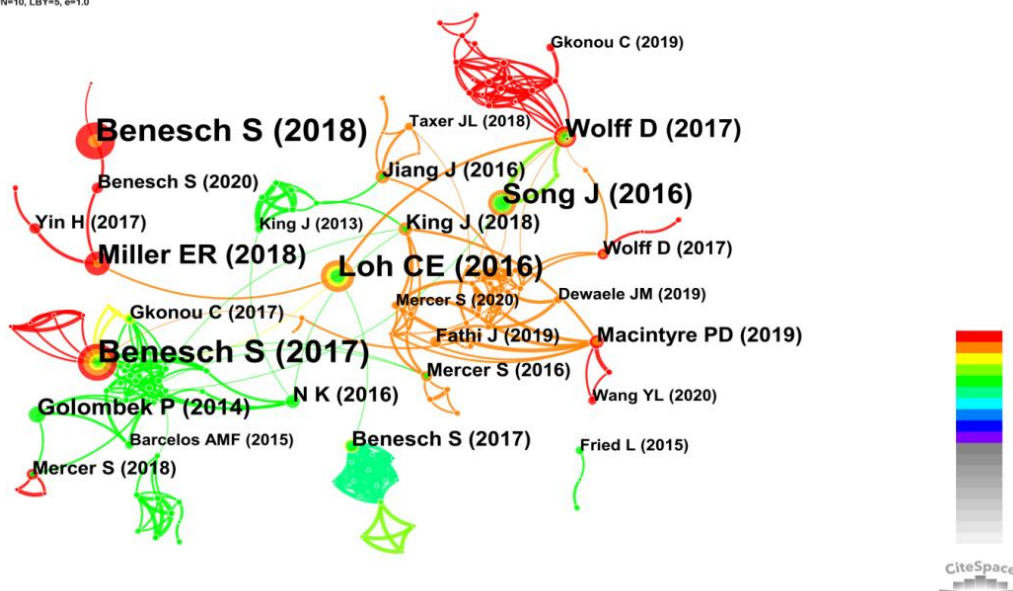
Figure 4. The Network Map of Document Co-Citation Analysis (DCA)

Sarah Benesch is the author of the two most cited publications in the field of LTE. The study by Benesch (2017) has been cited 14 times, and it examined the connection between the teaching of the English language in higher education and the activation of classroom emotions, as well as a detailed analysis of the implicit feeling rules teachers use and how they impact their emotions and decision-making. Benesch (2018), which has also been co-cited 14 times, explored how affective rules and emotional labour can be used as mediators and decision-making tools by language teachers. To determine if teachers' agency and decision-making were influenced by interviewing them about their responses to student plagiarism at an American university, data was collected. As revealed in interviews about addressing student text plagiarism, the article examines teachers' emotional labour and makes suggestions for the future of teacher education. As we can see, both publications emphasize the role played by teachers' emotional rules and emotional labour, and their impact, demonstrating Sarah Benesch's considerable influence in the field of language teachers' emotions.

It should be noted that there are three subsequent articles that have been heavily cited in this field: Loh and Liew (2016), Song (2016), as well as Wolff and Costa (2017). Loh and Liew (2016) (co-cited 12 times) described the emotional burdens, tensions, and challenges associated with teaching English. These emotions were largely explained by the value-laden content of the discipline, the burden of grading student papers, the pressure of high-stakes testing performance, and the requirement for culturally sensitive pedagogies. According to Song (2016) (co-cited 10 times), changing teaching contexts resulting from globalization place new demands on English teachers. In this study, the

researcher examined how teachers' orientations toward continuing professional development were influenced by their vulnerability, facilitating or hindering their teaching and self-transformation, as well as their emotional responses to demands on their identity and practice. A study by Wolff and Costa (2017), which has been cited eight times, examined the emotional needs of non-native English speaking teachers (NNESTs). It explored a non-native English teacher's experience of actively coping with emotional challenges, as well as how emotions affected her identity development, and called for a new teaching model in society to enable teachers to cultivate reflexivity to cope with emotional challenges. In spite of this, the number of citations in these five publications suggests that LTE is still an emerging field and still receives relatively little attention, which means that researchers and front-line teachers need to engage in more in-depth inquiry and reflection in this field.

A keyword analysis can be performed in order to address Research Question 5, where instances of two keywords appearing together are analyzed (Chen, 2017). The properties of the network and clusters were investigated using both temporal and structural metrics. For the purpose of visualizing the shape and form of the networks, we used two types of visualization methods: the timeline view (see Figure 5) and the cluster view (see Figure 6).

This timeline view consists of a number of vertical lines that represent time zones chronologically as they are arranged from left to right, as illustrated in Figure 5. In contrast to the horizontal arrangement of nodes that is confined to the time zones in which they are located, it allows for the nodes to have vertical links with nodes in another time zone (Chen, 2014). In this study, there are several keywords associated with the first stage of this research (2005-2009): "teacher emotion" (Kelchtermans, 2005; Pavlenko, 2005), "teacher identity" (Varghese et al., 2005; Zembylas, 2005), and "early childhood" (Kremenitzer & Miller, 2008). The second stage of the research (2009-2019) saw a boom in the research on the emotions of language teachers during this time period. A number of researchers took an interest in "emotional intelligence" (Yin et al., 2013), "career development" (Hiver, 2013), "anxiety" (Trigwell, 2012), "burnout" (Oberle & Schonert-Reichl, 2016), "emotional labour" (Keller et al., 2014), "novice teacher" (Beauchamp & Thomas, 2009), and "teacher education" (Shapiro, 2010). During the third stage (2019-2022), the keywords describing this period are COVID-19 (Jones & Kessler, 2020), "online education" (Ngo, 2021), "emotional scaffolding" (Back et al., 2020), and "work engagement" (Alger & Eyckmans, 2022). Due to the outbreak of COVID-19, there has been a significant increase in attention paid to the emotions of language teachers. As a result of the rapid shift in teaching activities to online, pedagogical changes have also been made during this period.
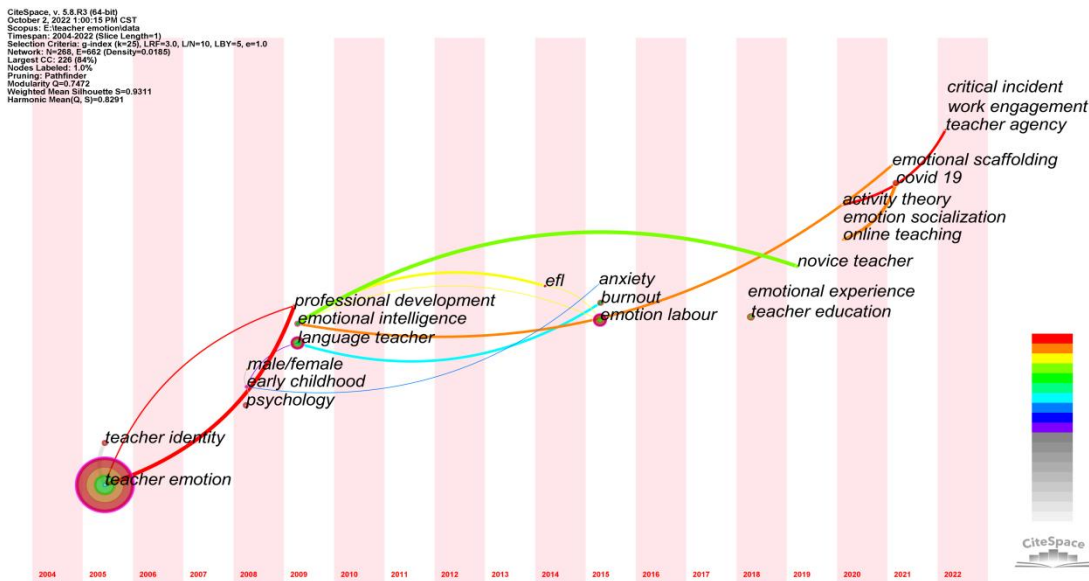

Figure 5. The Timeline View of the Keyword Analysis of Language Teacher Emotions (2004-2022)

As an alternative, the cluster view represents the spatial network in a landscape format that is color-coded and labelled according to an automated process (Chen, 2014). To better understand the development of LTE research, we chose to use the log-likelihood ratio algorithm (LLR) to extract labels for clusters automatically. This algorithm provides the best results in terms of the uniqueness and coverage of clusters (Dunning, 1994). The modularity Q score and the average silhouette score are structural metrics (Chen, 2014). The modularity Q is a measure of the extent to which a network can be divided into modules based on a value between 0 and 1. Thus, this profile has a Q value of 0.7472 > 0.3, indicating a significant distinction between the clusters. In addition, there is the Silhouette S value, which ranges from -1 to 1, where a value of 1 indicates that a cluster is distinct from the other clusters. In this study, S=0.9311>0.7, indicating that the clusters are credible and that the nodes within them are highly correlated.
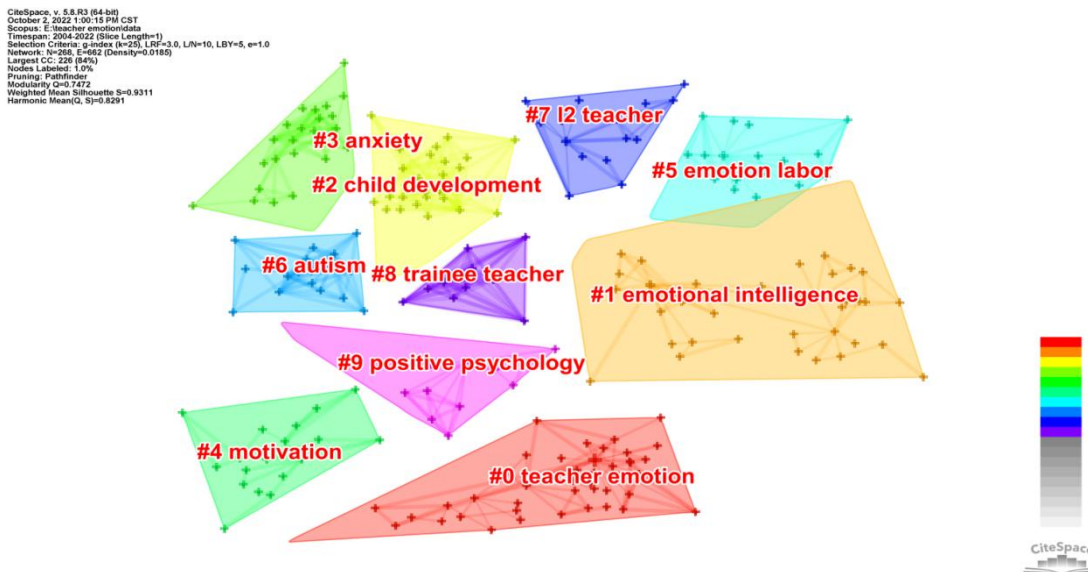
Figure 6. The Cluster View of the Keyword Analysis of Language Teacher Emotions (2004-2022)

To begin with, research on LTE has expanded to examine specific research areas in Cluster #7 (Silhouette = 0.897), which focuses on second language teachers, and Cluster #8 (Silhouette = 0.923), which focuses on novice language teachers. There have been increasing challenges faced by second language educators, including doubts about their language proficiency, self-identity construction, dealing with learners' emotional anxieties, college entrance examination pressure, cross-cultural teaching, and precarious conditions associated with online teaching (Borg, 2006; Cosgrove, 2002; Her & De Costa, 2022; Loh & Liew, 2016; MacIntyre et al., 2020; Mercer et al., 2016). Similarly, trainee teachers also experience emotional conflicts and identity ambivalence. Trainee teachers need support in adjusting to prevailing expectations, building and maintaining relationships with staff, learning procedures, and adapting to school priorities (Hayes, 2003). Otherwise, they may experience negative emotions due to being marginalized in the trainee school (Yuan & Lee, 2016).

It is also worth mentioning that Cluster #5 (Silhouette = 0.916), dubbed "emotional labour", and Cluster #3 (Silhouette = 0.849), dubbed "anxiety", take a closer look at the emotions that language teachers may encounter when interacting with students. Based on Hochschild's theory of emotional labour from 1983, the need for airline employees to perform emotional labour is to achieve their career goals and/or to succeed in the industry. Similarly, the concept of emotional labour is an attempt to manage and regulate a teacher's emotions, roles, and identities (Zembylas, 2002), especially when acknowledging one's professional status there is a considerable gap between trying to feel and actually feeling (p. 196). When teachers follow the emotional rules of their classroom environment, they must hide their actual feelings and consciously regulate them internally (Hochschild, 1983). Many of the negative emotions experienced by teachers have been found to manifest as anxiety, represented by Cluster #3 in the studies conducted. There are many negative emotions that may affect educators' health (Guglielmi & Tatrow, 1998; Hakanen et al., 2006), including frustration, fatigue, and anger. As a result of feeling anxious and fearful, teachers tend to avoid potentially risky situations, perhaps shutting down communication and withdrawing from others (Lasky, 2005). The COVID-19 pandemic has led to the implementation of online education in schools all around the world, which has once again increased the attention of researchers on the anxiety of teachers. Due to the fact that teachers are required to adapt to new teaching methods that are different from the methods they are used to with offline teaching, this will lead to higher levels of loneliness, isolation, and anxiety (Fraschini & Tao, 2021; Jiang & Koo, 2020).

For the purpose of reducing the impact of negative emotions on language teachers, researchers have focused their attention on Emotional Intelligence (indicated as Cluster #1, Silhouette = 0.937) and Positive Psychology (indicated as Cluster #9, Silhouette = 0.949). In order to be a successful language teacher, one must recognize potential anxiety and manage it appropriately and effectively (Gkonou, 2017). There is an ability to manage one's emotions and relationships with others, which is defined as 'emotional intelligence' (Goleman, 1995), and it has been found to be vital to the improvement of teaching satisfaction (Bar-On, 2010; Yin et al., 2013). In recent years, positive emotions have been consistently emphasized in language teaching (Arnold, 1999; Arnold & Fonseca, 2007; Gregersen, 2013). As indicated in Cluster #9, positive psychology, the concept was first introduced by Seligman and Csikszentmihalyi (2000), and it is driving the shift in research focus from negative to positive emotions and their role in enhancing the educational outcomes of L2 teachers and students (Lake, 2013). Wang et al. (2021) provided a conceptualization of seven variables of positive psychology, which include academic engagement, emotional regulation, enjoyment, stamina, love pedagogy, resilience, and well-being, and explained how these factors can make a difference when it comes to learning and teaching a second language. There is a growing body of evidence suggesting that positive emotions can make both language teaching and language learning more enjoyable and meaningful, as well as help teachers and learners be more

resilient when faced with challenges during teaching and learning situations (Gregersen, 2013).

Moreover, the attention of Cluster #2 and Cluster #6 primarily concentrates on social-emotional aspects and the early development of young learners, including children with autism in their learning environments. Children's exposure to social relationships with teachers outside of their families is significant, and the emotions of teachers can impact their social-emotional outcomes. However, this study does not delve into these areas since they primarily focus on the learners rather than the teachers and have received relatively little research attention.

IV. CONCLUSION

This study presents a scientometric analysis of the international research on Language Teacher Emotions (LTE) through a deep data mining of 169 articles published in the Scopus core database between 2004 and 2022. The analysis revealed that over the last two decades, LTE research has predominantly focused on theoretical analysis, exploration of its application, and analysis of its effectiveness in practice. Moreover, the study identified the prominent authors and scholars who have significantly contributed to the field of LTE, including Michalinos Zembylas, Andy Hargreaves, Sarah Benesch, and others, whose research has enriched and developed contemporary educational psychology.

While this study provides valuable insights into the LTE research landscape, it has some limitations. Firstly, the analysis is restricted to the Scopus core database, and non-journal publications such as books or chapters in books were excluded. Therefore, the findings may be biased towards leading researchers and institutions in the field of LTE research. Future studies could consider a broader range of publications for a more comprehensive analysis. Secondly, the study used a holistic approach to co-citation analysis, which did not differentiate between sub-fields within the LTE research domain. Future analytical studies could provide more in-depth information regarding the status of LTE in specific sub-fields, such as teacher emotions and positive psychology.

Due to the outbreak of COVID-19 that has affected a large number of countries around the world, the education system and order have undergone a great deal of change. Online learning modes, in conjunction with information and communication technology, have become the mainstream means of teaching around the world in order to cope with its implications. As part of this large-scale, urgent transformation, we must recognize that teachers are facing more teaching and interaction challenges in the new teaching environment of online learning, resulting in more complex and multidimensional emotional experiences. Furthermore, with the increasing popularity of technology in language learning in the post-pandemic era, researchers should be aware of how changes in language teachers' emotional states are influenced by computer-assisted language learning, online, offline, and blended learning options. As a result of this process of change, teachers make sense of their emotions and look for alternatives that might help them transform these emotions in a positive way. Our final recommendation is that more researchers and frontline teachers conduct in-depth and longitudinal research into Language Teacher Emotions (LTE) in various contexts to provide valuable insights in this emerging area.

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A Sociopragmatic Analysis of Death Utterances in Jordanian Bedouin Society

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Abstract—This paper examines the sociopragmatic functions of death formulas used by Bedouins in eastern Jordan. It emphasizes discourse strategies Bedouins use, such as euphemisms and politeness, to refer to the deceased or to announce someone's death. The researchers collected 32 authentic expressions commonly used in death discourse. They examined and categorized them in light of the following sociopragmatic theories: politeness theory, Grice's maxims of conversation, and Austin's theory of speech acts. Seven strategies for using euphemisms in Bedouins' speech were elicited and analyzed in sections. The analysis reveals that death formulas serve contextual functions, such as maintaining social rapport, expressing condolences, and highlighting the predestination of death and life by God. This study adds to our understanding of Bedouin language and cultural practices in eastern Jordan, and it has practical implications for cross-cultural communication. Individuals can enhance mutual understanding and constructive connections with Bedouin communities in Jordan and worldwide by recognizing and respecting these cultural customs.

Index Terms—death, euphemism, dysphemism, Jordanian Bedouin, politeness, speech acts, Gricean maxims, pragmatic functions

I. INTRODUCTION

In all cultures, death involves certain rituals such as funerals, burial, mourning, and consolation, as well as a language used to address the deceased's family or about death in general. However, people tend to avoid discussing or naming death, as many view it as very painful and unnamable in many situations due to fear, according to Ullman (1962). Moreover, many people avoid using the stark yet dignified word and instead use other words, such as "someone has passed away" or "gone to his reward," as explained by Gabriel and Charlotte (2021).

As death has specific language and terminologies, people tend to be more conscious of selecting appropriate expressions. It is assumed that people are more polite based on the circumstances and traditions that force them to be more polite. Farghal (1993) depicts death from a religious perspective, stating that it is the beginning of new life, God's choice, predestination, meeting God, responding to God's call, and burning in hell. Muslims, for instance, avoid harsh words related to death and use euphemisms to comfort and alleviate the grief of death.

Gomaa and Shi (2012) claim that euphemism is a universal phenomenon found in all languages and that it is impossible to communicate without euphemisms. Moreover, they assume that Egyptian and Chinese native speakers employ euphemistic expressions and treat death with caution as they regard it as taboo. Regarding the Jordanian community, Mofarrej and AlHaq (2015) investigated the euphemisms associated with death in Jordanian society. According to the findings, Bedouins used a high level of euphemistic expressions when referring to the reported death. However, they explicitly talk about death, as Jordanians do not consider it a taboo unless addressing the bereaved or during a visit to an ill person. In a study conducted by Al-Azzeh (2010) investigated Jordanians' use of euphemistic expressions in taboo topics, including death, sickness, mental illness, cancer, and excretory functions. He found that Jordanians' use of euphemism in everyday communication was influenced by the issue being addressed, such as the terms "maqbara" (cemetery) and "saratan" (cancer). Furthermore, in his study of the use of euphemism by Jordanian Arabic speakers and British English speakers at Taibah University in Saudi Arabia, Al-Khawaldeh (2014) claimed that there was no relationship between euphemism and gender and that gender did not affect the use of euphemism in four main topics: death, lying, bodily functions, and diseases.

Moreover, a recent study by Olimat's (2020) aimed to investigate the use of euphemism and dysphemism in Jordanian Arabic in relation to the COVID-19 pandemic. The study examined the use of these linguistic strategies in the

media and social media platforms in Jordanian society. The data revealed that euphemisms, such as "the pandemic," "the crisis," or "the disease," were commonly used to point to COVID-19, but dysphemisms were used less frequently. Furthermore, the study discovered that the use of euphemism and dysphemism in Jordanian Arabic was influenced by a variety of elements such as culture, religion, and society.

In summary, the previously stated studies (Hazaymeh et al., 2019) revealed that euphemism was investigated across different contexts, with the majority of studies focusing on the frequency of their usage and the factors that influence their use. However, the current study sheds light on the euphemistic strategies Jordanian Bedouins employ in the discourse of death, as well as their sociopragmatic implications. Moreover, previous studies on the use of euphemism in the Jordanian community have been limited to the level of euphemistic expressions, whereas the current study aims to investigate the euphemistic strategies used by Bedouins in eastern Jordan.

A. Objectives and Research Questions

This study seeks to fill the gap existing due to the lack of study on Bedouin utterances related to death in the Jordanian context. As a result, the study's objectives are as follows:
1. To explore what expressions Jordanian Bedouins use in the discourse of death and their sociopragmatic indications.
2. To identify euphemism strategies used by Bedouins' speech about death.
The research questions of this study are:
1. What are the sociopragmatic indications of death utterances used by Bedouins?
2. What euphemism strategies are used by Bedouins in their speech about death?

B. Significance of the Study

This particular study is unique in its contribution to the existing literature on death expressions, specifically those used by Bedouins in Jordan. Not only does it offer valuable insights into the language used by Bedouins, but it also provides scholars with a pragmatic perspective. Additionally, this study is significant as it examines the socio-pragmatic implications of analyzing death expressions in Bedouins' speech in the eastern region of Jordan, thereby offering new insights into this field of study.

II. THEORETICAL BACKGROUND

This study examines the concept of death from a pragmatic perspective, which considers not only linguistic knowledge but also the physical and social context, as explained by Peccei (1999, p. 2). According to Leech (1983, pp. 10-11), the intersection of pragmatics with sociological and linguistic studies is referred to as socio-pragmatics and pragma-linguistics, respectively.

The study of language functions or speech actions is critical for understanding the intended meaning of an utterance, as researchers such as Austin (1962) have investigated. Grice's (1975) Cooperative Principle (CP) and Leech's (1983) Politeness Principle (PP) are two theoretical frameworks used to explain the pragmatic aspects of language use.

In pragmatics, referencing people is an important topic, as it sheds light on explicit and implicit reference. Grice (1975) describes items as pragmatic processes through which the hearer infers the speaker's intention. He identifies principles that make language effective in communication, called the Cooperative Principle (CP), which includes conversational maxims of Quality, Quantity, Relation, and Manner. Leech (1983) integrates the CP into the Politeness Principle (PP), which includes several politeness maxims. Politeness involves behaviors that show positive awareness of others (Thomas, 1995, p. 150). Negative politeness minimizes impolite illocution, while positive politeness accounts for maximizing polite exchanges, as described by Leech (1983, pp. 83–84). Huang (2006, p. 116) mentions four main theoretical models of politeness: the social norm model, the conversational maxim model, the face-saving model, and the conversational contract model.

The present study focuses on the face-saving model, which defines face as "the public self-image that every member wants to claim himself" (Brown & Levinson, 1987, p. 61). Face is universally considered a mirror of individuals and society, and their impression and behavior towards each other, according to Goffman (1967). Positive and negative faces are two facets of this concept, which emphasize interaction strategies that aim to be accepted and liked or preserve and satisfy the negative face of people, respectively. Mitigating devices and expressions like "please," "possible," "might," "I'm sorry, but," etc. are typically used to achieve negative face, as noted by Al-Ali and Shatat (2022).

Definition of Euphemism and Dysmephism

Euphemisms are frequently used to soften language and avoid taboo or fearful expressions, particularly when discussing sensitive topics such as death, sickness, and killing. This is a common discourse strategy employed to maintain social harmony. According to Allan and Burridge's (2006) analysis, there is a distinction between euphemisms and dysphemisms. Euphemisms are typically used as substitutes for dispreferred expressions in order to avoid offending the speaker or the audience. Dysphemisms, on the other hand, are expressions with connotations that are considered offensive and are therefore avoided in favor of a more neutral or euphemistic phrasing. Alkatib (1995) defines euphemisms as inoffensive words or phrases that are used to replace more hurtful or offensive language in a particular speech community. These types of words are often used when discussing sensitive topics such as sex, death, religion, or

excreta. Similarly, Almegren (2021) considers death, above all subjects, an intolerable insult to all who live, the reminder of what people prefer to forget.

III. METHODOLOGY

A. Data Collection Instrument

This research was carried out in Al-Badyah, which is located in Jordan's eastern area. This region's Bedouin community is made up of several clans that share common values, rituals, traditions, and dialects. The colloquial Bedouin Jordanian Arabic (BJA) language is the primary subject of this research.

To accomplish the objectives of this research, the researcher implemented a questionnaire-based data collection method. The questionnaire was designed in the form of a "Discourse Completion Test" (DCT), which includes brief descriptions of scenarios intended to elicit specific speech acts. Each participant was required to read each scenario and respond in writing. The questionnaire was written and distributed in Arabic to ensure comprehension among the participants. The introductory section of the questionnaire provided a brief overview of the research and its purpose. Additionally, participants were informed that their participation was entirely voluntary.

The questionnaire sought to gather and identify the most commonly used expressions and terms by Bedouins when discussing death, including references to the deceased. The questionnaire included thirty-two expressions that were sorted, categorized, and analyzed for this study (see Appendix).

B. Participants

A sample of 189 Bedouins covering several areas in Al-Badyah and from different ages, gender, and educational backgrounds was selected randomly (see Figure 1).
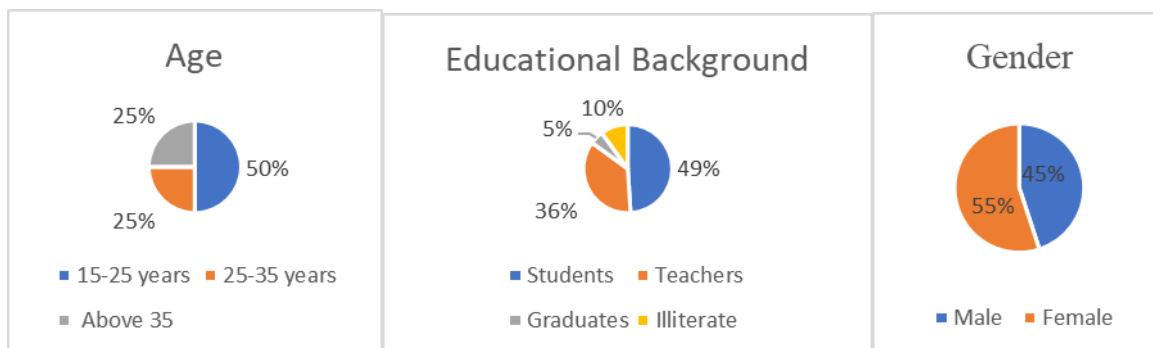
Figure 1. Demographic Data for Respondents' Gender, Age, Educational Backgrounds

IV. DATA ANALYSIS AND RESULTS

In this study, the data analysis was conducted using qualitative methods, taking into account the results and insights gained from various theories in the field of pragmatics. Specifically, this analysis utilized concepts and principles from politeness theory (Leech, 1983; Brown & Levinson, 1978, 1987), as well as Gricean pragmatics (Grice, 1975, 1989).

A. The Pragmatic Functions and Linguistic Features of Death Terms

According to Gricean maxims (1986) and the Politeness Principle (PP) (Leech, 1983), the most euphemistic expressions related to death violate one or more of the conversational maxims. These expressions can be analyzed from another perspective in light of the Politeness Principle (PP). Consequently, this study tries to bridge the gap between implicature and language changes about death. In order to address the first question of this study, which involves identifying the sociopragmatic implications of death-related utterances utilized by Bedouins, the most commonly used terms and expressions related to death in various speech acts were examined and then categorized into nine distinct groups. Each category is further discussed in separate sections that follow.

(a). Invocation

When a person passes away, their ultimate destination is God's mercy, which is why it is the only thing they wait for. Consider *almarHuum* (lit. "the forgiven") and *Allah jerHamoh* (lit. "may Allah have mercy on him"); *almarHuum* is prevalent in Arab countries when used to refer to a dead person. Its literal meaning is false because a dead person does not require mercy from God. Therefore, people must rely on the implied meaning behind the expression to understand what the speaker is trying to convey. The use of this metaphorical expression implies an invocation to the deceased.

Furthermore, this expression can be seen from a politeness point of view, as a way of showing politeness and respect towards the deceased. Farghal (2002, p. 2) points out that social honorifics play an essential role in phatic communication, which helps to smoothen and enhance social relationships. In this case, using the metaphorical

expression "almarHuum" to refer to a deceased person carries honorific functions that indirectly and politely address the deceased, thereby helping to maintain social relationships.

(b). Survivorship

The expressions "*Hajjat* X" (X's life) and "*ruuH* X" (X's soul) carry a deep metaphorical meaning that is often lost in translation when roughly translated into English as "the late." This violates Grice's maxim of quality and makes the literal meaning false. These metaphors imply that a person's soul or memory lives on after death. They acquire various illocutionary forces, such as oath, request, and swearing in everyday speech, as Austin (1962) observed. Despite going against Islamic doctrine, people often make oaths on the deceased soul and use "*bruuH X tnjaHni*" to request assistance. These expressions carry respect and help keep the memory of the deceased alive.

(c). Insulting and Degrading

"*AlmaHruug*" is a derogatory term rarely used by both males and females to insult wicked people. It reflects the speaker's dislike for such individuals and can be considered a face-threatening act according to the "politeness theory" (Brown & Levinson, 1987). The term violates the maxim of quality and carries a negative illocutionary force, implying that the deceased will go to hell.

Thus, this term serves the function of insulting those with a bad reputation in life, and a miserable reference may be attributed to them. It is important to note that such terms should be avoided in everyday speech as they can be considered highly impolite and disrespectful.

(d). Encouraging and Motivation

"*ßad Halak*" means "be strong" and is used to encourage people to keep on living beyond death. It provides hope, promise, motivation, and stimulation to alleviate the sadness caused by death. Another expression used during times of death is "*raasak baagi*" which violates the relational maxim by assuming the speaker's relevance and the maxim of quality by withholding information. The term "*raasak*" is associated with dignity in Bedouin culture and is used to express sorrow and solidarity with the addressee. The pragmatic function of encouraging is motivation. Therefore, these terms are used to maintain social relations in various situations. Also, the illocutionary force of such utterances is expressive and emphasizes sorrow and solidarity with the addressee (Austin, 1962).

(e). Comforting

Comforting expressions aim to provide hope and ease the grief or burden caused by loss. The expression "*kulna ¿la alTariig*" (lit. "we are all in the path"), emphasizes equality among people and fatalism, this expression is similar to the Arabic proverb "*almuut kas dajer ¿la kul alnnas*" (lit. "death is a glass circulating among all people"), which views death as a path everyone must cross and as a great leveler (Farghal & Shunnaq, 1999). While "*weg ¿at waragtuh*" uses a leaf metaphor to conceptualize death as a natural process. Both expressions flout the quality maxim by using metaphors but can still provide comfort.

"*Ma Hada yaxa ð ¿omer ¿la ¿omroh*" (lit. "nobody is given a life more than the one given") observes the quality maxim by implicating predestination and can also be a cooperative expression to comfort those who are grieving.

(f). Sarcasm

The phrases *X wadda¿* (lit. "farewell to X") and *¿aß al džiilain / ¿iißt nsoor* (lit. "s/he has lived across two generations / s/he lived the long life of an eagle") are used sarcastically in situations where face-threatening acts (FTAs) occur. They are used in close relationships to convey irony and contempt. Using them may cause trouble in social rapport.

Moreover, *fajjaz* (lit. "he got a visa") / *walla* (lit. "he went away") can also be used ironically between friends to refer to a deceased individual or to make light of their passing. Moreover, the metaphor of *¿iißt nsuur* is used to describe an old person who passed away, and it violates Grice's quality maxim by implying a comparison between an old dead person and an eagle.

(g). Wishing and Reminding

"*Tair min Tjuur al džanah*" means "a bird in heaven" and is used to refer to a deceased child. Though it violates the Gricean maxim of quality and relation, the metaphor conveys the idea of the child's innocence and entrance into paradise. Similarly, "*welid abjjad wmat abjjad*" means "s/he was born white (pure) and died white (pure)," and is a color metaphor that symbolizes the child's innocence. According to Austin's classification, this term is expressive since it conveys the speaker's sympathy towards the child's death.

(h). Heartbreaking

People use *xal9an majjatuh* as a euphemism for *mataa* ("died") to console the grieving family by portraying death as a predestined event. It compares life to a journey that ends with death, implying that God has determined the deceased's lifespan. Farghal (1993, p. 21) emphasizes that "Allah keeps complete records for every individual prior to his birth in which all details of his life are registered, including his death." This flouts the quality maxim and implies acceptance and submission to God's will.

Terms such as *ja Hasrah ma thanna* (lit. "alas he has not enjoyed anything"), *ma mahhaluh rabna* (lit. "God gave him no more time") and *b ¿duh ma akal ¿umruh* (lit. "s/he has not eaten (lived) his/her life") express sorrow over the death of a young person. These are considered "expressive" in Austin's speech act, as the speaker conveys their sadness and heartbreak using words like *mahhaluh*, *Hasrah*, and *thanna*.

b ¿duh ma akal ¿umruh uses a food metaphor to depict life as an unfinished meal for the deceased. This metaphor violates the maxims of quality and relation, yet this metaphor implies that dying young is like being deprived of a satisfying meal, which is a sad experience, a sad experience. The expression serves to express sorrow and remorse over the loss of a young life that did not get to experience its full potential.

(i). Soothing and Consolation

Expressions such as *aalbagjjah bHajjatak* (lit. "may the rest of his life be yours"), al *¿omr elak* (lit. "life is yours"), *Allah a ¿Tak ¿omroh* (lit. "Allah has given you his soul") and *rabna e9Tafah* (lit. "God has chosen him") are considered more cultural and group-based rather than religious in nature. These expressions are used to show sympathy and solidarity towards the bereaved family members or relatives of the deceased.

The term *aalbagjjah bHajjatak* is a selective expression used when a speaker expresses sincere condolences to the relatives of the deceased. The speaker expresses sympathy and solidarity by using soothing terms, which is an effective means of expressing one's feelings and emotions to a bereaved person. However, this expression contradicts Islamic principles as it implies that the life of the deceased is added to the lives of others, which is not true based on Islamic fact. Thus, it violates the quality maxim (Grice, 1975).

For example, *alomr elak* and *Allah aTak omroh* serve two purposes. Firstly, they are used when informing a relative of someone's death, which is considered indirect and less harmful. Secondly, they express condolences to bereaved family members or relatives to lessen their grief. By assigning these terms to speech act theory (Austin, 1962), they show that the illocutionary act of condolence is to express sympathetic feelings about someone's death.

The terms *bHjjatak* ("yours"), *elak* ("you"), and *aTak* ("give you") indicate that the speaker wishes the survivor a long life. They are used pragmatically to strengthen and sustain social bonds and solidarity. Furthermore, Bedouins can use these terms as a social honorific for both the addressee and the referent. On the other hand, expression *rabna e9Tafah* is regarded as a soothing device in which the speaker demonstrates that God predestines someone's death and that they should submit to God's choice. Interestingly, elderly people use this term to refer to those who die from illness because they regard death in this context as preferable to suffering for the deceased.

B. Euphemism and Dysphemism Manifestations in Death Expressions

In Bedouin culture, there is a tendency to avoid direct mention of death, and this is largely influenced by both religious beliefs and cultural norms. As a result, most expressions used are euphemistic in nature. These linguistic expressions serve as a way to replace the taboo of death in Bedouin speech. In terms of euphemisms, the data can be categorized into two branches: euphemistic expressions and dysphemistic expressions.

TABLE 1
EUPHEMISMS AND DYSPHEMISM OF DEATH TERMS

Euphemisms	Dysphemism
AlmarHuum	fajjaz/ walla
Alfagiid	AlmaHruug
Hajaat X	Allah la jsamHuh / Allah jatolla fiih/ allah la jarduh
ruuH X	Alla rajjaHna mennuh
Tair min Tjuur al džannah	¿aaß aldžiilain/¿iißt nsuur
kulna ¿la alTariig	X wadda ¿
Allah axa ð wada ¿tuh/ amantuh	
twafii	
raasak baagi	
aalbagjjah bHjjaatak	
al ¿omr elak	
t ¿i ß X maat	
X ɣada	
e ¿oD allah	
weg ¿at waragtuh	
welid abjjad wmat abjjad	
xal9an majjatuh	
ma mahhaluh rabna	
maat b ¿z ßababuh	
kulna ¿la alTariiq	
ma Hada yaxa ð ¿omer ¿la ¿omruh	
ja Hasrah ma thanna	
b ¿duh ma akal ¿umruh	
rabna e9Tafaah	
Allah jarHamoh	
ßd Halak	
Allah a ¿Taak ¿omruh	

(a). Euphemism

The use of euphemism is a common linguistic practice across cultures to replace taboo and harsh words, and death is often considered the most euphemized topic in Arabic. According to Farghal (1993, p. 6), people generally avoid directly naming death, and instead use various discourse devices, such as euphemistic and polite speech, to talk or refer to it. This cultural norm is derived from Islamic doctrine and values, which emphasize the importance of respecting the deceased, regardless of their affiliation (Al-Azzam et al., 2022).

Arabs and Bedouins employ various euphemistic strategies, such as metaphor, figurative expressions, and simile, when discussing or referring to death. Referring to the deceased by their first name or using neutral terms like *almuutawafi* ("the dead person") is avoided. Instead, they use more expressive, polite, and euphemistic terms like *almarHuum* ("the late"). This finding suggests that euphemisms are an expected discourse strategy when talking about or referring to the deceased.

In the Jordanian Bedouin dialect, the term X *ɣada* ("X passed away") is rarely used to refer to a deceased person, and it violates the manner maxim by failing to observe the sub-maxim of clarity. While the term *twafii* ("passed away") is more widely accepted and commonly used as a euphemistic and emotive term to avoid the harsh and taboo word *maat* ("died"). According to Farghal (1995, p. 369), "many native Arabic speakers frequently shun the neutral lexical verb *maata* ("to die") "and instead use a multitude of figurative euphemisms when referring to death.

TABLE 2
FREQUENCY OF USING EUPHEMISM AND DYSPHEMISM

Variables	Frequency
Euphemism	81,25%
Dysmephism	18,75%

(b). Dysmephism

The survey conducted indicates that the Bedouins prefer to use euphemistic and polite terms when referring to the deceased, and only a minority may resort to harsh or offensive language. Dysphemistic expressions such as *fajjaz* and *ruuH xbaah* are considered negative and face-threatening acts among the Bedouins. These expressions violate the Gricean maxims of conversation and the politeness principle of Brown and Levinson's politeness theory. The use of dysphemistic terms endangers both the speaker's positive face and the hearer's negative face, according to Brown and Levinson's theory. Al-Haq and Al-Smadi (2020) stated that employing dysphemism in death occasions is considered speaker-based rather than religion-based. Dysphemistic death terms can be categorized as "expressive," wherein the speaker expresses negative feelings towards the deceased. Austin's (1962) perlocutionary and illocutionary forces of dysphemism align with the speaker's and addressee's psychological and social relationships. For instance, the phrase *Allah rayaHna mnoh* is considered an FTA, indicating the speaker's negative attitude towards the deceased, which is usually expressed towards an adversary as stated by Sawalmeh (2018, 2019).

Based on the analyzed data, it has been found that euphemisms are the most commonly used language strategy when referring to death or the deceased, with a few exceptions. The researchers have deduced several euphemistic strategies employed by the Bedouin, which are explained through the following procedures and examples:

1. Directly referring to religion is one way of using euphemisms when talking about death. Some examples include: "*Allah a ¿Taak ¿omruh*" / "*Allah axað wada ¿tuh/ amantuh*" and "*Allah jerHamoh*" and "*e ¿oD Allah*".
2. Considering death as a problem-solving event is another way of using euphemisms. For instance, "*rabna e9Tafah*" can be used to allude to death.
3. Emphasizing sentimental expressions can also be a way of using euphemisms when talking about death. Some examples include: "*ja Hsrah ma thnna*," "*b ¿doh ma akal ¿omruh*" and "*maat b ¿z ßababuh*".
4. Describing death as a transition to eternal life is another way of using euphemisms. For example, "*Tair min Tjuur al džannah*".
5. Using polite and indirect references when referring to the deceased person is also a common euphemistic strategy. Some examples include: "*alfgiid*," "*almarHuum*," "*Hajat X*" and "*ruuH X*".
6. Conceptualizing metaphors from nature, animal, body, and color can also be a way of using euphemisms when talking about death. Examples of this include "*welid abjjad wmat abjjad*," "*weg ¿at waragtuh*" and "*Allah axað wada ¿tuh/ amantuh*".
7. Focusing on the importance of the survivor is another way of using euphemisms. For example, "*raasak baagi*," "*t ¿ii ß X maat*," and "*ßad Halak*" all emphasize the significance of the person who is still alive.

V. CONCLUSION

Although death is considered painful in many cultures, little attention has been paid to studying it. Death events have their own jargon, with different expressions than everyday situations. This study was carried out to fill a gap in the literature on death forms by exploring the sociopragmatic functions and indications of death formulas used by Bedouins in eastern Jordan. For this purpose, a questionnaire was used, and thirty-two authentic expressions used in death discourse were collected from Bedouins, at Al-Badyah in the east of Jordan. The expressions were analyzed and

examined in light of the politeness theory, Grice's maxims of conversation, and Austin's theory of speech acts. These death terms were examined and then categorized into nine categories namely; invocation, survivorship, insulting and degrading, encouraging and motivation, comforting, sarcasm, wishing and reminding, heartbreaking, soothing, and consolation.

According to this study, Bedouins mention death indirectly due to cultural norms. As a result, they mitigate and alleviate the death event's impact through various linguistic strategies such as metaphor, euphemism, and politeness. Furthermore, the analysis reveals that 81.25% of death terms are euphemistic and only 18.75% are dysphemistic; this reinforces the fact that Bedouins have a greater tendency to use euphemism more than dysphemism when referring to the dead person. The researchers elicited seven strategies for using euphemisms in Bedouins' speech, including referring directly to religion, viewing death as a problem to be solved, emphasizing the importance of the survivor, describing death as a transition to eternal life, using polite and indirect references to the deceased, conceptualizing metaphors concerning nature, animals, and the body, and emphasizing sentimental expressions.

APPENDIX

This questionnaire aims to gather information about how death is referred to and how news of someone's passing is conveyed in Eastern Badia. Please read all of the situations and respond in your language or dialect. The information collected will be used solely for scientific research purposes. Thank you for your cooperation.

Gender: .... Age: ………… Education level: …………. Town:...............

1. You want to convey the news of someone's death, in general, how do you tell him?
2. How do you convey the news of a person's death to one of the relatives?
3. What would you say about the death of a young child, less than 15 years old?
4. What is the common term for break the death of an old man?
5. Does the terminology for conveying news of death differ according to the age, religion or gender of the deceased?
6. You want to tell someone that someone (who has a bad reputation) has died, what do you say?
7. The second section relates to how to refer to a deceased person while speaking.
8. When talking to a friend about a person who died several years ago, how do you refer to that person?
9. In a dialogue with the elderly (grandparents), how do they refer to deceased people?
10. What is a deceased person, who was known for injustice, usually, described?
11. In conversations, is the age or the gender of the deceased people affected by referring to them after their death? Support with realistic examples ?
12. What does a person who died in the prime of life refer to?
13. Do the terms used to refer to the deceased differ according to gender? Support with evidence.
14. Please write any terms you use or hear when talking about the deceased or (death in general) specifically in the desert.

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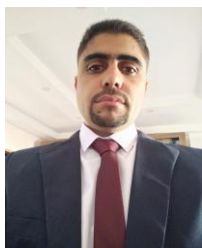
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Interaction as a Mechanism to Enhance English Language Proficiency in the Classroom

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Abstract—**Research has concentrated on the subject of acquiring the English language as a second language. Numerous things influence learning the English language. This current study focuses on the role that interaction strategies have in advancing the acquisition of English as a foreign language. The emphasis is on interaction methods, covering conceptions that have emerged in the investigation of interaction as a technique for second language acquisition, and providing an assessment of the practical implications of the views. The study used a straightforward qualitative methodology, and secondary sources were used to compile the results. The conversation was conducted in a detailed manner. The analysis produced several insights. The observation that interactions have continued to be an essential component of acquiring English as a foreign language is the basis for the analysis's key argument. It was determined that interaction will continue to be a fundamental strategy regularly used to improve learning in English language teaching (ELT) classrooms. The study also found that contact, particularly in the classroom, helps identify the actual difficulties that students face when learning a second language. It has been demonstrated that consistent engagement that directly involves classmates throughout classroom activities prompts teachers to respond quickly to use effective strategies to ingrain cognitive modifications in pupils.**

Index Terms—**Interaction, communicating in class, learning English as a foreign language, learning in the classroom, and competency-based language teaching (CBLT)**

I. INTRODUCTION

In many nations, English is learned as a foreign language. It serves as the formal language of the nations ruled by the British colonial administration. It is possible to learn English as a foreign tongue concurrently or in stages. While learning their first or native language, many people all around the world are also subjected to English as an additional language. English is being learned in classrooms continuously as a second language. When determining what influences or inspires students to acquire English as a foreign language in the classroom, many different aspects are taken into account.

Interaction has continued to be an effective method for improving English language acquisition. In the classroom, interaction is still a fundamental strategy that is frequently used to improve learning in ELT. Numerous studies have shown a strong correlation between students' performance in learning English as a second language and classroom engagement strategies (Wang & Castro, 2010). According to the claims of the interaction theory model, interaction and conversation in the classroom can quickly boost the formation of intercultural interaction (Long, 1984). Interaction encourages open communication exposure, which speeds up students' acquisition of second language abilities in a short amount of time. Additionally, it aids in identifying the pupils' actual language acquisition difficulties. It pushes educators to quickly use effective strategies to instil behavioural modifications in their students. English language acquisition in the classroom benefits from the interaction. The majority of ELT courses in the twenty-first century are becoming increasingly dominated by peer-group interactions. In addition to teaching students a foreign language, modern curricula incorporate interpersonal, collective, commitment, and interpersonal interaction skills (Barnes & Todd, 1995).

Poor comprehension develops in linguistic classes because of the absence of interaction. Long (1984), who is often credited as the creator of interactionism in English communicative education, claims that a lack of interaction is to blame for the ELT class's poor progress toward conversational proficiency in the language. Instructors' goals, learners' behaviours, teachers' attitudes, and learners' motives are frequently what determine how well interaction works. To

improve communicative proficiency in language classes, several strategies are used. The methods used to improve interactions include student engagement, leadership, surveys, simulations, matching, evaluations, and communicative language teaching (CLT). The Communicative Strategy is currently being widely adopted by ELT to support English language instruction, particularly in developing nations where English has been studied as a foreign language.

II. LITERATURE REVIEW

An individual must put in a lot of effort, be dedicated, and consciously absorb the grammatical rules of the foreign language to learn it. In addition to other important factors, learning a foreign language in a classroom context calls for intense dedication, purposeful efforts, a suitable learning environment, and qualified teachers. For effective acquisition, foreign language tutoring and acquisition must be a two-way process involving both learners and teachers. Maleke (2014) concluded that, when a foreign language is mostly learned in a school setting, it is inappropriate to say that an FL (Foreign Language Learner) might hope to reach native-like proficiency in the language.

For focus, the term "interaction in the classroom" pertains to the dialogue that takes place between instructors and students in addition to between all students, during which the classmates' active involvement and understanding become crucial. The socio-cultural activities that assist learners in acquiring knowledge collectively include dialogues. Educational talk, also known as "exploratory talk" and "presentational talk," has been used to describe interactions that take place in the classroom between and even among different parties (Mercer & Dawes, 2008; Barnes, 2008). Presentational discourse or the one-way lessons given by instructors in classrooms does nothing to entice and include learners in a linguistic discussion. Experiential learning is a type of intentional communication that is frequently planned out by instructors. It allows learners to have "hesitant, broken, and full of dead ends" conversations that allow them to "experiment with truly innovative thoughts, to acknowledge why participants seem like, to observe what others consider of them, "to assemble ideas and concepts into subtle variations" (Barnes, 2008, p. 5). These hesitant, fractured, and dead-end interactions might be turned into intuitive communicative abilities given the restricted vocabulary learning strategies ESL learners have during their time at school. Learners who connect create a "symmetric dialogic framework" (Mercer & Dawes, 2008, p. 66) wherein anybody may participate, be acknowledged, and collaborate in decision-making. As a result, involvement in exchanges by learners may assist them in enhancing their linguistic knowledge and interaction capabilities (McDonough, 2007).

According to Mercer and Dawes (2008), oral and/or textual interaction between students and teachers is extremely important. Essentially, the concentration is on learners' participation in genuine dialogue and integration of the principles learned via conversation (Long & Robinson, 1998). According to the communicative paradigm, L2 learning instruction is oriented on the needs of the learners, who practice their linguistic skills by engaging in real-world interactions. Learners receive oral and written discourse that simulates meaningful communication, such as creating a resume or practising for an interview. The instructor has a greater opportunity in a student-centred classroom to respond constructively and practically to the requirements and educational preferences of the students. Concerning changing all linguistic features, the lesson is also influenced by the teacher (Gass & Varonis, 1994).

The importance of interaction in mastering the English language cannot be overstated. This investigation seeks to interpret the interaction as a process for foreign language classroom instruction. In an ELT classroom, there are often three main forms of interaction.
   a)   Communication between the pupils and the teacher.
   b)   Matching Communication (Interplay with learners' companions who are seated close to them or together with them), and
   c)   Collaborative Conversations

These encounters require the learners to participate in partnerships or small - groups and expose participants to a variety of communication techniques, including talks, demonstrations, ideation, group activities, and more. Additionally, it requires learners to engage in comprehensive discussions (Kumpulainen & Mutanen, 1998).

The employment of speaking skills in interpersonal interactions, according to the interaction model, greatly facilitates language learning. Listening comprehension is critical for learning language, according to the Interaction Hypothesis, which is similar to Krashen's Input Hypothesis. Additionally, it asserts that when learners must negotiate to mean, the efficacy of intelligible material is significantly boosted.

Learners frequently get either favourable or unfavourable evidence from interactions. After certain discussions, the communicators might demonstrate the proper or erroneous linguistic features if the beginners say anything that their interactants are unable to grasp. In so doing, students may get comments on their writing as well as the vocabulary they are still working on. Learners may receive more feedback from their interactants as a consequence of engagement than they would otherwise (Kumpulainen & Wary, 2002).

Additionally, whenever pupils pause to ask questions about something they don't grasp, they might be given a greater opportunity to consider the information they are being given. Thorough knowledge and perhaps even the learning of new linguistic structures can result from this. Last but not least, interaction can be used to draw pupils' awareness to a discrepancy in their understanding of the intended language and whatever learners are experiencing in actual situations, as well as to a feature of the targeted language in which learners are still not knowledgeable (Lantolf & Appel, 1994).

The characteristics of interactions in English language teaching will be further examined in a different category because the focus of the current study is on how interaction affects the process of learning.

III. METHODOLOGY

A qualitative study approach was implemented for this investigation. The use of the descriptive design aims to present textual evaluation and conceptual exploration of ways interactions facilitate the acquisition of English as a foreign language. The method makes it easier to compile many contributions and conversations on the desired philosophies of learning and instructing English as a target language. The information was gathered via secondary materials, such as prestigious journal papers on the role of interaction in learning English as a foreign language. Descriptive interpretation is used, with an emphasis on the principles of interaction, its effects, and how classroom interaction has enhanced the acquisition of English as a foreign language.

IV. DISCUSSION

The topic of interaction, which is an important part of learning English as a target language, ultimately concentrates on what other investigations have revealed and develops a perspective to produce some fundamental conclusions. It has been claimed that social interactions in principle and participation in the classroom particularly have a substantial influence on the process of learning a foreign language. In this part, we'll talk about how the interaction might help pupils learn English in a pedagogical context.

Interactions are said to possess a significant impact on linguistic proficiency and linguistic development, according to contemporary ELT models on learning a foreign language for instance the "Interactions Hypothesis" and "Communicative Language Teaching Approach," etc. Language classroom interactions are crucial because they allow learners to participate in social activities that help them improve their interpersonal abilities as well as their self-confidence and sense of self-esteem as proficient linguistic communicators (Luk & Lin, 2007). Luk and Lin (2007) discovered that learners' daily interactions with respective language instructors in the classroom help them to establish numerous personalities. This finding came from an extensive phenomenological study of instructor interactions in Singapore and other countries. Even though the study was conducted in an ESL classroom with native English speakers present, Luk and Lin (2007, p. 188) convey an illuminating account of why schoolchildren engage in dialogue for culture and personality reserves, which are "converted into non-institutionally authorized language practices and identities." Pupils' interpersonal awareness maybe those "non-institutional language practices" that educators are meant to draw on to help learners learn more efficiently.

According to this viewpoint, since communication combines interpersonal and societal variables, their relative importance is equivalent. Individuals are said to "get command of and remodel particular mental mechanisms during meditation when information is absorbed during social interaction," precisely (Lightbown & Spada, 2006, p. 47). The significance of communication and the thought processes required while speaking to another speaker is highly emphasized in this remark. The core idea of this philosophy posits how the individual consciousness is facilitated, which simply implies that the individual mind uses language, a symbolic construct, to control or mediate how individuals relate to one another and the outside world (Lantolf, 2000; Long, 1996). In that sense, language acts as a bridge between the outside environment and the consciousness, transforming physiological awareness into sociocultural notions and impressions. Language characteristics alter when it becomes social in an attempt to moderate neural processes. The context provided by the topic aids in the learning process, therefore language does not need to be entirely syntactic in its structure.

Each of the above actions is necessary for acquiring English since they develop crucial cognitive skills that will enable L2 motivation accomplishment. In light of the notion that, according to the sociocultural standpoint, learning is both a mental process and a sociocultural operation, it is important to discuss the connection between both reasoning and having a conversation. As Lantolf (2001) notes, speaking is the public realization of personal consciousness, notwithstanding the assertion that the above philosophies are therefore neither unified force nor wholly independent. The process of learning itself, as well as a thorough knowledge of human brain capabilities, depends on these two factors.

To achieve Literacy development, from a socio-cultural perspective, learners must engage with others. Whenever a person communicates with a speaker, learning happens according to this approach. In light of the help provided by the interlocutor, this is an instance when a student can execute at a greater degree of competency. Teachers need to be aware that what they are teaching needs to be in line with the societal or individual responsibilities that language learning serves. Speaking is another way that the learning process may take shape; this is known as talking-assisted learning. In this manner, students might work with a partner to jointly develop knowledge (Lightbown & Spada, 2006). Discussions among participants in a group then clarify how language acquisition occurs through communication.

The tactics and methods that follow are strongly interactionist in nature and have a strong connection to classroom communications and social constructionism. Let's continue by discussing the 'Whole Language Approach', which contends that language ought to be learned as a whole rather than as a collection of discrete grammatical structures like vocabulary and syntax (Richards & Rodgers, 2001; Long et al., 1998). Since this approach is ESL instruction

holistically and more naturally, it is strongly tied to the socio-cultural paradigm. This fundamentally implies that the Whole Language Approach, which is intended to support learners of all ages in acquiring a Second language in the same way that native learners do, stresses the learning of fluency via actual dialogue, following the researchers.

In the issue of interactions as a strategy for enhancing second-language proficiency in English, various techniques are pertinent. Competency-based language teaching is one example (CBLT). This approach was developed to help immigrants in various countries learn English as a foreign language, and it has shown to be useful in the debate of interactions as an important instrument in the acquisition of English as a foreign language. Competency-Based Education (CBE), which put a strong emphasis on the results of learning in language classes, served as the foundation for Competency-Based Language Teaching (CBLT). According to Richards and Rodgers (2001), learners should possess a variety of distinct categories of information and abilities by the completion of a language study. The researchers wrote that proficiency lists were developed through an examination of common activities required in various life roles, including ones demanded by immigrants who must acquire a second language. The CBLT, therefore, represents the implementation of learning with a concentration on efficiency; i. e., it is concentrated on a collection of specific information that students need to acquire to perform successfully, which is attained via interactions. Comparable to this, content-based learning centres teach the skills that students will learn rather than their language background. It proves that learning a language is more effective when the language is used to obtain information instead of serving as the goal overall (Richard & Rodgers, 2001). Finally, "Community Language Learning" (CLL) represents a strategy that incorporates counselling into the process of teaching languages. According to Richards and Rodgers (2001), this denotes that someone offers encouragement and instruction to a student who requests it. In this way, the analogy reinterprets the responsibilities of the instructor and students in the classroom while also highlighting the value of interactions.

There are several prerequisites for instructors, including the need for high levels of proficiency both tangible and intangible in their first and second languages as well as the avoidance of classical techniques and a high degree of sympathy for the function of counsellors. The larger educational strategy known as collaborative learning includes cooperative language learning (CLL), which is similar (to CL). This strategy, following Richards and Rodgers (2001), encourages students to engage in collaborative curricular initiatives in the classroom, such as those that include pairs or small groups of classmates. By encouraging peer engagement in this way, the CLL is seen as a learner-centred methodology. Its key objectives include, among others: providing examples of naturalistic language acquisition and creating productive and purposeful acquisition.

Several investigators have presented divergent but conceptually linked viewpoints in assessments of communication as a socio-psychological element that affects the acquisition of English as a foreign language. These are methods that support the evaluation of the social context in the study of the English language. After Long's investigations, who is considered to be the primary developer of symbolic interactions in English language acquisition, numerous investigators have used comparable perspectives to further illuminate the value of interactions in English language classroom instruction. An instance of these perspectives is the socio-cultural interactionism viewpoint on acquiring the English language, which is typically linked with Vygotsky (1978). The viewpoint places special emphasis on the function of communicating and reasoning mostly in the setting of engagement. This viewpoint contends that solely looking at an individual's psychological functioning within its own administrative, chronological, and contextual factors may be fully comprehended. The model puts considerable importance on the function of conduct in the cultural setting since the sociocultural paradigm views every mental activity as the outcome of a relationship between social actors and environmental characteristics.

Another viewpoint is conceptual, which can be linked to both "Piaget's developmental theory" and cognitive psychology in general. The cognitive view on learning emphasizes the person's mental activity, the growth of thought, cognitive techniques, and their use. The cognitive approach views contact in English language teaching as aiding the creation of the person's cognition since it aids in the activation of the person's background experience. Since the arrangement of thought in speech aids in the reconstruction of information, social contact is considered as aiding a person to comprehend while becoming knowledgeable of mental abilities. According to Doise and Mugny (1984), misunderstandings encountered while interacting may result in mental difficulties, which, once resolved, encourage cognitive adaptation in the person. The cognitive approach places a strong emphasis on cognitively equal contact in which people work together to achieve a shared goal. Mentally and emotionally equivalent interactions between people are thought to facilitate the emergence of knowledge-relevant crisis circumstances (DeVries, 1997).

The debate over the interaction between teachers and students has been heavily influenced by these two different perspectives. Accentuating the idea that "intellectual development can only be comprehended in the scope of social and contextual situations individuals encounter," Vygotsky's viewpoint on interactions in English language teaching is in favour of this claim (Slavin, 2006, p. 42). In contrast to proponents of cognitive theories, who see intelligence and processing as internal, personal phenomena, intercultural scholars view social activity as the analytical unit (Cobb, 1994). How engaging in connection is connected to an individual's growth is fundamental to the contemporary perspective. Notably, the socio-cultural approach does not define cognition as distinct from its social and cultural context, meanwhile, the cognitive model conceptualizes reasoning as an operation in the individual's thoughts.

V. SUMMARY OF FINDINGS

The debate as it was conducted may help people comprehend the interaction's fundamental principles and how they apply to acquiring English as a foreign language. The following conclusions are crucial to the conversation:

1. In recognition of the significance of interaction in l2 acquisition, the influence of communication on the acquisition of English as a foreign language may be further investigated.
2. Conversation among learners and instructors in addition to interaction among learners and many other classmates appears to be essential to the efficient acquisition of English as a foreign language in the classrooms.
3. The debate also made clear that several ideas and approaches have been created to explain how interaction affects students' acquisition of English as a foreign language mostly in classrooms.
4. Recognizing the importance of contact in learning English as a foreign language promotes the operation of both learner's and the instructor's sociocultural and cognitive developing processes. This is considered in light of the classroom's design and purpose.

English language acquisition is greatly influenced by the interactions between teachers and pupils. Uncovering the mental and socio-cultural ramifications of interaction features is a component of the debate, though. There is a propensity for learners speaking English as a foreign language to transmit some sociocultural elements, which might affect how they interact. As a result, classroom contact is frequently seen, especially when it occurs during a teaching session.

VI. CONCLUSIONS

The results of this study used to show that interaction is still a fundamental strategy regularly used to accentuate understanding inside English language teaching (ELT) classrooms. The study also found that contact, particularly in the classroom, helps identify the actual difficulties that students face when learning a second language. It has been demonstrated that consistent engagement that directly involves learners in the classroom activity prompts instructors to respond quickly to use effective strategies to instil behavioural modifications in pupils.

Thus, it can be argued that conversation plays a huge role in the acquisition of English as a foreign language. To promote this debate, conversation, and interactions within the classroom, English language instructors must employ various interrelations and approaches and present impact reports of the methods.

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The Effects of Achievement-Based Assessment on Reading Proficiency, Academic Impulse, Language Apprehension, and Learners' Self-Perceptions

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Abstract—**The different sorts of assessment assignments have an impact on both the learners' psychological health and the learning process. Educationalists have spent years trying to identify and put into practice accurate and practical methods for effectively assessing students. Few research studies have tried to investigate how achievement-centered evaluation impacts reading perception, learning impulse, language apprehension, and students' self-confidence assessment despite the significant impact achievement-based has on second language learning. The current study set out to fill this gap in the literature by evaluating how achievement-based assessment affected the development of reading comprehension, academic impulse, language apprehension, and one's self-confidence. To attain the study goal, 66 intermediate EFL students were randomly split into two groups: an experimental group (EG) and a control group (CG). The students in the CG (N=31) received the conventional assessment over the course of this study (12 sessions). The learners in the (EG) (N = 35), received an achievement-based assessment. The One-Way MANOVA Test showed that students in the experimental group did better than those in the control group. The findings also demonstrated how important the role achievement-based assessment played in promoting reading comprehension, academic impulse, language apprehension, and self-confidence. The results of this study may have repercussions that are advantageous to language learners, teachers, curriculum designers, and policymakers presenting chances for further achievement-based practices.**

Index Terms—**reading comprehension, academic impulse, language apprehension, self-confidence, achievement-based evaluation**

I. INTRODUCTION

In educational settings, teaching and assessment are two facets of the same process. The implicit and explicit teaching strategies used by teachers have an impact on assessments. That is, the type of evaluation depends on the

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strategies and methods of education. Such tight connections necessitate that educational, linguistic, and psychological research takes into account pragmatic strategies when developing curricula, teaching, and assessment in all branches of knowledge, comprising the EFL context. Traditional evaluation methods have been utilized for years in the assessment field, but they have several demerits. In response to the conventional assessment's numerous shortcomings, alternatives were presented (Jayaraman, 2017; Frey, 2014; Ishii, 2018). According to Erzen (2017), students' achievement must be considered in a social context that was disregarded in the traditional evaluation. Grohe and Weber (2016) believed that cooperation among EFL learners should be employed to evaluate and assess their success. Achievement-based assessment places more emphasis on the process of learning than the product of learning, in contrast to traditional assessment, which only looks at the latter.

Reading perception is the process of deducing a text's suggested meaning through a variety of meaning-generating techniques (Gibson, 1994). The methods used to assess reading perception are closely similar to those used to teach reading (Kwon & Linderholm, 2013). There are some research articles that support the idea that multiple choice, matching, and true/false items on traditional standardized objective tests are inappropriate and invalid for assessing learners' academic abilities (Kouvdou & Tsagari, 2018; Al-Mahrooqi, 2017). In the area of education, the achievement-based assessment was used to make up for the limitations of conventional reading comprehension examinations.

In addition to the type of assessment, psychological factors may also have an impact on the assessment process and the outcomes of language learning (Gottfried, 2008; Hudley, 2008). Academic impulse stands out among psychological factors since it helps learners to function and succeed academically in a supportive and enhancing way (Liem & McInerney, 2022; Wentzel, 2022). Motivation is typically thought of as a stimulating force that molds people's conduct (Kwon & Linderholm, 2013). In the world of education, student impulse is linked to their involvement in the learning process (Hudley, 2008). In other words, academic impulse relates to students' initial motivation to begin and continue the drawn-out and tiresome learning process (Flynn, 2020). Hennebry-Leung and Gao (2022) defined language learners' academic impulse in the context of language acquisition as the degree of their motivation and involvement in the learning process.

Apprehension is one of the most prevalent negative feelings among students when it comes to student-related constructs (Ibrahim, 2022; Ryan, 2019), especially for students learning foreign languages (Cakici, 2016; De Costa, 2015). Apprehension is a subjective feeling of fear and anxiety that causes sweating, hyperventilation, and a rapid heartbeat (Hirschkop, 2019). Sparks and Ganschow (2007) claimed that people experience anxiety when they feel helpless in the face of a potential threat. This definition of language apprehension encompasses self-perception, attitudes, and behaviors encountered in learning classrooms as well as situation-specific anxiety (Szyszka, 2016; Ibrahim, 2022; Ryan, 2019).

Another construct that is assigned to students is self-confidence, which refers to one's belief in his/her competence to conduct tasks essential to accomplish specified performance attainments" (Dalen, 2002). That is, self-confidence refers to the skill to exercise some dominance over one's motivations and societal milieu. According to earlier research, Self-confidence is connected to psychologically healthy traits like L2 grit, students' academic success (Fang, 2020), critical thinking (Osborne, 2018), and interpersonal and intrapersonal interactions (Jacklen, 2012). Academic self-confidence is defined as "one's confidence in his/her ability to engage in self-regulatory activities, the extent to which students are intrinsically motivated, and behaviorally govern their learning plan" (Fang, 2020, p. 34). Learners' self-confidence affects their decision to choose tasks and their commitment to finishing them (Osborne, 2018). Effective learners, according to Dalen (2002), exhibit positive attitudes toward the learning process and relate their lack of success to less effort not to the lack of competence.

Studying the elements influencing assessment's successful implementation is important because of the significant role assessments play in the success of education. However, there is a paucity of research on efficient and standard evaluation, particularly in the context of EFL. More research is therefore required to close this gap. Achievement-based assessment is one of the helpful evaluations that might raise students' academic progress. Although there have been a few empirical research on the impact of achievement-based assessment on reading perception, academic impulse, language apprehension, and self-confidence, none have attempted to simultaneously examine these variables in an EFL environment. To fill in this linguistic gap, the current study sets the following questions:

1.   What is the effect of achievement-based assessment on reading comprehension?
2.   What is the effect of achievement-based assessment on academic impulse?
3.   What is the effect of achievement-based assessment on language apprehension?
4.   What is the effect of achievement-based assessment on a learner's self-confidence?

II. LITERATURE REVIEW

A. The Achievement-Based Assessment

The behavioristic premise that micro-abilities can be estimated progressively is where teaching assessment got its start (Lucas, 2016). In this sense, a closed question with one acceptable response was employed to assess the development of the students. The constructivist approach, which highlights how assessment is interjected with all of the teaching and learning procedures, supports achievement-based evaluation. According to societal constructivism, assessments must be created using authentic tasks that include learners' feedback and self-evaluation (Stanley, 2021a).

The sociocultural theories that describe instruction as a societal scheme and stress the value of social interaction are the second linked theoretical foundation for achievement-based evaluation (Stanley, 2021b; Stanley, 2021c; Abdulaal, Abuslema, Hal, Amer, & Altohami, 2023).

Over time, traditional assessment has dominated skill evaluation for students, placing an undue focus on learning results to the point where they contradict real learning competency (Alvestad, 2000). MCQ exams, true-false questions, matching questions, and memory questions are frequently used in traditional assessments. An achievement-based evaluation, on the other hand, has the ability and potential to have a substantial impact on the acquisition process where the active engagement of the students is stressed (Lucas, 2016). In other words, achievement assessment focuses on seeing and assessing learners' performance in activity and action (Stanley, 2021a).

According to Stanley (2021b), achievement-based assessment requires learners to use their knowledge and abilities from a variety of disciplines in order to complete the necessary tasks. Along the same lines, Alvestad (2000) described achievement-based assessment as a motivating technique for getting students to use their prior knowledge and skills to complete a task. achievement-based assessment is made to place students in situations where they can practice higher-order thinking abilities such as evaluating and synthesizing (Herrera et al, 2013). Additionally, the achievement-based assessment may reveal how the students understood the subject matter and provide valuable insight into the students' genuine competencies (Stanley, 2021b).

B. Academic Impulse

The importance of academic impulse in a learner's psychological health and behavior cannot be overstated. This concept relates to students' interest in academic courses, which shapes their conduct, emotions toward the learning process, and efforts when faced with challenges (Rosen, 2005). Academic impulse was divided into two categories by Brophy (1983): state impulse and trait impulse. According to Dinkmeyer (1995a), academic impulse describes a learner's propensity towards a certain subject. The general attitude that learners have toward the learning process is referred to as trait impulse (Dinkmeyer, 1995b). According to Clair (2010), state impulse is dynamic and subject to change, but trait impulse is rigid. The static impulse can be influenced by a variety of elements, including the classroom environment, the course material, the instructor's personality, and their interactions with their students (Standing, 1961).

The main hypothesis used to explain academic impulse is the self-determination theory, which Viglione (1990) introduced in 1985. Intrinsic impulse, extrinsic impulse, and motivation were the three parts of the motivation construct that self-determination theory postulated. Extrinsic motivation refers to the actions taken to obtain a reward or stay away from a penalty. Steven (2007) defined three types of extrinsic motivation in this regard: introjected regulation, identified regulation, and integrated regulation. Inherent inspiration and an inherent desire to engage in an activity led to intrinsic motivation. On the contrary, the absence of impulse to engage in an activity or the learning process is referred to as motivation. Students' internal and external motives have an impact on their academic impulses (Fauzan, 2016). When students are extremely motivated, they continue with the learning procedures with vigor instead of stopping (Gottfried, 2008). Even in the face of challenges that students may confront while learning, academic impulse protects them.

Numerous recent research studies have demonstrated the importance of instructors' closeness (Liem & McInerney, 2022), personality attributes (Hudley, 2008), confirmation (Wentzel, 2022), and teaching style (Flynn, 2020) in enhancing academic impulse among students. Additionally, Hennebry and Gao (2022) discovered that EFL teachers' communication styles helped promote academic impulse and involvement in their students. Hennebry and Gao (2022) demonstrated in a different study that the success of performance-based evaluation projects was significantly influenced by the motivational and emotional states of the learners. Similar to this line of research, Gottfried (2008) looked at the relationship between emotional intelligence and academic impulse and how they affect students' well-being. Their results confirmed that these two variables had a significant association.

C. Foreign Language Apprehension

According to Arnold (2007), foreign language apprehension is a circumstance-specific phenomenon brought on by foreign language acquisition in an official setting, particularly when one's own perception of one's communicative proficiency in the target language is low. Abdulaal et al. (2022) presented three components of foreign language anxiety in a similar vein (i.e., communicative fear, test apprehension, and fear of assessment). The first component, communicative fear, deals with issues with oral communication, listening comprehension, or social anxiety. The second factor is brought on by a dread of failing an exam. The third component deals with anxiety about how other people may see you and your behavior in certain situations.

Attentional Control Theory explains why anxiety prevents students from achieving academically (Chen, 2022). The Processing Efficiency Theory (PET), developed by Matsuoka (2015) is the foundation of ACT and shows how apprehension reduces attentional dominance by taking in the threat-related stimulus. Students' nervousness can be brought on by both internal and external factors. According to the Attentional Control Theory, worried students may have performed poorly because of their high levels of concern and low self-confidence (Molnar & Crnjak, 2018). Various sources can cause FLA. Molnar and Crnjak (2018) claimed that anxiety in learners may be brought on by their perceptions of their linguistic aptitude, their personality features, the experiences they have been exposed to in the classroom, and their levels of difficulty. Chen (2022) described the learner, the instructor, and the instructional practices

as the basic sources of language apprehension from a different angle. According to Matsuoka (2015), anxiety among students may have several root reasons, including their personality types (introversion vs. extroversion). Academic anxiety, according to Arnold (2007), refers to several anxiety types that students may encounter in the academic setting. He contends that student anxiety—such as test anxiety, math anxiety, anxiety about learning a foreign language, and anxiety about science—hinders their ability to learn.

In addition, certain research studies in the field of EFL focus on the analysis of skill-centered apprehension and its function in language acquisition. Examples of recent studies on anxiety include those on speaking (Hennebry-Leung & Gao, 2022), listening (Arnold, 2007), reading (Matsuoka, 2015), and writing (Chen, 2022). These investigations verified that FLA impairs language skills or learning.

D. Self-Confidence

According to Fang (2020), self-confidence makes people aware of their capacity to conduct suitable actions with the aim of reaching a desirable outcome. Self-confidence beliefs have an impact on how people act, think, and employ methods in the face of various difficulties (Greene, 2017). Martin's (2017) social-cognitive theory offers a theoretical basis for views of skills that emphasize the influence of self-referent phenomena and embrace an agentic perspective of individuality. Self-confidence was described by Mikkola (2019) as the belief that one may successfully conduct or exhibit behavior or a series of behaviors in a particular circumstance. This agentic socio-cognitive perspective identifies intentionality, foresight, self-reactivity, and self-reflectiveness as the fundamental components of personal agency (Nguyen, 2019).

According to Oettingen (1995), intention influences future behavior, but the realization of goals for the future requires more than just intentionality. Fruitful execution of plans requires the ability to inspire and control the execution of desired actions in addition to the intentional capacity to create decisions and action plans. Self-regulatory processes are how metacognitive skills are displayed (Nguyen, 2019). A key component of Greene's (2017) agentic socio-cognitive theory is the emphasis on an individual's capacity for self-reflection.

Numerous studies have been done in order to determine whether students' learning has improved as a result of the use of self-confidence skills. Oettingen (1995) demonstrated the benefit of students' self-confidence in flipped courses. In addition, Greene (2017) came to the conclusion that the relationship between academic self-confidence and achievement is impacted by expectancy-value beliefs. The results of Olivier also came to the conclusion that student self-confidence beliefs and classroom participation had a good impact on their academic performance. Abdulaal et al. (2022) recently attempted to examine the impact that the flipped class has on self-confidence. They discovered that when using the flipped classroom activities, the female students in the EG improved more than their male colleagues. Nguyen (2019), following the same line of inquiry, came to the conclusion that self-confidence and L2 learners' grit are related.

When considered as a whole, the literature on the benefits of achievement-based assessment is thriving; however, there does not appear to be enough data to determine the extent of its impact on improving reading perception, impulse, and apprehension associated with learning a foreign language, and learners' self-confidence. The purpose of the current study is to investigate this research point in the context of EFL.

III. METHODS

A pretest-posttest quasi-experimental design is employed in this study, which is quantitative in nature. The actions performed are described in detail in the sections that follow.

A. Participants

Out of 142 EFL learners, 66 participants (36 females and 30 males) were selected to participate in this study depending on the scores of the Harvard Placement Test. The participant's level of English language skill was intermediate. With an age range of 17 to 22, there were 35 participants (20 females and 15 males) in the experimental group and 31 learners (16 females and 15 males) in the control group, all from different socioeconomic backgrounds. The students granted informed consent to take part in this study.

B. Instrumentations

Harvard Placement Test

In order to evaluate the participants' level of language competency, the Harvard Placement Test was used. Scores for the Harvard Placement Test range from 0.1 to 0.8.5. English language competence is seen as being at an intermediate level when the score falls between 0.3 and 0.7. The Harvard Quick Placement Test's reliability in the current study was 0.78.

Motivation Scale

The Motivation Scale (Abdulaal et al., 2022) was used to gauge academic impulse. The self-determination theory served as the foundation for the development of this instrument, which has some dimensions, such as inner motivation and accomplishments. This measure has 26 items and uses a Likert scale. This scale's total scores range from 26 to 193. According to Nguyen (2019), the validity and reliability of this scale were satisfactory. The Cronbach's alpha results in

this study, which are 0.87, show significant dependability.

Scale of Foreign Language Apprehension

Horwitz's (1986) Scale of Foreign Language Apprehension was used to assess the learners' apprehension level in their foreign language classroom. This scale consists of 32 items on a 5-point Likert scale. It measures the severity of communicative fear, exam apprehension, fear of a poor assessment, and foreign language apprehension. In this research study, the reliability of the Scale of Foreign Language Apprehension, as determined by Cronbach's alpha (ranging from 0.72 to 0.88), was significant.

Self-Confidence Scale

The self-confidence Scale (Heydarnejad, Tagavipour, Patra, & Khafaga, 2022) was used to measure the extent of learners' views about their achievement and performance. There are seven statements on this scale, numbered from strongly disagree. Cronbach's alpha, which measures the reliability of a scale, was 0.98.

C. Procedures

In the current study, a quasi-experimental design was employed, and non-random criteria were used to divide the participants into groups. Using the Harvard Placement Test, the student's level of language proficiency was precisely determined. To keep the students in this project, the cut score (0.4 – 0.6) was taken into consideration (showing an intermediate level). Both groups received a pretest prior to the treatment being given.

One of the authors who has been the teacher for the experimental and control groups provided the teaching following the pretest. Both experimental and control groups used Strategic Reading 2 (Richards, 2012) to teach reading skills. With the exception of the experimental group students, who were exposed to achievement-based assessment, learners in the two study groups were given these materials. The control group, on the other hand, has been subjected to conventional evaluation. Engaging students in all learning activities served as the main guiding concept in establishing the direction of teaching in achievement-based assessment. Classes were viewed as a fun and educational experience.

The experimental group was asked to assess their own achievement development as they went along. The students in the control group received regular teaching because reading comprehension was the main focus of this study, and neither their books nor any supplemental materials were added to them. For the experimental group, however, several alterations or supplementary sections based on the achievement-based assessment underlying theory were introduced to the texts. Additionally, the reading assignments in the experimental group were changed to provide students the chance to participate in various peer or group activities.

The present study's researchers designed an exam to analyze the students' reading apprehension abilities both before and after the therapy in order to evaluate the students' reading abilities. Three sections were included in this assessment to evaluate vocabulary, syntax, and inferential reading perception skills. The test questions are taken from Strategic Reading 2 (Richards, 2012). There were 25 items in the first session, which assessed vocabulary knowledge. The first 10 items required the learners to select the word that most closely matched the meaning of the sentence's phrases in bold. In the second set of ten items, the students were given some terms and instructed to select the appropriate definition from among four possibilities. The third component (5 items) consisted of a text that needed the relevant words to be filled in by the students. The reading passages in the learners' textbooks served as the source for all of the vocabulary words utilized in the assessment.

A 28-item Grammar Test was included in the following section. In the first section (8 items), students had to arrange words that had been scrambled. In the second section (8 items), the students had to finish the sentences by using the relevant word forms that were enclosed in parentheses. The third section (12 items) was intended to evaluate the learners' understanding and allow them to correct any mistakes. All grammatical constructions assessed were taken from the books of the students.

Expert judgment was used to examine the items' face and content validity. Thus, the items were assessed by three psychometricians and three English instructors. Some items were changed as a result of their feedback. Following this, a sample of 44 college students who represented the target population took the exam to determine the test-retest reliability. The same test was given to the same subject again after two months in order to assess the reliability of the results over time. The exam was found to have a strong test-retest reliability ($r = 0.83$ $p < 0.05$) based on the Pearson Correlation Coefficient values.

Additionally, the experimental group was required to fill in a knowledge chart and a self-evaluation checklist after each reading session. The learners had to fill out a chart with three columns of knowledge chart. The self-evaluation checklist, which has three elements, was created in order to measure the learners' pre-, during-, and post-reading techniques. Students in the experimental group are invited to evaluate their own development and reflect on the reading methods they have used. Each student's portfolio was created to hold the knowledge diagram and self-evaluation checklist after completion.

Each participant's portfolio was read by the teacher, who also provided feedback. The students were aware of where they stood in regard to their instruction objectives so they could assess their development, spot comprehension misunderstandings, and take corrective action. Additionally, some knowledge of solutions for the future was given to the students. Other techniques used for the experimental group included journaling, thinking aloud, and exchanging experiences with peers. There was no treatment given to the control group participants. A post-test was conducted to assess the impact of the treatment on the control and experimental groups at the end of the treatment. The intended

reading exam, motivation scale, EFL apprehension questionnaire, and self-confidence scale were all included in the posttest.

IV. RESULTS

One-way MANOVA was employed to compare the pretest and posttest scores of the experimental group and the control group with regard to reading perception, academic motivation, language apprehension, and self-confidence. This statistical test is applied when there are two paired dependent research variables and one independent variable (i.e., the achievement-based assessment). Before using MANOVA, its underlying presumptions (such as normality, sample size, outliers, linearity, and homogeneity of regression) were verified.

The speaking pretest results for the experimental and control groups are compared in Tables 1 & 2. Table 1 displays the pretest mean EG and CG scores of reading perception, academic motivation, language apprehension, and self-confidence. With the exception of foreign language apprehension, there were barely any variations among the mean scores of the two groups (for which the mean scores of the experimental group were higher than the control group). Referring to the MANOVA table below, the researcher had to determine whether the differences were significant or not (See Table 2).

TABLE 1
EXPERIMENTAL AND CONTROL GROUPS' SCORES OF THE PRETEST

Pretest	Groups	Mean	Std. deviation	N
Reading Comprehension	Ex. G	12.822	1.973	35
	Con.G	12.690	1.330	31
	Aver.	12.758	1.684	
Academic Impulse	Exp.G	69.400	19.24	35
	Con.G	71.152	25.85	31
	Aver	70.251	23.74	
FL Apprehension	Exp.G	66.656	11.96	35
	Con.G	68.001	21.85	31
	Aver	67.431	17.96	
Self-confidence	Exp.G	23.244	1.808	35
	Con.G	21.167	1.773	31
	Aver	22.206	1.786	

TABLE 2
RESULTS OF A MANOVA COMPARING EXPERIMENTAL AND CONTROL GROUPS ON THE READING COMPREHENSION, ACADEMIC IMPULSE, FOREIGN LANGUAGE APPREHENSION, AND SELF-CONFIDENCE PRETESTS

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial eta squared
Groups	Pillai's Trace	.069	1.67	3.00	84.00	0.134	.068
	Wilks' Lambda	0.821	1.67	3.00	84.00	0.134	.068
	Hotelling's Trace	.076	1.67	3.00	84.00	0.134	.068
	Roy's Largest Root	.076	1.67	3.00	84.00	0.134	.068

Wilk's Lambda is the statistic equation that is most frequently reported, hence the value for this statistic is presented here (0.931). The corresponding Sig. value for Wilk's Lambda was determined (0.175), which is greater than the p-value (i.e., 0.175 >.05). It demonstrates that, in terms of the dependent variables, the experimental and control groups were not statistically different on their pretest. The results of comparable data analysis techniques conducted for the reading perception, motivation, FL apprehension, and self-confidence posttest scores of the two groups are presented below. The treatment given to the experimental group could be held responsible for any potential alterations on the posttest.

As shown in Table 3, taking reading perception into account, participants in the EG scored higher than those in the CG (M = 18.143; SD = 2.461). In terms of academic impulse, the EG outperformed the CG on the posttest (M = 100.321; SD = 21.701). As for FL apprehension, the experimental group excelled over the control group on the posttest (M = 52.443; SD = 11.543). Like FL apprehension, the EG outperformed the CG on the self-confidence posttest (M = 24.525; SD = 2.123)

TABLE 3
EXPERIMENTAL AND CONTROL GROUPS' SCORES OF THE POSTTEST

Descriptive statistics				
Posttest	Groups	Mean	Std. deviation	N
Reading Perception	Exp.G	18.143	2.461	35
	Con.G	16.357	2.586	31
	Aver.	14.767		
Academic Impulse	Exp.G	100.321	21.701	35
	Con.G	90.745	22.461	31
	Aver.	95.284		
FL Apprehension	Exp.G	52.443	11.543	35
	Con.G	101.149	22.654	31
	Aver.	75.323		
Self-confidence	Exp.G	24.525	2.123	35
	Con.G	22.469	1.609	31
	Aver.	23.501		

The researcher investigated the Multivariate Analysis of Variance (MANOVA) table below to determine whether or not these differences were significant (See Table 4). The relevant Sig. value for Wilk's Lambda was 0.00, which is less than the significance level (0.00 < 0.05). It is evident that there was a significant difference between the two groups when the p-value ≤ to the significance level. In terms of reading perception, academic motivation, language apprehension, and self-confidence, the experimental and control groups were thus significantly different on their posttest. Table 5 is examined to determine which of the four dependent variables was the reason for the difference between the EG and CG.

TABLE 4
MANOVA RESULTS COMPARING EXPERIMENTAL AND CONTROL GROUPS ON DEPENDENT VARIABLES' POSTTESTS

Effect	Value		F	Hypothesis df	Error df	Sig.	eta squared
Groups	Pillai's Trace	0.981	156.401	3.000	81.00	0.00	0.772
	Wilks' Lambda	0.219	156.401	3.000	81.00	0.00	0.772
	Hotelling'sTrace	7.518	156.401	3.000	81.00	0.00	0.772
	Ro's Largest Root	7.618	156.401	3.000	81.00	0.00	0.772

TABLE 5
DESCRIPTIVE STATISTICAL RESULTS OF BETWEEN-SUBJECT EFFECTS FOR DEPENDENT VARIABLES IN POSTTEST

Source	Dependent variablessum of squares in posttest	df	Mean square	F	Sig.	eta squared
Groups	Reading perception	155.152	2	155.15	238.590	.000	0.738
	Academic Impulse	6974.891	2	6974.89	95.242	.000	0.659
	FL Apprhension	58077.83	2	58078.85	386.02	.000	0.766
	Self-confidence	97.692	2	99.68	125.59	.000	0.697
Error	Reading perception	53.061	79	0.675			
	Academic Impulse	5881.86	79	78.970			
	FL Apprhension	15937.23	79	216.572			
	Self-confidence	71.013	79	1.854			
Total	Reading perception	23245.71	89				
	Academic Impulse	787273.000	89				
	FL Apprhension	657544.000	89				
	Self-confidence	45100.000	89				
Corrected total	Reading perception	367.974	86				
	Academic Impulse	47833.898	86				
	FL Apprhension	88890.86	86				
	Self-confidence	480.000	86				

It was recommended for the researchers to select a stricter significance threshold because we are considering a number of different studies in this case to prevent type 1 errors. The most popular method for doing this is to use a Bonferroni adjustment, which involves dividing the number of analyses by the p-value (i.e., 0.05). Given that there were four dependent variables in this study, the significance level should be multiplied by four (introducing a new p-value of 0.012). If the probability value (Sig.) is less than 0.012, the results are now considered significant. The significance level for each of the four dependent variables was found to be less than 0.012. However, all p-values were above the level of significance. As a result of the given treatment, reading perception, academic impulse, language apprehension, and self-confidence considerably varied between the experimental group and control group. For reading perception, academic impulse, language apprehension, and self-confidence, respectively, partial eta squares of 0.738, 0.659, 0.766, and 0.697 are also regarded as having relatively substantial impact sizes.

V. DISCUSSION

The purpose of the current research study was to examine how achievement-based assessment affected EFL learners' reading comprehension, academic impulse, foreign language apprehension, and self-confidence. According to data analysis, achievement-based evaluation in the classroom significantly improved the reading comprehension abilities of

EFL students. As a result, when the achievement-based assessment was used to measure reading comprehension, students in the EG outscored those in the CG. Additionally, the outcomes showed that achievement-based assessment greatly affects learners' academic impulses. Furthermore, a noteworthy difference in the sense of self-confidence between the control and experimental groups in favor of achievement-based assessment was reported.

Regarding the initial research question (Does the achievement-based assessment have any impact on EFL students' reading perception?), it was confirmed that achievement-based assessment implementation might have a positive effect on the development of reading perception in EFL students. This result can be related to the features of achievement-based tests, such as the use of real-world materials for the purpose of real-life communication. As previously indicated, achievement-based assessment gives students the opportunity to practice critical thinking, self-assessment, and self-awareness. Teachers can better capture learning goals and processes thanks to the richness of performance-based evaluation in the classroom. Additionally, achievement-based assessment in the classroom paints a far sharper image of the student's learning than traditional assessment. Making decisions about current learning and upcoming activities is much simpler and more responsible in the educational setting with this clearer image.

Achievement-based assessment is also based on Stanley's (2021b) sociocultural theory, which emphasizes the importance of social interaction in learning. The special characteristics of Stanley's sociocultural theory are attributed to the fact that cooperative activities and learners' societal contact are among the fundamental criteria for creating classroom achievement-based assessments. This circumstance encourages university learners to develop their own learning styles. One of the key goals of achievement-based assessment, which is backed by Stanley's sociocultural theory, is to establish and maintain rapport while utilizing interaction. Creating safe environments and upholding cordial communication serves as an effective glue that improves learning, particularly among university students.

The current findings are also consistent with earlier research on the overall effectiveness of classroom achievement-based assessment (e.g., Molnar & Crnjak, 2018). The purpose of reading instruction at all grade levels is for students to have strong reading comprehension, but achievement-based assessment research is still in its infancy and needs more thorough exploration. Greene (2017) came to the conclusion in his study that achievement-based assessment empowers students to write effectively. In achievement-based assessment, teachers at universities have actively participated in students' learning and evaluation procedures. They are prompted to consider their areas of weakness, and problem-solving exercises tailored to their requirements are recommended, which improves effective learning.

From a different angle, Oettingen (1995) supported the idea that achievement-based assessment for writing skills benefits both English teachers and students. The results of Lucas (2016) were in favor of the use of achievement-based assessment in the development of speaking abilities. To improve the learners' speaking abilities, some achievement-based assessments were included in their study. Additionally, a study conducted concluded that achievement-based assessment improved EFL students' listening comprehension (Abdulaal et al., 2022).

Concerning the second study finding, (Does the achievement-based assessment have any substantial effect on EFL students' academic impulses?), the significance of achievement-based assessment on the learners' academic impulses is defined by the achievement-based assessment goals, which were previously indicated by the self-determination theory. It implies that learners become self-determined and driven when their needs for competence, fulfillment, and autonomy are met. Achievement-based assessment goals can promote a positive sense of self-confidence and provide encouragement, which inspires college learners to act enthusiastically.

This research finding is also in line with some earlier research that shows how significantly achievement-based assessment can improve students' writing abilities and motivation (Al-Mahrooqi, 2017), create a more welcoming learning environment, which in turn increases students' self-confidence attributes and positive feelings (Cakici, 2016), self-confidence and motivation (Arakelyan, 2017), and have positive emotional states and motivation. University students can set new learning objectives by using achievement-based assessments to keep them updated on their progress. Both Erzen (2017) and Flynn (2020) contended that L2 learning is assured when the student is driven and inspired to accomplish their objectives.

The additional results of this study showed that students in the experimental group were able to control their foreign language apprehension more than their peers in the control group because of the benefits of achievement-based assessment. The third null hypothesis (achievement-based assessment does not significantly affect EFL learners' FLA) is thus rejected. It may be concluded that encouraging university learners' participation in their learning process and urging them to evaluate themselves makes them feel more confident and self-assured, which reduces their anxiety.

The underlying ACT theories also support this result (Al-Mahrooqi, 2017). According to ACT, foreign language apprehension may be a barrier to learners' advancement. According to Heydarnejad et al. (2022), a variety of factors, including instructional methods, relationships between teachers and students, assessments, and results, might cause language anxiety. In this context, Cakici (2016) noted that test anxiety significantly affects students' language abilities and academic accomplishment; as a result, the researcher advised training sessions for instructors and examiners to help them develop an understanding of how test anxiety affects the learning process. In other words, Nguyen (2019) claimed that students who experience exam anxiety lose focus and do poorly on the test. The relationship between language proficiency and test anxiety is very substantial, and language proficiency will rise as test anxiety falls. When text anxiety gets in the way of language study in this way, achievement-based assessment can help language learners calm their stress and worry.

The outcomes of this study also supported the efficacy of achievement-based assessment in boosting learners' self-confidence. The fourth null hypothesis (achievement-based assessment does not significantly affect self-confidence beliefs of EFL learners) was thus disproved. According to Molnar and Crnjak (2018), self-confidence is a significant predictor of their success. Furthermore, self-confidence is a complicated concept that influences academic impulse and the learning process (Chen, 2022). With the use of the achievement-based assessment -recommended tasks, students might strengthen their areas of weakness while still studying, which would help them develop a positive outlook. The abilities of language learners enable them to successfully navigate challenges along the way. This result is consistent with that of Arnold (2007), who came to the same conclusion that achievement-based assessment could encourage students' self-confidence in classrooms.

VI. CONCLUSION

The results of this study illustrated that achievement-based assessment among EFL students has a positive effect on reading perception, academic impulse, foreign language apprehension, and self-confidence. The results highlight the necessity of paying closer attention to achievement-based assessment's function in L2 learning. All of the stakeholders in the area should be aware of assessment processes since they have a significant effect on how L2 learners learn. The findings showed that achievement-based assessment might encourage reading perception. Achievement-based assessment helpful tactics encourage language learners to participate in activities related to reading comprehension. In order to assist students to learn reading comprehension more successfully, implementing PBA in language classrooms is highly advised. In doing so, it is important to highlight the critical part that instructors play in implementing achievement-based assessment in L2 classrooms. Teachers must also study what achievement-based assessment practice methods are practical and effective for developing the four main abilities.

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Character Education Values in Pullman's *The Golden Compass*

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Abstract—This study examines the character education values of *The Golden Compass'* characters. This study employs Abrams' (1971) expressive approach with a qualitative method, focusing on how the author's ideas are conveyed in his work. The concept of instructional value by Eyre and Eyre (1993) to classify the research boundaries in the data analysis is also applied. As a consequence of the inquiry, several character education values performed by the characters are classified into two categories: values of giving and values of being.

Index Terms—character education values, Abrams, The Golden Compass, educational

I. INTRODUCTION

Almost at all times, literary works are regarded as an entertainment tool where people can enjoy the views, cultural expressions, and social practices of a specific group in a community (Arafah & Kaharuddin, 2019). Authors frequently portray those things in such literary works by presenting ideals and concepts in people's daily lives, as seen in novels, poetry, or short stories (Arafah et al., 2020; Kaharuddin & Hasyim, 2020). People started regarding literary works favourably as reading tools for appreciating the settings, stories, and characters in their spare time (Sunardi et al., 2018). They are rarely regarded as fascinating works giving information about a society's history and cultural and moral values (Andi & Arafah, 2017; Kaharuddin, 2019). Literary work, on the other hand, has more to give. In this regard, Onuekwusi (2013) states that literature is a work of beauty in the form of words that entertain, educate, and inform its readers. As a result, literary works are believed to include many beneficial teachings and crucial sources of information based on reality concerning how people live and the existence of moral values in society (Purwaningsih et al., 2020). Those things are undoubtedly stated clearly and implicitly within the works, which inform or entertain readers and educate them about moral values or how to behave well after they finish reading the works (Arafah & Hasyim, 2019).

Several studies related to literature have already been conducted in order to develop literacy skills (McMaster, 1998; Langer, 1997; Tomovic et al., 2017), teaching social skills (Anderson, 2000; Forgan & Gonzalez-DeHass, 2004; Arafah & Bahar, 2015), teaching language (Türker, 1991; Paran, 2008; Pardede, 2011; Kaharuddin & Rahmadana, 2020; Membrive & Armie, 2020), and analyzing moral values (Zbikowski & Collins, 1994; Ummah et al., 2019). However, there are few types of research on using literature to teach moral principles (Arafah, 2018). On a broad scale, it is believed that literature reveals two key things: what happens in society and the typical features of the characters. Both of these factors cause literary works to operate as a mirror, and we may thus find information on moral values that can be learnt, copied, and even taught in language learners' classrooms (Bohlin, 2005). According to Zbikowski and Collins (1994), literature is an amoral laboratory that depicts human traits and deeds.

Because of the following reasons, the objective of this study is to depict the possibility of applying moral principles acquired from literary works to pedagogical purposes. First, several scholars have examined moral values studies (Zbikowski & Collins, 1994; Ummah et al., 2019). However, the studies are only concerned with determining the presence or absence of moral principles in literary works. Second, the study findings are essential information that should be followed up on and taught to students in pedagogical contexts because they show unique cultural norms and values that are highly valuable in improving excellent character in social interactions. That typical information should be one of the critical goals of teaching moral Education to FL and L2 learners since it allows them to develop moral characters because literature has the potential to be influential in moral growth (Koc & Buzzelli, 2004). The selection of materials for English Language Teaching is vital because mistakenly choosing objects or materials will result in an unproductive learning process (Arafah et al., 2023). Choosing a good composition of material learning and giving time and effort ended with good teaching management (Arnawa & Arafah, 2023).

In more precise terms, Mustakim et al. (2014) argue that the goal of employing literature in the educational field is to help readers reach their full potential in various areas, including physical, emotional, intellectual, and spiritual development, in terms of the high social standard of a human being. Character education is shown through the characters, their deeds, challenges, or life's journey, which is observed in two ways: explicitly in the description and characters' discussions or implicitly throughout the novel. Implicitly, it is about what a character says and what a character does (Siwi et al., 2022). Hence, many utterances in the text can only be understood under the exact context (Yulianti et al., 2022). In a novel, a character's behaviour and personality elicit a wide range of emotions in the reader (Purwaningsih et al., 2020). According to Purwaningsih et al. (2020), characters are shown in different psychological conditions influenced by the ego.

II. REVIEW OF LITERATURE

Abrams' Expressive Theory

According to Abrams (1971, p. 6), four aspects of literary activity and literary criticism can be observed in the diagram:
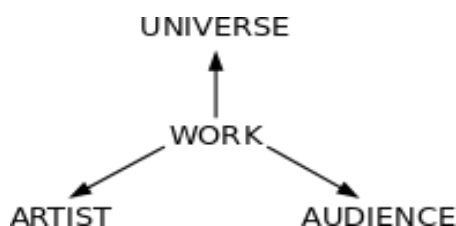
Abrams (1971, p. 8) splits literary criticism into four theories based on these four elements: mimetic, pragmatic, objective, and expressive theory. Expressive theory is a theory to evaluate literary works concerning the author. It believes creators have specific points they wish to express through their writings.

Expressive theory, in general, focuses more on the extent to which the author successfully conveys his/her idea as the artwork's creator. Purohit (2013) says that in critical theory, expressive views of art replace mimetic and pragmatic positions. Consequently, picturing the condition of one society or the environment does not become the responsibility of literature anymore. Instead of basing their works on the outside world, authors use this new strategy to present their point of view to the public. Furthermore, Abrams (1971, p. 22) states that the primary feature of expressive theory is viewing literary works as internalized and externalized. It denotes that literary works are created due to the authors' creative process of thinking and emotion. As a result, the primary reference and subject of the authors' works are derived from their brains, or if derived from any other external factor, it is solely from their interpretation or the way they think and look.

From the preceding explanation, it is clear that literary works contain the authors' particular ideas on a particular subject. Authors always use their brains to think of something they are interested in and aim to present it. Thus, they put everything they have into their work. In other words, authors use their works as a media of communication to put their ideas to the readers (Arafah et al., 2023). However, literary works also mirror their author. The authors' manners, behaviour, and attitudes are portrayed in their works. It is an attempt for each author to brand himself by picturing what comes to mind that later becomes an identity or characteristic (Hasyim et al., 2020). Readers can further comprehend them by examining the literary works through the patterns or styles used. It includes using signs and symbols to represent a person, object, event, or others under the branch of semantics (Iksora et al., 2022; Takwa et al., 2022). The authors' particular style is meant to create more exciting writing where the readers feel more attracted (Afiah et al., 2022; Asriyanti et al., 2022).

Character Education Values

Education is an essential part of every human being's life. Education allows people to discover and learn about many new things. It is crucial to learn general information such as science or social sciences and what good and bad things are in life to be a better version of a human being. Sari (2013, p. 154) defines Education as "a broad form of learning a wide

range of knowledge, skills, and habits that are passed down from one generation to the next through teaching, training, or research." People's values, particularly those of young people, can be upgraded through Education.

Formal Education has always been a prerequisite to shaping a person's social standing for a long time. Aside from that, informal Education plays an essential role in moulding a person's personality. Parents educate their children on proper behaviour from infancy. The lessons include life lessons, moral lessons, manners, and skills. According to Murtako (2015, p. 156), moral development should concern all aspects of the educational field, including teachers, schools, government, and parents. This situation is also known as character education.

Education is a noble aim of the nation in Indonesia, as stated in the law. According to Article 4 of the Law of the Republic of Indonesia No. 2 of 1989 on Education, National Education aims to educate the life of the nation and develop the Indonesian people as a whole, that is, people who have faith and are devoted to God Almighty and are virtuous, possessing knowledge and skills, physical health and spiritual, steady and independent personality, and a sense of community and national responsibility. According to the law, the objective of Education is not only to teach essential knowledge to be bright but also to shape a person with value and a positive attitude. A positive attitude results from a high motivation of students' self-efficacy and high learning achievement (Arafah et al., 2020).

Literature, particularly novels, can be used to teach character education values. Using the novel as a literary work in the classroom offers several benefits, including strengthening the reader's critical thinking skills, raising awareness of numerous social concerns, and expanding the reader's knowledge of various cultures and customs (Babaee & Yahya, 2014, p. 83). Language as the medium in literature is significant and informative and can help to upgrade communication skills (Kuswanty et al., 2023). Additionally, literary works offer more topics related to nature, the environment, or other popular issues (Arafah et al., 2021). Generally, authors pick a topic based on the current phenomena they experienced or witnessed (Fadillah et al., 2022). The arising of these various topics gives the learners many options to read. Likewise, the broad expansion of technology that has impacted the educational field has made it easier for learners to access literary works through digital platforms (Anggrawan et al., 2019; Arafah & Hasyim, 2023b). It is more because Generation Z pays much attention to digital media very often (Arafah et al., 2023). Social and digital media have become connectors between authors and readers worldwide (Arafah & Hasyim, 2023a; Hasyim & Arafah, 2023a). On the contrary, every beneficial aspect always comes with a destructive aspect, so using digital media still needs to be portioned well (Suhadi et al., 2022).

In general, value in literary works reflects the actual point of view of the author's perspective, which they wish to offer the audience. In this case, the authors use Language as their communication tool for the readers (Asri et al., 2023). As an artwork, literature considers Language an aesthetic aspect (Manugeren et al., 2023). Literary work often uses figurative Language to distinguish its context from another literary work in aesthetically delivering the author's ideas (Baa et al., 2023; Yudith et al., 2023). It is a practical moral message that readers can interpret throughout the novel. Interpretation can be made in various ways depending on the meaning the readers understand (Hasjim et al., 2020). Argues might emerge among the readers due to these different perceptions (Hasyim & Arafah, 2023b). As a part of cultural products, literary works represent reality with numerous sociocultural circumstances (Arifin et al., 2022). It concerns various real-life issues, such as attitude, behaviour, and social manners. Aside from that, literary work as a cultural product can be seen as an emotional channel that can be used to shape the minds and morals of the young (Muassomah et al., 2020, p. 2224). Readers can learn about different sociocultural origins by reading about the characters' ideas, emotions, views, and customs (Arafah, 2018, p. 29). Moreover, literary work is a work that comes from an author's mind where reality is not actual (Sunyoto et al., 2022). Even though literary work is a work of fiction where the events are questionable whether they are true or not, it is sometimes the same as what happens in real life (Mutmainnah et al., 2022).

Furthermore, literary works can be utilized to educate, raise awareness, and explore social issues (Bibby & Mcllroy, 2013, p. 19). The value system has become a guideline for a particular society to maintain good behaviours of their people (Takwa et al., 2022). Therefore, cultural values in literary works play an essential role, as these values can shape people's character (Mokoginta & Arafah, 2022).

According to Eyre and Eyre (1993, p. 29), educational values are split into two categories: values of being and values of giving. There are six types of being values: honesty, courage, peaceability, confidence and capability, self-discipline and moderation, and purity and pureness. Giving values are classified into six categories: loyalty, respect, Love, unselfishness and sensitivity, kindness and friendliness, and fairness and forgiveness.

III. METHODS

This study used qualitative research methods. The writer discussed the issues in the novel using this method by gathering all of the data in detail; in this case, the data were in the form of words, attitudes, descriptions, and dialogues. The writer gathered the information through library research. The author read Philip Pullman's work The Golden Compass and several books, journals, and other materials relating to this topic. The writer gathered data by attentively reading the novel The Golden Compass using the library research method and close reading. The author also read the novel's thesis, journal, and article. The author collected notes on the novel's instructional worth, including the vocabulary, dialogues, descriptions, and narratives.

IV. RESULT AND DISCUSSION

The Golden Compass by Phillip Pullman is a fantasy fiction novel adapted into a film and television series. This appeal stems from Pullman's ability to present such an exciting story of a little girl. He has not only produced an intriguing plot, but he has also presented outstanding characters and characterization. Lyra, the main character in this tale, learned many suitable lessons along the way that can inspire the readers.

Lyra has proven to be an adventurous child right from the start. Initially, she was depicted as an orphan, nurtured by his uncle in a prominent college atmosphere surrounded by lords and intellectuals. That did not, however, make her arrogant or bitter. She was courteous, cheery, caring, and friendly. She rapidly made friends with everyone, regardless of their social standing.

The writer discovered several character education values offered by Pullman in this novel. The writer used Eyre and Eyre's (1993, p. 29) definition of educational value to define the bounds of the findings in this study. The novel's character education ideals are separated into two categories: values of being and values of giving; each category has six points.

Being Beliefs

The value of being means it exists within a person or character and determines their behaviour and how they treat others. As a result, values are classified into six categories: honesty, courage, peaceability, confidence and capability, self-discipline and moderation, and purity and pureness. All six of these facts were discovered by the author of the work.

a. honesty

Lyra Belaqua, the novel's main character, was raised at Jordan Academy in Oxford. As a result, besides her academic sessions, she received some manners instruction. Throughout her voyage, she was honest with everyone she thought was trustworthy. However, Lyra is not the only one who demonstrates integrity. Other characters revealed the truth as well. Farder Coram, one of the leaders of the Gyptian (a fictional ethnic group in the novel comparable to gypsies) who rescued Lyra, was one of these people. He revealed the facts about her biological parents to her. Pullman demonstrates to readers in the novel that honesty makes a strong character. It was sometimes tricky, yet a proper thing to do.

b. Bravery

It was demonstrated by Lyra, who was willing to go to any length to save her companion. She encountered numerous perils on her path, yet she never gave up on doing what she believed was right. Lyra's Bravery included overcoming her fear. She was terrified when she met Iorek Brnison, the armoured bear. He appeared terrifyingly powerful in her eyes, but her dread quickly turned to admiration. Through the work, the author attempts to teach readers that having the guts to do the right thing, even when difficult, is one of the keys to success.

c. Peaceability

Peaceability is resolving conflict rationally and considering the repercussions of action before acting. Lyra demonstrates her capacity to regulate her emotions and make rational decisions in the narrative. The most notable instance of peace occurred when the king of the talking bears captured Lyra. She was terrified since this armoured bear appeared far more vicious than Iorek. Instead of panicking and behaving angrily, she plots her escape quietly. She consulted the altimeter and devised a scheme to deceive the bear king (Pullman, 2017, p. 327). Pullman taught his readers how thinking was vital in constrained circumstances. Tactics and strategy were preferable to haphazard action.

d. capability and assurance

Confidence and capability imply the ability to act and the willingness to endure the consequences. Lyra is almost always sure of what she wants in the story. She did not think twice about heading north to find her pal. Furthermore, she was often confident in her ability to assist others while others thought it was impossible. In this book, the author attempts to teach his readers how confidence in one's ability to succeed impacts the outcome. Nothing was impossible as long as you put in the effort.

e. Self-control and Moderation

Self-discipline and moderation recognize the limits of the body and mind and the ability to manage self-urges. Discipline can also imply refusing to make commitments that you cannot keep. Despite her reputation for being daring, Lyra followed the advice of adults. She admired the adults at Jordan Academy. Lyra, on the other hand, always kept her word. Before travelling with Mrs Coulter, the Master handed her the altimeter (a golden compass that can answer any question), expecting she would keep it safe. The Master made her pledge to keep it hidden, and she kept it. She never mentioned the altimeter to Mrs Coulter (Pullman, 2017, p. 72). The author demonstrated the importance of keeping promises. Breaking promises may cause harm to others.

f. purity

Purity refers to a character's motivation for acting. It can also be used to explain why a character performs specific actions. For example, purity of thought or intention without any negative agenda is a sense of innocence. Lyra grew up in Oxford, where everything is regimented and filled with politics. Nevertheless, she had a normal childhood, free of adult concerns. Apart from that, being overly innocent might be dangerous. Lyra immediately trusted Mrs. Coulter after meeting her. Mrs Coulter's beauty and mannerisms drew her in, and she had no idea she was in danger. Pullman's story demonstrates the goodness of pure intention and the consequences of our acts. Lyra has many problems in the novel because she trusts the wrong people.

The Values of Giving

Others impact the values of giving; it must be practised or delivered before it is considered a given. Giving values are classified into six categories: loyalty, respect, Love, unselfishness and sensitivity, kindness and friendliness, and fairness and forgiveness.

a. loyalty

Loyalty is being true to one's family, friends, country, school, and other groups and institutions to whom one has committed. Lyra, the primary character, and the other characters demonstrated it. Lyra, for example, had an extremely devoted buddy in Roger. They were the best of friends. Roger would follow Lyra everywhere she went. Lyra was also a devoted companion of Roger. When he was kidnapped, she never gave up her search for him. Many more characters remained loyal to Lyra since they demonstrated to be trustworthy. The author tries to educate that loyalty is not for free. It has to be earned and demonstrated.

b. respect

Respect is demonstrated by courtesy, politeness, manners, self-respect, and the avoidance of self-criticism. Lyra was raised in a conservative household in the novel. She was taught manners and how to respect others, especially the elderly, while surrounded by nobles and professors. Lyra's gentle demeanour showed that she respected others around her. She gave concise answers when asked, always remembered to say thank you, and listened to older people. Pullman demonstrated to his readers the importance of manners, especially respect and politeness.

c. Love

The author depicts several types of Love among the characters in the tale. Lyra was raised in Jordan Academy as an orphan. Therefore, she believed Jordanians to be her family. Lyra was a sweet little girl. She cared deeply for her friends and family. In addition to friendship and family love, the author depicts romantic Love between characters (Farde et al.). This novel also demonstrates how a parent's Love never dies. Mrs Coulter, who had been estranged from Lyra for many years, saw her as her mother. Despite being the head of The Oblation Board, which conducted experiments on minors, she never intended Lyra harm.

d. sensitivity and selflessness

Unselfishness is defined as being less self-centred or putting others ahead of one's self-interest. Sensitivity is defined as learning to feel with and for others. Lyra exhibits these attributes throughout her experience throughout the novel. She put her needs aside and prioritized others' needs first. Throughout her attempt to find the lost children, she ignored her pain. She empathized with other people's feelings in order to comprehend their predicament. Pullman stated that one of the numerous ways to comfort someone is to empathize. It was critical to comprehend the circumstances of others in order to make decisions that would not have a detrimental impact on others.

e. friendliness and kindness

It entails treating others with respect and without intentionally injuring them. Throughout the novel, Lyra is shown to befriend everyone without regard for their social status, including the Jordan Academy employees. She was kind to the academy's scholars and enjoyed playing with children of the same age. She enjoyed playing with other youngsters in town and the Egyptians outside the academy. She used to have fun and enjoy her youth by playing games with them (Pullman, 2017, p. 35). The author expresses in the novel that being polite is always more essential than being perceived as challenging. He also demonstrated that friends might be found in unexpected places and from various backgrounds.

f. Justice and forgiveness

The final aspect of the offering was justice and forgiveness. Fairness meant obeying the law. It was a comprehension of the natural repercussions of all actions. Forgiveness is a grasp of mercy, recognizing the futility and bitterness of holding a grudge. Lyra is shown in the novel as a person who forgives her pals when they play games. Aside from forgiveness, the story of Lyra's parents implied that justice would be served and that every deed had repercussions. He taught her readers that they should think about their actions' positive and negative consequences before doing anything.

V. Conclusion

To summarize, Phillip Pullman did an excellent job creating this work. It featured a fascinating tale with conflicts and contained many significant teachings that the readers might learn. He did not overtly state these principles within the story, but his readers understood what he was attempting to suggest. This novel can teach many young readers a lot.

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EFL Teachers' Perspective of Teaching Large Online Classes: Issues and Challenges

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Abstract—This study aimed to explore Saudi tertiary English as a foreign language (EFL) teachers' perspective on teaching large online classes (LOCs) and investigate how they cope with the challenges associated with teaching. At the tertiary level, large class sizes have been the norm because of the restricted availability of teaching personnel and enormous student enrollments. A qualitative approach was used to collect data to achieve the aims of this study. Six EFL faculty members at Taif University English Language Centre were interviewed. The findings revealed that, notwithstanding the benefits of teaching LOCs, instructors encountered challenges due to a lack of student engagement, participation, motivation, technological issues, evaluating students and providing meaningful feedback, and classroom management. In addition, they suggested various ways to overcome these challenges.

Index Terms—challenges, EFL, large online classes, perspective, tertiary level

I. INTRODUCTION

After the global COVID-19 pandemic, the educational system was one of the first to undergo drastic changes. Many countries have shifted toward distance learning. Since the start of school suspension in Saudi Arabia on March 9, 2020, the Ministry of Education has worked diligently to adapt public and higher education to online instruction (Oraif & Elyas, 2021). Consequently, the sudden shift from conventional regular classrooms to online education has presented both EFL students and teachers with enormous challenges (Akhter, 2020).

The increasing number of Saudi university students is an obstacle to EFL instruction for teachers and students (Ur Rahman, 2020). Large class sizes have been the norm at the tertiary level because of the limited availability of teaching personnel and the tremendous number of student enrollments. These classes often serve as stepping stones for students' journeys to their majors (Stanley & Porter, 2002). Unfortunately, at Taif University in Saudi Arabia, many EFL online classes exceed eighty-five students. This large number has an impact on instructional practices and student engagement; professors are unable to communicate with students or monitor their progress.

Although several studies have examined the impact of big classes on EFL instruction and the teachers' perceptions of teaching such classes (e.g., Bahanshal, 2013; Loh Epri, 2016; Siperto, 2018; Moghal et al., 2019; Ashraf, 2021; Dian Erlina et al., 2022), and other studies investigated the challenges of moving toward online classes in general (Dashtestani, 2014; Madalińska-Michalak & Bavli, 2018; Atmojo & Nugroho, 2020; Bao, 2020; Fansury et al., 2020; Lassoued et al., 2020; Ur Rahman, 2020), there is a lack of research in Saudi Arabia, particularly regarding the tertiary online classrooms and from the perspective of the faculty members. Thus, this study aimed to explore the Saudi tertiary EFL teachers' perceptions of the challenges in teaching large online classes (LOCs) and how they deal with them. The results will provide all stakeholders with a clearer understanding of the situation, raise awareness of the issue, and contribute to the body of knowledge regarding teaching and learning in large EFL classes.

II. LITERATE REVIEW

A. EFL Online Classes in Higher Education

Distance learning has long been used as an alternative to traditional education. However, owing to the COVID-19 pandemic, universities have shifted to relying solely on online education (Alshehri et al., 2020). All universities in Saudi Arabia have utilized Blackboard for online education and have delivered a variety of elective and general courses (Mahyoob, 2020). This platform includes features that enable the registration and evaluation of learner and teacher activities and promote the delivery of lectures and interactions between students, their peers, and teachers (Coman et al., 2020). Forums that enable asynchronous student-teacher contact and collaboration, web conferences that allow video, audio, and textual communication, and chats where users may post messages and get replies in real time are among the most significant functionalities of online learning platforms (Cacheiro-Gonzalez et al., 2019).

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In English language teaching, EFL teachers teach integrated skills, including listening, speaking, reading, and writing, by applying different techniques or strategies to boost students' interest and participation in the teaching and learning processes (Rojabi, 2020). Therefore, online EFL teachers must be passionate and draw resources from their institutions by adopting asynchronous and synchronous learning on several platforms (Martin & Tapp, 2019). Throughout the live English lesson, students continuously raise their hands and communicate "electronically". There are two types of online learning: asynchronous and synchronous. The synchronous mode requires students to engage in online learning at specific times during the week, and the educator or teacher continually connects/speaks with students and creates assessment notes as usual (Farrah & Al-Bakri, 2020). The asynchronous mode requires instructors to pre-record sessions, allowing students to view them at their convenience and comprehend them more exhaustively (Mahmood, 2020). Online materials and learning activities are designed to increase students' prior knowledge, model a task, read, illustrate, and solve a problem, investigate, review information, react to an idea, stimulate their senses, and promote critical thinking (Rojabi, 2020). Therefore, they should be helpful, usable, desired, discoverable, accessible, credible, and valuable (Dorf, 2019). Cheung and Cable (2017) identified eight principles fundamental to effective online teaching: encouraging contact between students and faculty, collaborative learning, quick feedback, active learning, task time, high expectations, diversified learning, and technology application. With its unique features for promoting involvement and a more conducive learning environment, online education makes learning fascinating and enjoyable for EFL learners because it fosters engagement, motivation, self-discipline, and autonomy (Rojabi, 2020).

B. Class Size

Finding a definition for an appropriate class size applicable to the majority of teaching and learning environments can be challenging (Bahanshal, 2013). Akech (2016) states that a classroom is considered large when the number of students exceeds the optimal level and hinders the teaching-learning process. The ideal class size is determined by the teaching goals pursued (Mulryan-Kyne, 2010). If a teacher is used to teaching groups of 20 students, they would often refer to 30 students as a large class. However, for a teacher with a typical class size of 40 students, 60 students would represent a large class. Despite these variances, teachers usually end up teaching courses that exceed their intended sizes (Ashraf, 2021; Todd, 2006). Several factors might impact the perception of large class sizes, such as the subject matter being taught, students' age, academic level, motivation, and classroom size. All of these factors make it difficult to conclusively determine the minimum size of a class for it to be regarded as large (Todd, 2006).

Large classes may be defined as those with a specified number of students that teachers cannot manage and have insufficient resources to aid the teaching and learning processes (Bahanshal, 2013). In these classes, teachers are more likely to ask their learners closed questions, which may not support learners' discussions with the teachers or other students. In contrast, in small classes, teachers are more likely to ask their learners open-ended questions, which may lead to more interaction between the teacher and students (Moghal et al., 2019). Furthermore, smaller classes are more successful when developing higher-level cognitive skills is necessary. In addition, the demands of students with low motivation and unique learning needs may be handled more efficiently when classes are small, allowing for greater student-teacher interactions (Mulryan-Kyne, 2010). According to Bahanshal (2013), a class should be large enough to provide diversity and encourage interaction, yet small enough to allow student participation and personalized attention. Class size influences instruction and learning; it hinders teachers' ability to provide students with individualized attention and support. In our experience, smaller classes promote greater teacher-student connections and student cooperation. Students with special needs can benefit from classes with fewer students. However, space and resource constraints can prevent class size reductions. Consequently, class size and resources must be balanced to maximize the learning of possible educational opportunities.

C. Challenges and Issues Related to Teaching LOCs

As class numbers increase at the tertiary level, teachers and students often encounter new obstacles and challenges (Biggs, 1999; Mulryan-Kyne, 2010). Large classrooms are more likely to be adversely affected by teachers' and students' lack of technological experience and attention to the full range of available pedagogical possibilities. Planning, effort, and assistance are required to develop such skills and to transition away from the limited educational experience (Farrell et al., 2021). There has also been a decline in student contact and involvement due to online transitions, including connectivity issues, competing home demands, students turning off their webcams, and a decline in student-to-student interactions (Anzovino et al., 2020). Hornsby (2020) claimed that LOCs had issues of poor performance and insufficient opportunities to acquire crucial skills, such as critical thinking. Furthermore, Students demand feedback, which is an aspect of teaching and learning that may be ignored during the abrupt transition to online learning, particularly in LOCs (Farrell et al., 2021).

Intriguingly, almost no research has been conducted on the challenge of shifting large EFL classes from face-to-face instruction to online settings. Instead, the vast majority of the literature has examined this transition broadly without addressing the implications of class size. Madalińska-Michalak and Bavli (2018) explored the obstacles experienced by EFL teachers in secondary schools in Poland and Turkey. The study found that despite the differences between the two countries' educational environments, there were several comparable difficulties affecting instructors in both countries. Students' motivation to learn, their emotional inhibition differentiation, teaching large classes, high teaching hours, the need for high-quality in-service teachers' professional development, the profession's attractiveness, the provision of pre-

service teacher education, and career-path incentives are among these obstacles. In addition, Atmojo and Nugroho (2020) have explored how EFL teachers conduct online EFL learning and its problems. Sixteen EFL teachers volunteered to participate in this study. The findings showed that in an online learning environment, teachers struggle to deliver simple materials, provide students with personal feedback, promote student engagement, and strengthen the emotional ties between them and their students. Additionally, the lack of suitable facilities for integrating high technology with teachers' preparation and readiness for online learning is another obstacle to online learning.

At the tertiary level, Dashtestani (2014) conducted a study that investigated the perspectives of Iranian EFL instructors on implementing online EFL instruction. This study demonstrates that implementing online EFL instruction in Iran is difficult because of various perceived challenges and limitations. The lack of interaction in online instruction, online facilities and resources, teachers' insufficient knowledge of online instruction, and cultural opposition to online education are viewed as the greatest obstacles to implementing online EFL instruction. Moreover, Lassoued et al. (2020) identified the obstacles to achieving excellence in online education at the tertiary level in Egypt, Iraq, Algeria, and Palestine during the COVID-19 pandemic. The results revealed that teachers and students faced distinct barriers that are, for example, self-imposed, pedagogical, technical, and financial in nature. Furthermore, Ur Rahman (2020) aimed to investigate the obstacles to teaching EFL online in Saudi Arabia during the COVID-19 pandemic and to determine whether teachers were satisfied with online English language sessions. The results demonstrated considerable obstacles, such as the difficulty of maintaining discipline in a LOC and the difficulty in instructing particular skills, such as writing. These studies highlight the obstacles that EFL instructors and students encounter in transitioning from face-to-face to online learning. They also highlighted online EFL teaching issues. Furthermore, they emphasized that EFL instructors must change their methods, utilize technology to engage students and provide them with personalized feedback. These studies also stressed the relevance of online instructors' expertise and preparation and the necessity for suitable facilities and resources. However, these studies concentrated on online learning issues rather than class size consequences. Some studies, such as Madalińska-Michalak and Bavli (2018), indicated that teaching large classes was a barrier for EFL instructors, but they did not address online instruction. This gap in the literature suggests the need for further studies on online EFL teaching in large classrooms.

III. METHODOLOGY

A. Method

This study aimed to explore the EFL teachers' perspectives on teaching large classes and identify the difficulties that they encounter. We used a qualitative approach because it was the most suitable for answering the research questions. Qualitative methods enable in-depth investigation and comprehension of meanings, attitudes, and behaviors in natural environments (Creswell et al., 2007).

B. Participants

The participants of this study were six EFL faculty members at Taif University English Language Centre (TUELC) who taught online English courses during the second trimester of 2022–2023. These faculty members had five to seven years of English language teaching experience. The participants were not randomly selected because the researcher targeted members who taught LOCs.

C. Instruments

Semi-structured interviews, which lasted for approximately 30 minutes, were conducted to enrich the results obtained from classroom observations. The participants were instructed to identify the challenges they encountered when teaching LOCs and how to cope with them. All interviews were audio-recorded and transcribed for analysis. Prior to conducting the study, consent was obtained from all the participants. A panel of specialists was asked to comment on the interview questions to review and validate their content. The questions were:
1. What do you think about teaching LOCs?
2. What are the strategies you use to teach LOCs?
3. From your perspective, what are the challenges in teaching LOCs?
4. What are the pros of teaching LOCs?
5. How do you overcome these challenges?

D. Procedure

Prior to administering these instruments, the researcher obtained permission from the TUELC administration and explained the aim of the study. The interviews were, then, conducted and recorded. The questions focused on the teachers' perspectives on teaching LOCs and the strategies that they used to teach, the pros of teaching, and the challenges of teaching such classes, as well as how to overcome these challenges. The researcher would read, analyze, and code the interview responses. The interviewees' information is shown in Table 1:

TABLE 1
DEMOGRAPHIC INFORMATION ABOUT INTERVIEWEES

Participants	Years of Experience in Teaching LOCs	The Average Number of Students Per Online Class
I1	2–3	61–80
I2	2–3	61–80
I3	3	81–100
I4	3	81–100
I5	3	61–80
I6	3	More than 100

IV. FINDINGS AND DISCUSSION

A. Teachers' Perceptions of Teaching LOCs

From the interview results, five participating teachers believed that teaching LOCs was very challenging, and they preferred face-to-face classes for several reasons. First, the teachers perceived that teaching LOCs cause difficulties in classroom management. Second, it negatively affected the students' performances and interactions. The following are excerpts from interviews with Teachers I6 and I1:

> When you teach huge classes with a huge number of students, you do not know them, or how to control and assess them, especially in online classes. Most of the students tend to be passive learners. They just try to be calm. They come to the class just for attendance.
>
> Still not sure whether we can reach our goals or whether students are learning properly. We are not sure about their performance. Large online classes are a challenge. There is no interaction with the students. We are only interacting with names.

This finding is in line with those of the previous studies (e.g., Alumari et al., 2016; Dashtestani, 2014; Lassoued et al., 2020; Karaman, 2011; Kim et al., 2005; Ur Rahman, 2020) as they found that teaching online classes could be less effective than face-to-face classes. However, Ashraf (2021) concluded in the opposite direction; he stated that teachers prefer to teach LOCs to save time for the class and not spend much time on disciplinary issues.

However, one participating teacher perceived that teaching LOCs was not a big issue in teaching EFL, and she did not believe in any differences between the sizes or numbers of students in the class. I4 explained as follows:

> Online Education for All, large and normal ones, enables the teacher and the students to set their own learning base. And there is the flexibility of setting a schedule that fits everyone's agenda. As a result of that, using an online education platform like Blackboard or Zoom allows for a better balance of work and study. So, there is no need to give anything up... I do not feel it's difficult to teach in a large classroom or a normal one. All of them are students (I4).

B. Strategies Used to Teach LOCs

From the interview results, all teachers perceived that they usually divided the students into groups in online classes as they used the breakout rooms on Blackboard and Zoom. Classifying students into groups can help increase their interactions and communication with others. Furthermore, working in a group can support them in working collaboratively with others. Teachers I2 and I3 stated the following:

> I try to divide them into groups using Blackboard to encourage them to speak in English with their classmates.
>
> With a large number of classes, we should like, use the breakout rooms, and this is one of the really good features in the Blackboard. So, the students work together, we enhance collaborative learning.

This result is consistent with the findings of Kohnke and Moorhouse (2022) and Lee (2021) who found that using breakout rooms enabled students to learn a language in interactive, synchronous, and authentic classroom settings.

Another strategy that teachers used with teaching LOCs is applying the lecturer's method, which is based heavily on a teacher-centered approach (e.g., Ashraf, 2021; Loh Epri, 2016; Moghal et al., 2019; Siperto, 2018). Thus, EFL teachers in LOCs concentrate more on preparing their students for exams. This may negatively affect practicing and using the language during class, because, in this method, the teacher performs most of the work during the lesson. Teachers present new knowledge and examples of how they can use it; then, they finalize the lesson. Teacher I1 stated the following:

> To be honest, in large classes in general and in an online setting, it is mostly we are preparing the students for the exams, so it is easier to lecture for online large classes. (I1)

Another strange technique used by one of the participating teachers was calling the names of the students participating in the lesson. She explained that when she taught LOCs, she struggled to make students focus on the lesson; thus, as a solution, she chose names randomly and gave them a chance to apply the new knowledge. She claimed that this method helped them prepare for the lesson. This finding is in line with that of Ur Rahman (2020), who found that real difficulty existed in monitoring and observing LOCs.

Two out of six participants in this study believed that using social media apps such as WhatsApp and Telegram to teach large classes was very effective. A previous study conducted by Atmojo and Nugroho (2020) stated that social

media could have a positive effect on teaching LOCs. Students can find opportunities to contact one another through chat systems and engage in meaningful discussions. Teacher I4 said:

> *I usually use social media groups using WhatsApp. Another thing that I felt was very important was to use the app to provide a chat-like discussion space outside of the usual Blackboard discussion board system. I can communicate with my students, and they can communicate with each other using social media.*

In general, technology can support EFL in teaching LOCs because it facilitates and allows for language practice more than other techniques. All participating teachers agreed and stated the positive effects of using technology in teaching. In particular, apps enhance student motivation to learn and make learning fun in educational environments.

> *I used some online aids, like videos, Voice Recording, YouTube, and online books just to attract the students and let them participate in the online classes. And it works with some of the students, but some of them do not.* (I6)

Another teacher asserted that using technology was very effective in teaching writing in LOCs, and this result could be in line with that of Atmojo and Nugroho (2020). Teacher I1 explained that some technological aids helped students enhance their writing, such as Google Forms. She added that this could help students to assess themselves as well as evaluate other students' work. Teacher I1 explained as follows:

> *I use Google Forms for writing activities. So, I sent the link and asked students to write, and then I presented the writing to them. I would have a look at the writing very quickly. Sometimes I would take a good example and not a good one and ask students to comment or check the writing of their colleagues as a group to see what a successful piece of writing looks like. As I do not want to write the writing for them. I want them to do it themselves, and then to be critical of their colleagues.* (I1)

C. Challenges of Teaching LOCs

All six participating teachers encountered challenges when teaching LOCs. First, it is difficult to help students obtain the right individual feedback. This is because they do not see the students in online classes, making it difficult for teachers to direct and instruct all students, as online classes are heavily based on oral contact.

> *I sometimes have online classes with the diploma. So, I faced like, How can I give them effective regular feedback? I tried, but sometimes I did not do it for all students. Sometimes, I try to give them collective feedback, but other students need more.* (I3)

Previous researchers stated that classes with a large number of students do not offer time to assess students' work and achievements or provide effective feedback (Bahanshal, 2013; Loh Epri, 2016). Previous studies (Ashraf, 2021; Lassoued et al., 2020; Ur Rahman, 2020) confirmed the difficulty in providing students with appropriate feedback, particularly for speaking, whereas online classes are based on this skill. Teacher 16 said the following:

> *How can the teacher assess the students fairly? When you have a lot of students in online classes, how can you know each one? How can you assess each one, especially in speaking? In reading, writing, and listening, you may use quizzes or exams, book activities, or Blackboard to make the students answer some type of questions. So yes, that way, you can assess each student.*

The second challenge is less engagement from students, as most students in online classes take a passive role and wait for the teacher to do the work and continue explaining the lesson to them. Most participating teachers stated that they faced this challenge and that monitoring their engagement was difficult. Further, some stated that the physical absence of EFL learners in online classes reflects on their motivation to contact and engage during the lesson. Teacher 11 stated as follows:

> *You are not sure whether everyone is engaged. You do not want to make your class sound like an interrogation, meaning that I would follow each student or call each student to make sure that everyone is engaged. As, again, they might be engaged now, but not in five minutes.*

Moreover, some EFL teachers stated that excessive assignments required from students could negatively reflect their motivation to learn online. Thus, teachers need to be aware of the factors that could affect learners' motivation and work on raising their motivation to help them engage during the lesson. These findings are consistent with those of Ashraf (2021), Atmojo and Nugroho (2020), Bahanshal (2013), Lassoued et al. (2020), Ur Rahman (2020), and Moghal et al. (2019). However, Jiang et al. (2022) claimed that students' motivation increased, and they experienced less anxiety in online learning.

The last and most common difficulty in teaching online classes is technical issues. The interview results showed that four out of six teachers claimed that technical problems in online classes were a major issue. Most common issues are related to Internet disconnection, broken microphones, and inexperience in using technology to engage, present, and share files with others. These findings are in line with those of previous studies (Albogami, 2022; Dashtestani, 2014; Atmojo & Nugroho, 2020; Lassoued et al., 2020; Ur Rahman, 2020) in that technical problems, Wi-Fi signals, and Internet connections are the biggest problems teachers face in online classes.

However, all EFL teachers found that there were challenges for teachers in teaching LOCs, and most of them admitted that there were some benefits to these classes as well. Most participating teachers perceived that one of the main advantages of teaching LOCs was that they could choose the venue of the class, whether they stayed at home or went to other places. This is because they do not have to meet students face-to-face, and they do not have to go to the

university to give lessons. Therefore, they liked the flexibility of online classes, which could be reflected in them being more comfortable.

I1 stated the following:

> *Physically, it is easier. Of course, you do not have to physically be in class, you know, and physically monitor students. This is one of the positive sides of online teaching for large classes.*

Moreover, they are easy to attend to. Students can access lectures without worrying about their location.

I4 reported, "If students are inside or outside the university or outside the city, they can attend. Because it's easy, you know, it's online".

These findings are in line with those of previous studies (e.g., Atmojo & Nugroho, 2020; Dashtestani, 2014; Ur Rahman, 2020), which stated that making the class more flexible could positively affect the learning process. Furthermore, Albogami (2022) conducted a study to determine the effect of online classes on learners' achievement and found that learners in online classes were more comfortable than those in on-site classes, thus, enhancing their achievement in the English language.

A further, advantage of online classes is the accessibility as the teacher can screen-record the sessions, and the students can go back to watch and listen to the lessons anytime In the current study, as with others (e.g., Dashtestani, 2014; Farrah & Al-Bakri, 2020; Mahyoob, 2020) The participants stated that students could watch and download all the uploaded learning materials. Teachers I3 and I2 remarked as follows:

> *There are many pros of teaching online classes such as recording sessions. Students can listen to the lectures many times because they were recorded.*
>
> *Students can have easy access to the, for example, if we upload some videos or some worksheets on Blackboard, they have easy access to it.*

Another advantage is that online classes are more economical than face-to-face classes because students do not have to spend money on transportation (Albogami, 2022). Teacher I4 stated as follows:

> *It is much more affordable; you do not have to go to the university and pay for that. Yeah, it can save extra money. So, up to this point, online education is economic. Weaker students can fulfill their dreams. And that will be by saving a lot of money with digital classes. And, come on, no need for a lot of chairs, big real classes. And you know, it's safe.*

The last advantage of online learning was stated by four teachers who found that in LOCs, shy students could interact and participate with the teacher in a non-threatening environment. Teachers I1 and I6 stated the following:

> *Some students would prefer to participate in online classes, not like, you know, face-to-face classes, they would be a bit shy or insecure to speak.*
>
> *If students feel shy or not comfortable participating use their voice. They can use the chat box, especially for shy students who do not like to speak.*

This result supports the assertions of Ashraf (2021) and Dashtestani (2014) that introverted students participate more in online classes. However, Atmojo and Nugroho (2020) and Lassoued et al. (2020) claimed that online teaching could not yet promote interaction. Moreover, previous studies (e.g., Ashraf, 2021; Loh Epri, 2016; Moghal et al., 2019) perceived that interaction with a big number of students in the class is challenging.

D. Overcoming the Challenges

From the results of the interviews of EFL teachers' perceptions, it is clear that the participants worked hard to solve the problems they faced while teaching LOCs. They proposed several solutions to this problem. The most important thing stated by Teacher I2 is that EFL teachers should have solid technological knowledge. This result is supported by Dashtestani (2014) and Atmojo and Nugroho (2020) in that one of the ways teachers can overcome technical issues is to enhance their digital literacy. It is very crucial to provide continuous professional development programs to enhance teachers' digital literacy. Instructors must be skilled and knowledgeable in teaching online classes. This step helps address both the pedagogical and technical challenges that instructors encounter in online education.

Another finding supported by Atmojo and Nugroho (2020) was that setting goals motivated students to learn and prepare them for lessons. Students need to know what to do, how to do it, and the deadlines for submitting assignments. I4 remarked as follows:

> *From the beginning of the semester, I set realistic long- and short-term goals with my students. I do that to help them stay on track with class assignments and sometimes projects if I have projects, and I find it is a good way to let them collaborate. I teach them how to use a to-do list. I asked them to use a to-do list in their classes, and I cross out the activity that we have finished, which is considered highly motivating. This lets them feel they are free now. They feel that they have made progress.*

Furthermore, all teachers believed that encouraging students to use different methods, strategies, and techniques would help overcome some challenges, such as the lack of engagement and participation. Previous studies (e.g., Dian Erlina et al., 2022; Moghal et al., 2019) have highlighted the significance of group work and project work in improving student engagement in online learning.

V. CONCLUSION

This study explores various challenges and issues associated with teaching English in LOCs. Instructors employ several strategies in their classrooms such as group work, lecturing, calling students' names, using social media apps, and incorporating technology. In addition, despite the advantages of teaching LOCs, such as flexibility, accessibility, and interaction, instructors face obstacles due to a lack of student participation, engagement, motivation, technical problems, student assessment and providing effective feedback, and classroom management. The participants found ways to overcome these challenges, including technological knowledge, and setting goals to promote student motivation and encouragement.

Based on prior research and the results of this study, class size affects online teaching. Consequently, it is crucial to investigate and implement various methods and strategies that are effective in teaching LOCs. The study was limited to a few academic professors, and the findings are promising; however, a larger sample size is required to confirm these findings. This paper provides useful data for assisting EFL instructors who teach LOCs and developing conclusive solutions that enable them to overcome the problems that teaching such classes creates and improve the quality of teaching in higher education. It is recommended that the number of students in online classes is limited so that instructors can effectively monitor them and provide high-quality education. Further quantitative studies are required to address these issues and improve teaching and learning practices. Moreover, there is a need for studies to identify the students' perceptions of learning in LOCs.

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Trauma, Haunting, and Representation: Rereading and the Translation Examination of *Kokoro*

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Abstract—**The Japanese novel, *Kokoro* (1914), offers a profound insight into early 20th-century Japanese society encompassing history, politics, and literature. Although this novel has been extensively explored in literary and translation studies, the convergence remains underexplored. This study advocates integrating literary criticism with translation practice for a more faithful representation of narratives. Applying trauma/PTSD studies theory, it meticulously analyzes *Kokoro*, particularly examining the English and Chinese renditions of the pivotal term "談判 (danpan; negotiation)". The methodology involves constructing a trilingual database, incorporating the Japanese source text and seven translations in English and Chinese. By scrutinizing specific passages, the study delves into trauma-related responses and behaviors, revealing their impact on long-lasting changes in personality and relationships. Emphasis is placed on the translation of key terms, preserving cultural and linguistic nuances. This innovative approach advances both literary criticism and translation theory, emphasizing psychological elements for a nuanced portrayal of characters' states of mind. The study underscores the significance of trauma narratives in comprehending personal and historical traumas, asserting that translators of trauma literature must blend theoretical knowledge with social responsibility. They serve as "secondary witnesses," entrusted with accurately transmitting traumatic stories between languages, fostering empathy, and preventing the repetition of tragedies in history. This approach provides an innovative interpretation of *Kokoro* and its translations, bridging the realms of literary criticism and translation studies.**

Index Terms—***Kokoro***, **translation studies, trauma/PTSD studies, literary criticism, translation criticism**

I. INTRODUCTION

Trauma theory stands as a powerful tool for unraveling the intricate narratives woven into literature. By examining the psychological aftermath of trauma, it can unravel complex character motivations and interpersonal dynamics. *Kokoro*, a classic of Japanese literature, delves into profound themes of identity, guilt, and unresolved trauma, offering a poignant portrayal of the protagonist's inner struggles. However, it is noteworthy that, to date, there has been a surprising paucity of scholarship applying trauma theory to this literary masterpiece. Similarly, the field of translation studies has not adequately addressed the nuanced challenges in accurately representing trauma and haunting in this traumatic narrative to a broader audience.

This study thus presents a pioneering endeavor in the analysis of *Kokoro* through the lens of trauma theory. By examining the protagonist's experiences, this paper aims to unveil the deeply embedded traumas that shape his psyche, shedding new light on the novel's profound emotional landscape. This paper employs trauma/PTSD theory as a guideline for literary criticism to interpret and analyze key scenes and character relationships in *Kokoro*. Building upon this foundation, it takes the term "談判 (danpan; negotiation)" as a focusing point to offer insights into the translation of this vocabulary and related scenes, as well as the translation of traumatic narratives.

II. LITERATURE REVIEW

The intersection of trauma theory and literature has yielded profound insights into the human experience in the face of extreme adversity. Sigmund Freud's (1962) foundational work in psychoanalysis laid the groundwork for understanding the intricate ways in which trauma reverberates through an individual's psyche. Building upon Freud's work, Judith Herman's *Trauma and Recovery* (1992) expanded our understanding of trauma, particularly in the context of interpersonal violence and its long-lasting aftereffects.

A crucial aspect of trauma theory is the recognition of Post-Traumatic Stress Disorder (PTSD) as a complex psychological response to traumatic events. Defined in the *Diagnostic and Statistical Manual of Mental Disorders* (American Psychiatric Association, 2022), PTSD encompasses a range of symptoms, from intrusive memories to

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emotional numbness, that can persist long after the traumatic event has occurred. This diagnostic framework provides a perspective through which we can analyze characters in literature who grapple with the aftermath of trauma.

Dori Laub's concept of "the listener as the witness" (1992, p. 70) introduces a crucial dimension to trauma narratives. It underscores the importance of active, empathetic listening when survivors recount their experiences. In translation studies, this concept becomes particularly pertinent. Translators of trauma literature function as secondary witnesses, tasked not only with faithfully rendering the text in another language but also with preserving the emotional resonance and complex psychodynamics of the original narrative.

In the field of translation studies, discussions on various translations of *Kokoro* in different languages abound. Most of these discussions are centered around classic translation theories, such as functionalism, domestication and foreignization, dynamic equivalence, or they delve into inherent distinctions between Japanese and target languages to explore the translation of specific vocabulary. The existing research mostly confines itself to the linguistic dimension, with scant integration of literary criticism and translation studies. George Steiner, a proponent of the hermeneutic approach, pointed out in *After Babel: Aspects of Language and Translation* (1975) that translation is fundamentally an act of interpretation and reading and interpretation endows language with life, allowing words to traverse time and space in dissemination.

Sōseki's *Kokoro* provides a poignant case study for applying trauma theory to literature. The protagonist's journey, shaped by profound loss, offers a canvas for examining the coping mechanisms and the intricacies of post-traumatic relationships. Through this narrative, readers/translators witness trauma responses echoing PTSD criteria. This paper examines the trauma theory and elucidates how individuals adapt to overwhelming experiences and it prompts reflection on resilience, memory complexities, and coping strategies. This analysis seeks to bridge trauma theory, literature, and translation studies, illuminating the profound impact of trauma and the pivotal role of translators in preserving these narratives by using trauma theory as an interpretative framework for appreciating and examining its English and Chinese translations.

III. METHODOLOGY

The approach taken in this research involves the creation of an extensive trilingual database comprising over 3,000 entries, encompassing the Japanese source text and seven English and Chinese renditions. The English versions represent the published translations, one by Edwin McClellan (1957) and the other by Meredith McKinney (2017). There are a total of 21 different Chinese translations. Of these, this paper has chosen five to examine: Shaohua Lin (2013), Jiarong Zhu (2013), Dayong Zhou (1983), Jinghua Tan (2017), and Jianxiong Xu (2017)[1]. Only translations considered problematic will be included in following analysis.

Drawing from the foundational works of Freud (1962) and Herman (1992), this analysis employs a trauma-informed approach to dissect the psychological intricacies of the characters in *Kokoro*. Central to this methodology is the identification of key trauma responses exhibited by the protagonist. These include foundational trauma, intrusive memories, hypervigilance, and psychological defense mechanisms, all of which align with the diagnostic criteria of PTSD (American Psychiatric Association, 2022).

The methodology involves a meticulous examination of specific passages and scenes in *Kokoro* where trauma-related responses and behaviors are manifest. This close reading allows for a nuanced exploration of the protagonist's psychodynamics, as well as the interactions with other characters, shedding light on the ways in which trauma permeates and shapes relationships.

Given the multilingual nature of this study, special attention is dedicated to the translation of key terms related to trauma and its manifestations. The nuances of trauma responses, often deeply embedded in cultural and linguistic contexts, necessitate a judicious selection of words and phrases in the target language. Translation strategies and semantic equivalences will be scrutinized to ensure fidelity to the original text while accounting for the idiosyncrasies of the target language. Incorporating multiple translations of *Kokoro* into English and Chinese, this study conducts a comparative analysis to assess how different translators navigate the intricacies of trauma representation. By juxtaposing various renditions, we aim to discern divergences in the portrayal of trauma-related themes and their impact on the readers' engagement with the text.

IV. RESULTS AND DISCCUSION

A. The Selection of Texts

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[1] There are a total of 21 different Chinese translators who have translated this novel. Xuechang Dong (1982, 2014, 2018), Dayong Zhou (1983), Yanhui Zhou (1983, 2019), Changyong Yu (1999), Shaohua Lin (2000, 2005, 2008, 2012, 2013, 2015, and 2016), Yuanyu Chen (2001, 2010), Jiarong Zhu (2013, 2019, 2020), Yueting Li (2015), Wanyu Chen and Menghong Li (2015), Rongsheng Yu (2015, 2019), Qin Du (2015), Jinghua Tan (2017), Ling Yue (2017), Jianxiong Xu (2017), Jilun Wu (2017, 2018), Nian Xi (2018), Jiaobi Lin (2018), Yueying He (2018), Chen Lu (2020), Yuesheng Huang (2021), Haishu Jin (2021). Some of these translations have been published multiple times by multiple publishers. For example, Shaohua Lin's translation has been published seven times by three different publishers. Due to the scope of this study, I will choose five translations as examples. Also, since there is no exact data regarding the number of copies sold, my decision is based on four considerations: the number of reviews, the number of serious discussions, the number of libraries that own the physical copies of the translation, and academic citation.

Kokoro consists of two major parts, both narrated in the first person. The first part recounts from the perspective of Watakushi (私; meaning "I" in Japanese): during my university days in Tokyo, I fortuitously encountered Sensei (先生; meaning "teacher" in Japanese) who hailed from a prosperous background, possessed extensive knowledge, and harbored a pessimistic outlook on humanity and the world. We formed an enduring friendship. Later, when I returned to my hometown to care for my critically ill father, I received a final letter from Sensei. Upon reading it, I hastily journeyed to Tokyo to meet him. The second part comprises this extensive letter from Sensei, detailing his life experiences. This paper primarily focuses on the second part, endeavoring to elucidate the relationship between Sensei's adolescence and early adulthood: what precipitated the shift in Sensei's emotional state, what constitutes his foundational trauma, which elements within this foundational trauma continue to stimulate and influence him to the extent of giving rise to secondary psychological trauma, consequently leading to behaviors that harm both himself and others.

B. Sensei's Foundational Trauma

Foundational trauma refers to the physiologically or psychologically unbearable suffering experienced by an individual, which entails events where one is unable to process their emotions (Lifton, 1996, p. 170). Herman posits that a person's sense of safety and basic trust are acquired through their relationship with their first caregiver (1992, p. 51). The occurrence of a traumatic event shatters people's existing values of the world and trust. If not properly processed and mourned, the memory of this experience does not integrate into normal human memory, rendering it inaccessible for meaningful retrieval. This outcome is often devastating and typically accompanies severe repercussions, affecting an individual's lifetime (Lifton, 1996, p. 52). Traumatized individuals are likely to be triggered by certain elements of the event, leading to a series of self-harming or harming others' behaviors (van der Kolk & van der Hart, 1995, p. 168).

At around fifteen or sixteen years old, Sensei experienced the successive deaths of his parents, who served as his primary caregivers. The sudden demise of his parents constitutes his foundational trauma, though he dedicates very few words to recounting this event. His behavior can be understood as an inability to adequately express his emotions and mourn his losses due to the overwhelming and abrupt nature of the traumatic experience (Lifton, 1996, p. 170). Yet, it is precisely those incidents left unspoken that encapsulate the core of his trauma (Stahl, 2018, p. 21). Freud points out that individuals who lose the capacity for mourning develop a series of sequelae, including psychological defense mechanisms such as "incorporation, substitution, and revenge" (1962, p. 248). These phenomena typically manifest in a disorderly, non-uniform manner in the post-trauma stage. Incapable of processing the trauma properly, Sensei projects his love for his parents onto his uncle, viewing the uncle as a substitute for his father and the uncle's family as his new one. This mode of grieving is not necessarily intentional and, of course, it cannot heal the damage to the individual's psychological wound (Schwab, 2010, p. 3). Even in adulthood, Sensei remains unaware of his true motives at the time, hence expending considerable effort to express his praises, unconditional trust, and the similarities between his uncle and father. This serves to rationalize his excessive attachment to the new father and family, as in the statement, "how could I have doubted my uncle's integrity, then, when my father had praised him so highly and trusted him so thoroughly?" (McKinney, 2010, p. 128). However, this undoubtedly renders his uncle's betrayal in the subsequent narrative all the more brutal and heart-wrenching.

C. The 談判(Danpan; Negotiation) With His Uncle — The Secondary Trauma

The term "談判 (danpan; negotiation)" appears twice in the novel, totaling three occurrences. It is used to describe conflicts between the protagonist and his uncle, as well as between the protagonist and K.
Scene 1

> 私はとうとう叔父と　<u>1.談判</u>を開きました。<u>2.談判</u>というのは少し不穏当かも知れませんが、話の成行からいうと、そんな言葉で形容するより外に途のないところへ、自然の調子が落ちて来たのです。叔父はどこまでも私を子供扱いにしようとします。私はまた始めから猜疑の眼で叔父に対しています。穏やかに解決のつくはずはなかったのです。
> 　遺憾ながら私は今その　<u>3.談判</u>の顛末を詳しくここに書く事のできないほど先を急いでいます。
> (Sōseki, 1952, p. 189)

At last, I had <u>1. a conference</u> with him. To say that "I had <u>2. a conference</u>" may sound odd, but that is about the only way I can describe our talk. Unfortunately, I am in too much of a hurry to describe the results of the <u>3."conference"</u> in detail (McClellan, 1957, p. 141).

Prior to this confrontation, the protagonist devoted a significant portion of his narrative expressing his suspicion regarding his uncle's misappropriation of his assets. However, during the crucial "negotiation" scene, he only briefly touched upon the events that unfolded in Scene 1. Stahl contends that "the heart of Sensei's foundational trauma surely lies encrypted in the resounding silence enshrouding this unarticulated 'negotiation'" (2020, p. 26). From a psychoanalytic perspective, trauma survivors often struggle to process and assimilate incoherent, fragmented traumatic memories into coherent, conscious narrative language (Herman, 1992, p. 183). Thus, in survivors' self-narratives or literary works, certain parts are typically abnormally absent. The protagonist, having lost his parents in childhood, was once again abandoned by a guardian figure (namely, his uncle). In trauma theory, the death, betrayal, or separation of loved ones or partners can be understood as forms of abandonment (Stahl, 2018, p. 18). This marks the second

traumatic event in his life, where he once again lost his new parents and new family. To compound matters, his uncle deceitfully acquired and stole the inheritance left to him by his parents. Readers can envision how, in this "negotiation," his uncle, leveraging his relationship with other relatives, age, life experience, and the trust the protagonist had in him, mercilessly struck the young, innocent, and vulnerable protagonist with malicious and cruel tactics and words. During his formative years, when his value system was not yet fixed, the consecutive abandonment by his guardian figures and the depth of harm from these two incidents inflicted an irreparable trauma on Sensei. This rendered him incapable of processing normally (for example, expressing in language, making sense out of) this segment of memory, as it exists outside the realm of normal memory systems. Thus, even decades later, the protagonist remains unwilling and unable to recount this event.

The word "negotiation (談判; danpan)" in Japanese always refers to "bargaining, making demands." It implies equal communication and is often used in business settings. This "negotiation" has profound psychological significance to Sensei and marks the momentous transformation of his "pre-trauma self" into his "traumatized/post-traumatic self." In this case, McKinney and the Chinese translators represent this world correctly. McClellan's translation, "conference," is acceptable as well. However, as will be shown, in the subsequent scene, some translations become problematic.

D. The Replacement Family in Sensei's Post-Traumatic Era

After the loss of his biological parents, the protagonist suffered a cruel betrayal by his surrogate father (his uncle) and surrogate family. Moreover, he was deprived of a significant portion of his inheritance by the person he trusted most. This prompted him to bid farewell to his hometown and relocate to Tokyo for education and livelihood. Upon moving into Okusan's (奥さん; meaning "landlady" in Japanese) residence, he frequently experienced uncontrollable fits of suspicion, rendering him unable to relax due to heightened vigilance. These successive blows led to a transformation in his character. His post-traumatic era was marked by detachment, depression, passivity, anxiety, restlessness, and suspicion, all of which unmistakably reflect classic symptoms of PTSD. The emotional and characterological shifts indicate that his capacity to navigate intimate relationships was severely compromised. Victims also possess social attributes, and the intense but conflicted need for normal social interaction, love, and trust often imbues the survivor's post-traumatic period with variability (Herman, 1992, p. 56).

As outlined above, after the demise of his biological parents, Sensei failed to properly process his emotions. Unconsciously, he projected his emotions onto his uncle, regarding him as a substitute for his parents. Even after the conflict with his uncle, he continued to employ the same coping mechanism – he could not express his anger towards his uncle, nor could he reflect on and contemplate his experiences with him. Consequently, he persisted in seeking new surrogates as a means of processing his trauma. Unlike others, he did not opt for solitary living when his financial situation permitted; instead, he chose to reside in a household devoid of males, sharing a roof with the landlady and her daughter, Ojōsan (お嬢さん; meaning "young lady" in Japanese). Concurrently, he reconnected with his childhood friend, K. Disregarding the wishes of both K and the landlady, the protagonist unilaterally insisted on bringing K to live with them, ostensibly to assist his friend. Therefore, Sensei successfully formed a new surrogate family. This action falls under behavioral reenactment, wherein certain details of the traumatic event are involuntarily and unconsciously replayed. This reenactment is not necessarily an exact replication of the original event (Horowitz, 2001, p. 22). In this new family, due to precedence and economic factors, Sensei assumed the most authoritative male role, much like the position once held by his uncle. His feelings towards his uncle are complex, a mix of affection and resentment. The unconscious emulation of his uncle's identity, and the desire to align with his will, constitutes an instance of incorporation. Fuss, in *Identification Papers* (2010), describes incorporation as a psychological defense mechanism wherein the victim "internalizes the lost person, becomes that person, including the roles, characteristics, and habits they played in the victim's perception, and so on" (p. 2). At this point, the victim believes they need not grieve, as the lost person continues to exist alongside them in this manner, never truly departed (Stahl, 2018, p. 21).

E. The Relationship Between Sensei and K Before the 談判(Danpan; Negotiation)

The protagonist's emotions towards K are notably intricate. Their relationship is significantly influenced by the traumatic events inflicted upon the protagonist by his uncle (Stahl, 2021, p. 27). However, this paper contends that the initial intention behind the close bond between the protagonist and K was viewing K as another self, or "the second self". Both hailing from the same hometown, they both experienced affluent childhoods. K's biological mother also passed away in his early years, after which he was adopted by foster parents. Upon arriving in Tokyo, K was completely abandoned by both his adoptive and biological fathers, forced to wander alone without any financial foundation. These characteristics undeniably bear a striking resemblance to Sensei's own experiences, leading him to regard K as an extension of himself. This resulted in the protagonist bestowing upon K a level of attention and compassion surpassing that of ordinary friendships.

Simultaneously, the protagonist subconsciously cast K in the role of his uncle. Throughout the narrative, the protagonist repeatedly expresses respect and admiration for K. He marvels at K's contemplations and insights into philosophical matters, deeming K more handsome, intelligent, and capable (Sōseki, 1952, p. 249). His admiration for K mirrors the sentiments he harbored for his uncle before the negotiation. Therefore, even before the protagonist vaguely sensed the relationship between K and the landlady's daughter, his feelings towards K were already intricately woven.

F. The 談判 (Danpan; Negotiation) With K

One day, K suddenly sought out Sensei and confided in him about his feelings for Ojōsan. In stark contrast to the brief description of the negotiation with his uncle, Sensei now vividly portrays his emotions, "his heart feels as if it is being twisted, his body instantly transforms into a terrified, anguished stone, to the point where he can barely breathe" (Sōseki, 1952, p. 268). Based on trauma theory, the protagonist's intense reaction stems from this conversation triggering the foundational trauma experience stored outside of his normal memory system. Similar to the previous negotiation, he believes that what rightfully belongs to him, the "property" left by his parents, Ojōsan in this situation, is about to be heartlessly and unlawfully taken away by another man, who surpasses him in various aspects. In this conversation, Sensei seems almost paralyzed by shock and is unable to articulate any thoughts. However, in the days that follow, he is consumed by an almost frenzied desire to talk to K, to regain control, and to rewrite the failed outcome of their exchange from a few days prior. Scene 2 depicts his attempt to intercept K on the street one day, to engage with him.

Scene 2

ある日私は突然往来でKに 2.肉薄しました。 (Sōseki, 1952, p. 277)

One day, as we were walking home, I suddenly 2. asked him. (McClellan, 1957, p. 211)

有一天，我突然在大路上和 K 直截了当地 2.开谈了。 (Zhou, 1988, p. 219)

有一天，我在路上突然 2.问了 K 几个问题。 (Zhu, 2013, p. 143)

有一天,我在大街上突然对 K 2.发出了追问。 (Xu, 2017, p. 243)

Sensei's excessive zeal for the conversation reveals that he has entered a compulsive psychological state, rendering him unable to control his actions. Subconsciously, he is eager to engage in behavioral reenactment and intends to avenge. Revenge is also a form of psychological defense mechanism, where in the survivor's subconscious, there is a desire to rewrite the ending through retaliation, in order to "escape the fear, shame, and pain of that moment" (Herman, 1992, p. 189).

Vaguely, Sensei sensed that K had transformed into an indelible, troublesome demon (Sōseki, 1952, p. 272). The protagonist even experienced auditory hallucinations, with a "devilish voice urging him to make a decision" regarding the relationship among K, Ojōsan, and himself (Sōseki, 1952, pp. 266, 291); he had also, on nights, involuntarily called out to K. These uncontrollable manifestations are symptomatic of dissociation and can also be understood as his current mood and state awakening his intrusive memory experience. Because traumatic memories are stored outside of normal memory systems, they are not consciously recalled or remembered, but are unconsciously triggered by certain details in traumatic events, such as images, thoughts, feelings, behaviors, sounds, or smells, and may undergo fragmentary experiences like flashbacks, nightmares, and auditory hallucinations, appearing uncontrollably without subjective control, hence, this memory experience is referred to as intrusive memory (Herman, 1992, pp. 35-47).

During the experience of intrusive memory, some survivors may enter an abnormal mental and psychological state – an altered state of consciousness, leading to actions that are beyond subjective control.

After being tormented for several days, he finally initiated a frontal confrontation with K in Scene 2. The text describes K as a devil on several occasions, a psychological association traceable back to the uncle. Just as Sensei's attitude towards the uncle is love-hate, at this point, his feelings towards K have evolved from a simple positive sentiment to a complex mix. According to trauma/PTSD theory, the process of revenge may involve a phenomenon of role reversal, implying that a former victim may transform into a victimizer (Stahl, 2018, p. 24). In this scenario, Sensei has become his uncle, becoming the victimizer; K, on the other hand, has transformed back into the pre-traumatized naive and helpless young man that Sensei once was. At this moment, the protagonist is determined to avenge past humiliations and protect what he deems as "his property," in this case, Ojōsan.

Exmaple 2, "肉薄 (nikuhaku)," is a verb meaning "press somebody hard/close," "come close in on (the enemy)," "tread close on somebody's heels" and is usually used in reference to an adversary or competitor. This verb accurately demonstrates Sensei's aggressiveness at the time, coupled with an abnormal mental state bordering on the compulsive psychological state of behavioral reenactment. He views K as his enemy, intending to retaliate and attack him. Scene 2 also foreshadows the pivotal conversation in Ueno Park between the two, where the protagonist, in a state of behavioral alteration, undergoes a complete transformation into a ruthless perpetrator. McClellan, Zhu Jiarong, and Xu Jianxiong's translations, as well as Zhou Dayong's "initiated the conversation," implicitly suggest "an equal exchange of ideas". However, their translations fail to convey the aggressive and attacking nature with which the protagonist regards K as an enemy. Therefore, all four translated versions do not accurately convey the protagonist's psychological state as depicted in the original text. McKinney's "suddenly took the offensive" and Lin Shaohua and Tan Jinghua's translation, "engaged in close combat," aptly capture the protagonist's aggressiveness at that moment.

In Scene 2, Sensei did not engage in a deep conversation with K. Instead, he altered his approach, opting to remain passive and await K's initiative. He was determined to be mentally and verbally prepared, anticipating the forthcoming conversation between them. Finally, on a certain day, K took the initiative to find the protagonist in the library while he was reading. To avoid disturbing others, K leaned close to the protagonist and spoke in a hushed tone. The protagonist understood that this was a perfectly normal gesture, yet he still had a "strange sensation" (Sōseki, 1952, p. 279). This was because he had a premonition of the impending negotiation that was about to take place.

Scene 3

何だか <u>3.Kの胸に一物があって</u>、<u>4.談判</u>でもしに来られたように思われて仕方がないのですしました。 (Sōseki, 1952, p. 279)

I was disturbed by the idea that K had come to <u>3, 4. discuss</u> something serious with me. (McClellan, 1957, p. 212)

The conviction seized me that <u>3. he had something up his sleeve</u> and had come to <u>4. discuss</u> things with me. (McKinney, 2010, p. 200)

不知何故，似乎觉得 <u>3.K胸中有了件什么事要跟我 4.谈判</u>，使我放心不下。 (Zhou, 1983, p. 220)

不知怎么搞的，我总觉得 <u>3. K一定有心事</u>,是专门来跟我 <u>4.摊牌的</u>。 (Zhu, 2013, p. 144)

我总觉得 K 是 <u>3.心怀叵测</u>，是来 <u>4.找我谈判的</u>。(Tan, 2017, p. 185)

不知怎么的,我总觉得 K <u>3.心有所念</u>,是特地来找我 <u>4.谈判的</u>。 (Xu, 2017, p. 245)

In Scene 2, as the protagonist initiated the attack, there emerged a phenomenon of role reversal, wherein he transformed from a victim to a victimizer. However, the library scene at this juncture unfolds slightly differently. Over the course of several days between Scenes 2 and 3, the protagonist awaited K's initiative for conversation, resulting in a relatively calm mental state. It was not until K found him in the library and invited him for a walk that he felt "something unusual" (Sōseki, 1952, p. 279). This was because K's actions triggered Sensei's traumatic memory, pushing him into a critical state of behavioral alteration. At this juncture, the protagonist was mentally fortified, resolute in his intent to rewrite the outcome of the traumatic negotiation and reclaim his territory. He now saw K as a surrogate for his uncle. The anticipation of the impending revenge filled him with a sense of peculiarity.

In Example 3, the phrase, "胸に一物があって(mune ni ichimotsu ga atte)" implies "though not explicitly stated, he/she harbors resentment/plans in their heart," generally used in negative contexts. With the preceding "何だか (somehow)", it can be understood that, due to the protagonist subconsciously viewing K as his uncle, as his enemy, in his eyes, K is harboring ill intentions. Tan's "心怀叵测 (xin huai po ce)" makes the implicit meaning explicit, accurately reproducing the original connotation. McKinney's "he had something up his sleeve" is also accurate. Expressions like McClellan's "K had come to discuss something serious with me," Zhou Dayong's, Zhu Jiarong's, and Xu Jianxiong's "K 心里有事 (xin li you shi)", meaning "K has something in his mind," greatly weaken the tone of the term, failing to convey Sensei's desire for revenge and the tense atmosphere of his impending transformation into an attacker, nor did it lay the groundwork for the crucial conversation between the two in Ueno Park which Sensei viciously attacks K with words.

In Example 4, the term "谈判 (danpan; negotiation)" appears once again. As described earlier, the fact that the young Sensei could not verbalize the scene and his feelings at the time precisely affirms that the "negotiation" with his uncle is the core of his primary trauma. Here, he uses the same vocabulary to describe the conflict about to happen with K, confirming that he has entered a state of uncontrollable behavioral reenactment. In Scene 3, due to his fragile yet excessively excited abnormal mental state, he exhibits symptoms of frequent identity confusion. Firstly, he regards K as a malevolent uncle, categorizing himself as a helpless victim. What follows in Ueno Park is a behavioral reenactment that encompasses revenge, substitution, and identity confusion. At this point, Sensei becomes the uncle, the victimizer, leveraging his understanding of K, hitting him mercilessly with words. Through the negotiation with K, the protagonist formally transfers the trauma to K, directly leading to K's suicide. In summary, Sōseki uses the term, "negotiation," to link the Sensei's primary trauma from his youth with secondary trauma (for example, the relationship between Sensei and K), providing readers with a hint, guiding them to discover and interpret the process and causal relationship of Sensei's transformation from the victim to the victimizer. Therefore, the translation of this term should remain consistent.

McClellan and McKinney's translations lack consistency and precision. In Scene 3, they both translate it as "discuss," which does not convey the meaning of "negotiating to defend one's rights;" Zhu Jiarong's "摊牌 (tan pai)" means "to reveal relevant information to the other party," emphasizing "K unilaterally providing information to Sensei, rather than mutual communication." If the translators had knowledge of trauma/PTSD theory and applied it to interpreting the original text, they might have noticed the inherent correlation between the two scenes. Therefore, the translations by these three individuals lack precision, severing the linguistic link to the "negotiation" in Scene 1.

Additionally, during the process of translating *Kokoro*, translators should always remind themselves to differentiate between the author and the protagonist. Although the protagonist, Sensei, is enduring the torment of traumatic events and has not clarified the causal relationship between his past and current events, *Kokoro* is a story told from an omniscient perspective. The author intentionally leaves clues in several places, guiding readers to contemplate the character's emotional journey and the impact of traumatic events on individuals. The translations above prevent readers from accessing the hints provided by the author, thus hindering a correct understanding of Sensei's psychological state.

V. CONCLUSION

Through the analysis above, it can be concluded that, as advocated by scholars like George Steiner and John Felstiner, literary criticism and literary translation are interrelated. Translation is essentially an act of interpretation; it not only

advances and improves literary criticism theory, but also draws insights and inspiration from literary criticism (Schulte, 2012, p. 1). The statement, "what the author pursues is not information, but poetics" (Han, 2019, p. 2), indicates that in literary translation, translators often need to use their own understanding to interpret the texts, so theoretical frameworks are required to support their interpretation and reflection on the work.

This paper takes an innovative approach by interpreting *Kokoro* from the perspective of trauma/PTSD theory, providing a fresh interpretation of this classic Japanese literary work while exploring its English and Chinese translations. This achieves a convergence of literary criticism and translation studies. In contrast to the more common focus on artistic and linguistic aspects such as style and rhetoric in translation literary criticism, this paper places greater emphasis on the importance of key terms and scenes from a psychological perspective. It aims to accurately reproduce the characters' psychological states and the interrelatedness of events to the greatest extent.

Traumatic narratives enable people to engage with and comprehend personal traumas and historical events. It is a serious literary genre that involves politics, economics, society, and more (Pederson, 2017, p. 97). Freud (1962) and Stahl's (2018, 2020) research demonstrates that trauma is widespread in serious literature. Therefore, when translating trauma literature, achieving basic linguistic equivalence is far from sufficient. Trauma/PTSD theory can better assist translators in understanding the protagonist's foundational traumatic event, discerning their behavioral re-enactments, and psychological defense mechanisms, thereby understanding the similarities and correlations between characters and events in detail. With a foundation in this theoretical knowledge, translators of trauma literature should also possess a sense of social responsibility. Building upon Laub's research on testimonies from Holocaust survivors, the concept of "the listener as the witness" is proposed, suggesting that listeners should be fully engaged and encourage survivors to share their experiences (1992, p. 71). In traumatic narratives, reading serves as another form of witnessing (Johnston, 2014, p. 5). Therefore, this paper contends that translators are "secondary witnesses" of trauma literature. Translators should approach their task with "sympathy and empathy to listen to the stories of the victims and help record, store, and disseminate them" (Dean-cox, 2013, p. 310), be fully aware of their role as historical witnesses and disseminators, ensuring the accurate transmission of traumatic stories between different languages. Discovering and understanding trauma enables the whole society to pay attention to the sufferings in literature and reality, promotes human reflection, and enhances empathy, thereby avoiding the repetition of personal and societal tragedies in history.

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MALL as a Language Learning Tool for Saudi EFL University Learners: An Empirical Study With Reference to TAM

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Abstract—**Veteran US technology writer and publisher Fred Davis defined the Technology Acceptance Model (TAM) as characterized by perceived usefulness and usefulness by users. However, these attitudes are largely determined by external variables such as age, gender, and social set up. This study aims to apply an extended conceptual framework of TAM to examine the adoption of MALL by English-major students, encompassing variables such as perceived enjoyment, instructor support, and MALL interactivity as exogenous factors. A questionnaire was administered to 392 English-major students at King Saud University, employing a cross-sectional research design. Using AMOS version 26.0, results from confirmatory factor analysis (CFA) supported the convergent and discriminant validity of the study constructs. The structural model results demonstrated a statistically significant impact of external variables – perceived enjoyment, MALL interactivity, and instructor support – on students' perceptions of MALL usefulness and ease of use. As a result, students' perceived usefulness and ease of use significantly influenced their intention to adopt MALL for language learning. The model accounted for 62% of the variance in MALL tools adoption among Saudi English major students. In conclusion, the extended TAM framework effectively explains the adoption of MALL by Saudi English major students.**

Index Terms—**Empirical Study, Mobile-Assisted Language Learning, English-Major Students, Saudi Arabia**

I. INTRODUCTION

Recent times have seen a surge in the popularity of mobile learning (m-learning) among students, offering a flexible and convenient alternative to conventional classroom settings (Dahal et al., 2022; Jurayev, 2023). As a pioneering e-learning method built on mobile technology, m-learning has transformed formal and informal education, granting learners the flexibility to engage in educational pursuits at their convenience (Cheon et al., 2012). Its student-centric approach has revolutionised traditional teacher-driven learning methodologies, rendering it indispensable in higher education institutions (Herring et al., 2016; Reddy et al., 2022). Consequently, m-learning has enhanced learners' attitudes towards education and accessibility to learning activities, particularly for university and college students with access to personalised mobile resources (O'bannon &Thomas, 2014). This is also supported by Diacopoulos and Crompton (2020) and Neffati et al. (2021) which held that the adoption of m-learning is more likely among university and college students who possess their own devices.

Despite extensive research on mobile learning at the university level, a research void remains concerning the use of MALL among learners in developing nations (Hoi, 2020). While previous research has shown positive outcomes of integrating mobile technologies in teaching English as a foreign language, further exploration is needed, especially in the EFL environment of Saudi Arabia (Almekhlafy, 2016; Gao & Shen, 2020). Comprehending these concerns and analysing the factors influencing MALL adoption among EFL undergraduates is vital to address this research gap (Almekhlafy, 2016; Gao & Shen, 2020). Furthermore, an insightful examination of challenges related to mobile technology use in language learning, such as multitasking distractions and proficiency level disparities, is warranted (Kacetl & Klimova, 2019). Research has indicated insufficient teacher support and training, coupled with negative attitudes towards technology use in Saudi EFL classrooms (Alahmadi & Alraddadi, 2020; Hashmi, 2016). This study strives to bridge the knowledge gap and shed light on the determinants impacting the adoption and utilization of MALL in the Saudi context by employing TAM (Rafiee & Abbasian-Naghneh, 2019; Botero et al., 2018) as a theoretical framework to highlight the intricate interplay between attitudes, intentions, and perceptions concerning MALL use. Through this comprehensive inquiry, the study seeks to provide insightful guidance for integrating MALL effectively in Saudi Arabian English language instruction, fostering innovative pedagogical strategies for mobile-assisted language learning.

II. THEORETICAL FRAMEWORKS

The Technology Acceptance Model (TAM), formulated by Davis (1989), constitutes the conceptual underpinning of this study, widely acclaimed for its insights into user acceptance and utilization of technology. TAM posits that perceived usefulness (PU) and perceived ease of use (PEOU) are pivotal elements shaping users' inclination to adopt and engage with technology. Earlier research (Vărzaru et al., 2021; Santoso, 2017) has established that both PU and

PEOU significantly influence users' attitudes and intentions towards technology adoption. The selection of TAM as the theoretical foundation stems from several considerations. Firstly, TAM's brevity and simplicity render it an excellent choice (Drueke et al., 2021). Secondly, TAM has consistently proven its applicability in m-learning contexts (Al-Emran et al., 2018), illustrating its efficacy in assessing the acceptance of mobile learning (Khanh & Gim, 2014). TAM remains the predominant model for scrutinizing technology acceptance and utilization. Thirdly, despite its widespread application in technology adoption research, its utilization in the realm of mobile learning in Saudi universities remains limited, accentuating the need to bolster its explanatory capacity in this emerging context. The research framework for this study is visually represented in the following diagram, integrating constructs including PU, PEOU, linguistic engagement, instructor assistance, and perceived enjoyment to investigate their collective influence on MALL adoption and usage.
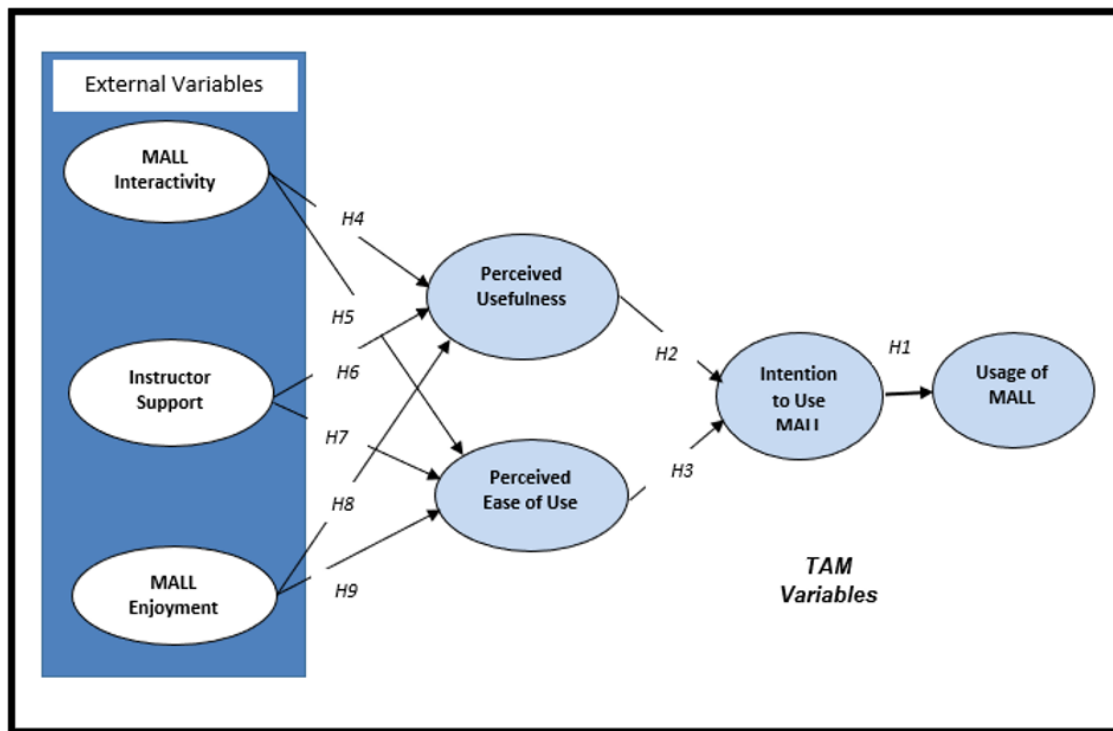
Figure 1. Hypothesized Model of the Research

Hypothesis Development
TAM Variables:
The Technology Acceptance Model (TAM) emerges as a focal point for comprehending the acceptance of e-learning systems, renowned for its robustness, reliability, and efficacy (Sumak et al., 2011; Venkatesh & Davis, 2000). Thanks to its inherent simplicity, TAM can be seamlessly extended and adapted without introducing complexity to its foundational structure (Venkatesh et al., 2003). The TAM framework encompasses three fundamental constructs: Perceived Usefulness (PU), Perceived Ease of Use (PEU), and Behavioral Intention (BI) towards technology adoption (Davis, 1989). PU signifies an individual's perception of the extent to which technology can enhance their performance. PEU gauges an individual's belief in their ability to use technology effortlessly and with minimal exertion. As opposed to this, BI denotes an individual's intention to employ technology. Previous empirical evidence concerning the adoption of various technologies (Huang & Liaw, 2018; Sun & Gao, 2019) lends credence to these constructs. Based on this theoretical foundation, the study proposes the following hypotheses:

H1: Saudi English major students' behavioral intention (BI) predicts their actual adoption of MALL.

H2: The perceived usefulness (PU) of MALL by English Major students in Saudi Arabia positively predicts their intention to adopt MALL.

H3: The perceived ease of use (PEoU) of MALL by English Major students in Saudi Arabia positively predicts their intention to adopt MALL.

External Variables
MALL interactivity

Drawing from the Technology Acceptance Model (TAM), it is evident that external factors, such as perceived interactivity, hold the potential to significantly influence users' inclination towards technology adoption. Recent investigations across diverse contexts, including MALL, have underscored a positive correlation between perceived interaction and the notions of utility and ease of use. This phenomenon is supported by contemporary studies examining online learning (Abdullah et al., 2017) and online applications (Izzani et al., 2016), where perceived interactivity exerts

a palpable influence on users' technology utilization. Notably, research on interactivity within mobile websites (Coursaris & Sung, 2012) reveals a positive interplay with perceived usefulness and usability. Likewise, in the realm of Social Networking Sites (SNSs), interactivity has been shown to enhance perceptions of value and usability (Ros et al., 2015; Pai & Yeh, 2014; Rafiee & Abbasian-Naghneh, 2019; Abdullah et al., 2017; Binyamin et al., 2019). In this context, it is reasonable to expect that Saudi Arabian students majoring in English will likely deem MALL more advantageous for their language learning endeavors if they perceive it to be engaging. Based on these observations, the following hypotheses are formulated:

H4: Students' perception of MALL interactivity positively predicts their perceived usefulness of MALL among English Major students in Saudi Arabia.

H5: Students' perception of MALL interactivity positively predicts their perceived ease of use of MALL among English Major students in Saudi Arabia.

Instructor Support

Guided by the Technology Acceptance Model (TAM), it becomes apparent that users' inclinations to adopt a technology can be influenced by external factors, including social influence. One such pivotal factor is the perceived support from external entities such as educators, peers, or influential figures. Within the context of MALL, the influence of teachers' support holds a significant role in shaping students' perceptions of benefits of MALL. Teachers' guidance, motivation, and feedback contribute to enhancing students' perceptions of the advantages of technology. Recent investigations have demonstrated a direct correlation between instructor support and language learners' perceptions of the value of MALL, reinforcing this premise. Notably, Mousa et al.'s (2020) study showed that university students who received heightened encouragement from language instructors to engage with a mobile app for English learning exhibited a stronger perception of the app's utility and its ease of use. In alignment with this, it is reasonable to deduce that English major students in Saudi Arabia, who receive greater encouragement from their language instructors to embrace MALL, will display an elevated inclination towards its adoption. Grounded in these observations, the ensuing hypotheses are posited:

H6: Instructors' support positively predicts Saudi English Major students' perceived usefulness of MALL.

H7: Instructors' support positively predicts Saudi English Major students' perceived ease of use of MALL.

Perceived Enjoyment

Perceived Enjoyment (PE), originating from the realm of intrinsic motivation, encapsulates an individual's perception of the degree of gratification derived from engaging with a specific system (Park et al., 2012). This perception of learning processes as 'enjoyable' significantly enriches learning situations and profoundly influences the acceptance of mobile learning. This phenomenon is substantiated by studies examining the acceptance and utilization of e-learning technologies (Sumak et al., 2011; Cheng, 2011). The profound interplay between PE and the key factors of Perceived Usefulness (PU), Perceived Ease of Use (PEoU), and Behavioral Intention (BI) to adopt technology is also notable (Cheng, 2011). Existing literature underscores that students' propensity to employ e-learning technologies is substantially bolstered when they perceive them to be engaging (Chen et al., 2013; Cheng, 2011; Kimathi & Zhang, 2019; Alyoussef, 2021; Ursavaş, 2014). This observation holds relevance for college students with special requirements, as their intrinsic motivation is often heightened due to their affinity to mobile tools. Against this background, the following hypotheses are formulated:

H8: Enjoyment of MALL positively predicts Saudi English Major students' perceived usefulness of MALL.

H9: Enjoyment of MALL positively predicts Saudi English Major students' perceived ease of use of MALL.

III. RESEARCH METHODOLOGY

Instrument

The present study takes a quantitative approach employing a cross-sectional design for data collection. A structured questionnaire, comprising 37 items loading onto seven constructs, along with four demographic items, was used. The questionnaire items were drawn from prior research but suitably adapted to align with the specific technology and domain under scrutiny.

MALL interactivity was gauged using six items adapted from Liu et al. (2010) and Rose et al. (2015). To assess instructors' support, four items from Metheny et al. (2008) were employed, and perceived enjoyment was evaluated using five items adapted from Abdullah et al. (2017) and Teo and Noyes (2011). Further, perceived usefulness was measured through six items adapted from Davis (1989), perceived ease of use was measured using five items from Davis (1989), learners' intention to adopt MALL was assessed with four items adapted from Venkatesh and Bala (2008) and Lee et al. (2009), actual usage of MALL was quantified using seven items drawn from David (1989).

A five-point Likert Scale was employed in the questionnaire, with respondents indicating their degree of agreement or frequency for each statement that best conveyed their usage, intention to use, and perception. To establish the face validity of the measurement items, input was sought from English education professors and academic researchers across various universities. Their evaluations assessed the clarity and length of each item.

Furthermore, to validate the questionnaire, all questions and items were incorporated into a validation template and sent to five experts in the field of education. These experts were tasked with verifying the alignment of the items with the operational meanings of the constructs and offering feedback on item clarity. Finally, the internal reliability of the study model was evaluated using Cronbach's alpha for the five constructs: Actual Adoption of MALL, Intention to

Adopt MALL, Perceived Usefulness, Ease of Use, Language Interactivity, Instructors' Support, and Perceived Enjoyment.

Research Context and Participants

This study was conducted at King Saud University (KSU), a prominent public funded university situated in Riyadh, the capital city of Saudi Arabia. KSU holds a substantial student population of approximately 61,412 individuals enrolled in 2022, rendering it the largest university in the country. Renowned for its academic options and strategic urban location, KSU attracts students from diverse regions nationwide. Given the convergence of students from various governorates to the capital, the study's sample somewhat reflects the broader student populace across the nation.

The research sample comprised 392 Saudi English Major students from two departments within KSU: Languages and Translation (N = 235), and Arts (N = 157), comprising both male and female students aged between 20 to 24 years. These students were from different academic levels: 105 sophomores, 92 juniors, 75 seniors, and the remaining were freshmen. Simple random sampling was employed as the sampling technique. The researchers compiled a roster of English Major students from the departmental databases to establish the sampling frame. Subsequently, the required sample size was acquired by randomly selecting matriculation numbers from this frame. The sample size of 392 participants was considered sufficient to achieve the study's research objectives and enable Structural Equation Modelling (CFA) (Kline, 2023). The questionnaire was administered to every student whose number was drawn, ensuring balanced representation from both departments.

Data Analysis

Descriptive analysis and data screening were conducted using SPSS version 26, while the structural equation modelling (SEM) was executed using AMOS version 26.0. Subsequently, the confirmatory factor analysis (CFA) was employed to assess the initial measurement models, ensuring their construct reliability, as well as confirming their convergent and discriminant validity, in line with established methods (Hair et al., 2017; Kline, 2023). In the subsequent stage, the study's hypothesized model was evaluated using the structural model within AMOS version 26 (Kline, 2023).

IV. RESULTS

Measurement Validation

In the current study, Confirmatory Factor Analysis (CFA) was employed to assess the construct validity and reliability of the model's components. The CFA was conducted on seven constructs: Actual adoption of mall, intention to adopt mall, perceived usefulness, ease of use, language interactivity, instructors' support, and perceived enjoyment, as depicted in figure 2. The primary objective of the CFA was to establish the dimensions' reliability within the studied population.

Several iterations were made to refine the measurement model and address problematic items with low loadings (AU4, PU1, PU6, PEOU2, ENJ3, IS4, LI3, and LI6), leading to their elimination. After these adjustments, the final measurement model exhibited favorable outcomes. The overall model fit was robust, demonstrated by the chi-square (X2) value of 838.806, degrees of freedom (df) = 356, and a p-value of 0.000. Additionally, the Root Mean Square Error of Approximation (RMSEA) stood at .059, well below the acceptable threshold of .08 (Hair et al., 2013). Moreover, the Comparative Fit Index (CFI) recorded .956, and the Tucker-Lewis Index (TLI) was .950, both surpassing the recommended benchmark of .90. These collective goodness-of-fit indicators affirm the excellent alignment of the measurement model with the data (refer to Figure 2).
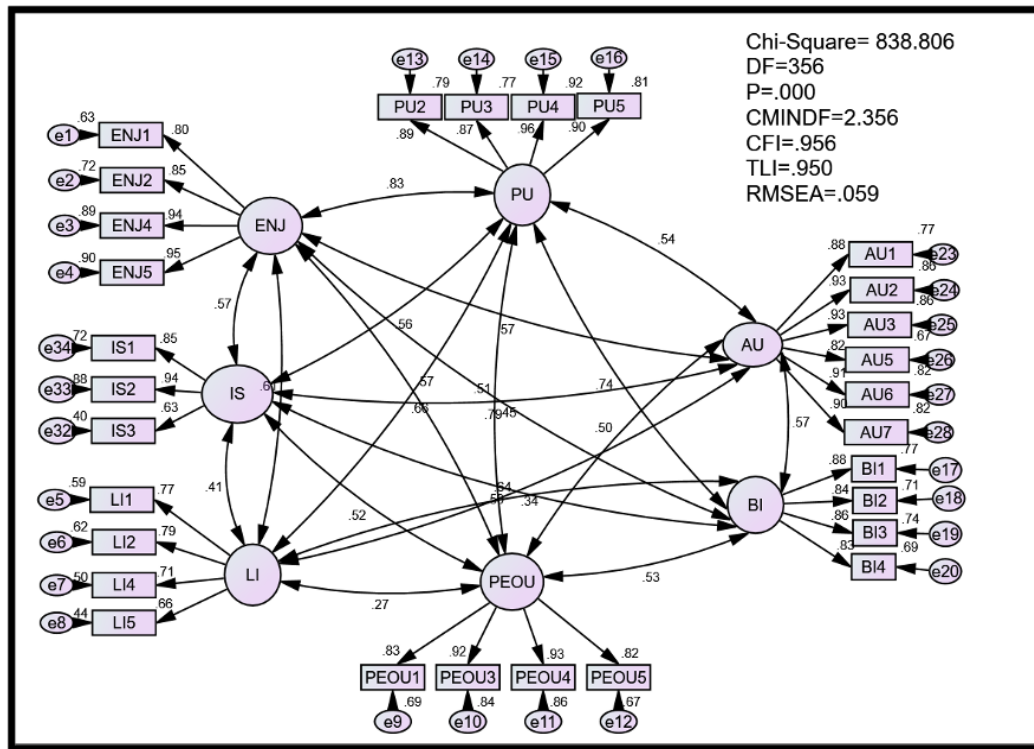
Figure 2. Study Measurement Model

The assessment of the measurement model for MALL Usage among English Major students in Saudi Arabia revealed satisfactory psychometric characteristics through the evaluation of its convergent validity, discriminant validity, and composite reliability. The loadings of the items, illustrated in Figure 1, were found to be acceptable as they surpassed the recommended threshold of 0.50. This observation indicates strong convergent validity, supported by the fact that all items exhibited loadings above 0.50, while the average variance exceeded 0.50, in accordance with the guidelines outlined by Hair et al. (2017). Furthermore, the model's reliability is firmly established, as indicated by the composite reliability (CR) values, all of which exceeded the established threshold of 0.70, aligning with the references of Hair et al. (2017) and Kline (2023) (refer to Table 1).

TABLE 1
CONVERGENT VALIDITY AND RELIABILITY OF THE MEASUREMENT CONSTRUCTS

Construct	Item	Factor loadings	S.E.	C.R.	P	CR	AVE
Language Interactivity	LI1	.769				0.822	0.537
	LI2	.788	0.073	14.831	.000		
	LI4	.707	0.075	13.367	.000		
	LI5	.661	0.071	12.467	.000		
Perceived Usefulness	PU5	.897	0.04	27.034	.000	0.948	0.820
	PU4	.958	0.033	31.846	.000		
	PU3	.875	0.038	25.49	.000		
	PU2	.890					
Perceived Ease of Use	PEOU4	.929				0.929	0.767
	PEOU3	.918	0.032	30.68	.000		
	PEOU5	.817	0.036	23.173	.000		
	PEOU1	.830	0.036	24.211	.000		
Intention to Adopt MALL	BI1	.880				0.914	0.727
	BI2	.843	0.04	22.187	.000		
	BI3	.858	0.046	22.94	.000		
	BI4	.829	0.046	21.546	.000		
Perceived Enjoyment	ENJ4	.943				0.936	0.787
	ENJ2	.851	0.031	26.962	.000		
	ENJ1	.795	0.033	22.882	.000		
	ENJ5	.949	0.026	38.286	.000		
Actual Adoption of MALL	AU1	.877				0.960	0.800
	AU2	.927	0.039	28.236	.000		
	AU3	.930	0.037	28.459	.000		
	AU5	.817	0.045	21.652	.000		
	AU6	.906	0.041	26.758	.000		
	AU7	.903	0.04	26.563	.000		
Instructors' support	IS3	.630	0.057	13.603	.000	0.854	0.667
	IS2	.940	0.052	20.99	.000		
	IS1	.850					

Table 2 presents the Average Variance Extracted (AVE) values diagonally, effectively showcasing divergent validity. Squared inter-factor correlation values, which signify shared variance, situated above the diagonal, while inter-factor correlations are positioned below it. Notably, none of the inter-factor correlations surpass the threshold of 0.8, offering robust evidence in favor of discriminant validity, consistent with the references of Hair et al. (2017) and Kline (2023). Moreover, the presence of divergent validity is distinctively observed, as each AVE factor exhibits a higher value compared to its squared inter-correlations with all other factors. This observation underscores the distinctiveness of the study's factors, revealing minimal overlap and reinforcing their effective measurement of the intended constructs.

TABLE 2
CORRELATION MATRIX AND AVERAGE VARIANCE EXTRACTED VALUES

Construct	LI	ENJ	PEOU	BI	AU	PU	IS
LI	0.733						
ENJ	0.609	0.887					
PEOU	0.275	0.573	0.876				
BI	0.640	0.793	0.526	0.853			
AU	0.339	0.575	0.501	0.570	0.894		
PU	0.658	0.829	0.506	0.736	0.538	0.906	
IS	0.413	0.573	0.522	0.588	0.455	0.557	0.817

Note: Square root of average variance extracted (AVE)

Evaluation of the Structural Model and Hypothesis Testing

The validation and reliability assessment of the measurement model were performed, followed by the transformation of the model into a hypothesized structural model, wherein hypothesized causal paths were introduced to replace correlations between dimensions. Adhering to established best practices (Kline, 2023; Byrne, 2013), only the exogenous constructs were allowed to retain correlations to address any potential covariance between dimensions. The results, based on 365 degrees of freedom, revealed a chi-square value of 962.276, a CMIN/df ratio of 2.636, a comparative fit index (CFI) of .945, and a Tucker-Lewis index (TLI) of .939. All these indices surpassed the recommended threshold of .90, signifying their robustness. Additionally, the root mean square error of approximation (RMSEA) value of .065 fell within the acceptable range of .08. These findings collectively indicated strong consistency with the hypothesized model, affirming that the structural model was a suitable fit for the data, as it aligned with Kline (2023) (refer to Figure 3).
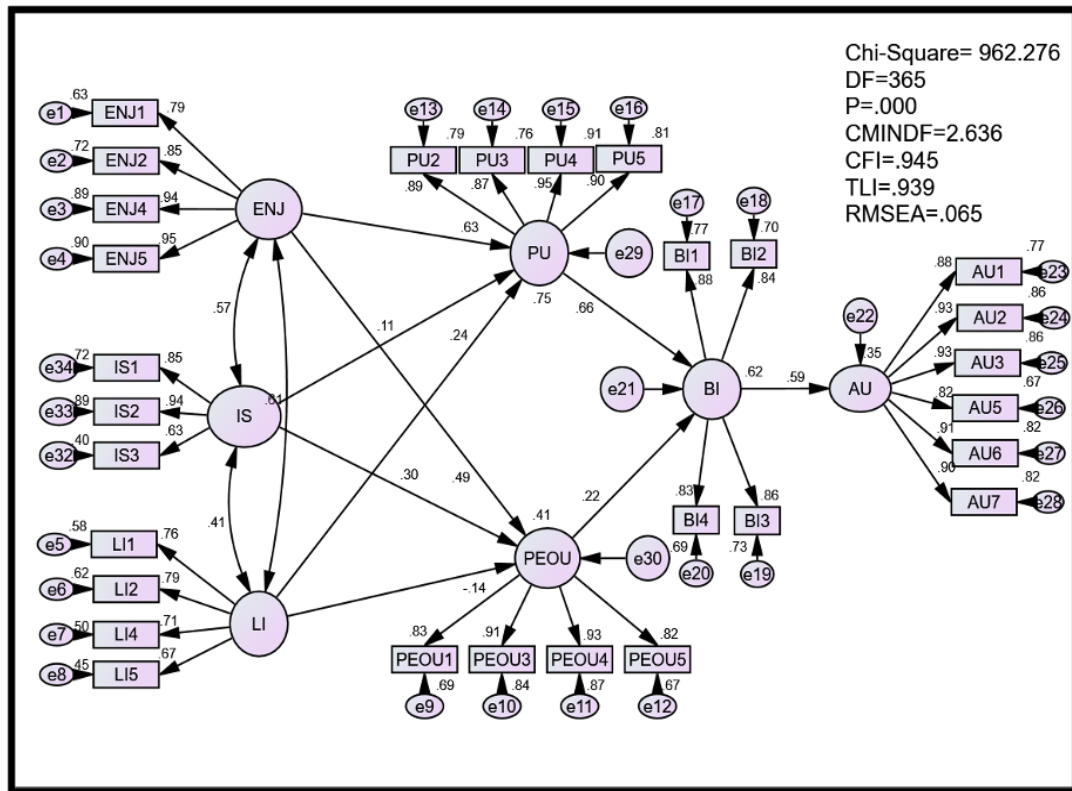
Figure 3. Study Structural Model

Figure 3 and Table 3 depict the outcomes of the finalized structural model, presenting standardized path coefficients. The results highlight that 35% of the variance in students' Actual Adoption of Mobile-Assisted Language Learning (MALL) can be elucidated by factors encompassing intention to adopt MALL, perceived usefulness, ease of use, language interactivity, instructors' support, and perceived enjoyment.

As observed in Figure 3 and Table 5, the direct and significant influence of Saudi English Major students' intention to adopt MALL tools ($\beta = .593$, $p < 0.05$) on their actual adoption of MALL is evident. This intention, in turn, is directly and significantly shaped by their perceived usefulness ($\beta = .660$, $p < 0.05$) and ease of use ($\beta = .218$, $p < 0.05$).

Moreover, Figure 3 shows that perceived language interactivity, instructor support, and enjoyment distinctly foster the positive perception of usefulness ($\beta = .237$, $p < 0.05$), ($\beta = .107$, $p < 0.05$), and ($\beta = .634$, $p < 0.05$), respectively. Moreover, perceived language interactivity, instructor support, and enjoyment also positively impact ease of use ($\beta = .143$, $p < 0.05$), ($\beta = .303$, $p < 0.05$), and ($\beta = .494$, $p < 0.05$), respectively.

As a result, the model substantiates all nine hypotheses put forth in this study, corroborating the hypothesized relationships between the variables.

TABLE 3
THE DIRECT HYPOTHESES

Structural Path		β (>.2)	C.R (>.196)	P-value	Decision
H1	BI → AU	.593	11.946	0.000	supported
H2	PU → BI	.660	13.743	0.000	supported
H3	PEOU → BI	.218	5.076	0.000	supported
H4	LI → PU	.237	5.344	0.000	supported
H5	LI → PEOU	-.143	-2.305	0.021	supported
H6	IS → PU	.107	2.784	0.005	supported
H7	IS → PEOU	.303	5.407	0.000	supported
H8	ENJ → PU	.634	13.146	0.000	supported
H9	ENJ → PEOU	.494	7.526	0.000	supported

V. DISCUSSION AND IMPLICATIONS

To gain a comprehensive understanding of the process of technology acceptance and human decision-making, this study employs an extended Technology Acceptance Model (TAM) that integrates three external factors: language interactivity, instructor support, and perceived enjoyment. This extended TAM model augments the conventional TAM by offering a more comprehensive insight into the deliberate processes driving behavioral choices. The primary

objective of this study is to uncover the determinants that influence the adoption of MALL by Saudi Arabian students majoring in English and to examine their perceptions and intentions regarding MALL technology usage.

The extended TAM model underwent thorough validation through Structural Equation Modeling (SEM) analysis, revealing robust support from the data. The outcomes demonstrate that the additional factors—Language Interactivity, Instructor Support, and Perceived Enjoyment—hold significant influence over students' perceptions of the value and ease of use of learning tools, consequently affecting their behavioral intent to employ MALL. Furthermore, the extent to which students genuinely embrace MALL tools is shaped by their behavioral intention. Remarkably, the expanded TAM model accounted for 35% of the variance in students' actual MALL adoption and a remarkable 62% of the variance in their behavioral intention. Thus, the primary research objective has been met, and the expanded TAM model has provided a comprehensive elucidation of the factors motivating Saudi English Major students to utilize MALL tools in language learning.

In this study, the authors investigated the interplay between Saudi Arabian English major students' intentions to adopt mobile-assisted language learning (MALL) and their actual adoption behavior. A test of Hypothesis 1 revealed a meaningful correlation between students' intention to adopt MALL and their eventual MALL adoption behavior, in line with empirical evidence from similar technology adoption studies (Huang & Liaw, 2018; Sun & Gao, 2019). The research also scrutinized the impacts of three external factors—linguistic interactivity, instructor support, and subjective enjoyment—on Saudi English Major students' engagement with (MALL). These factors were introduced as external variables in the technology acceptance model (TAM), thus expanding its scope. Both Hypotheses 4 and 5, investigating the relationship between linguistic interactivity and students' perceptions of usefulness and ease of use, were found to be statistically significant. This aligns with earlier technology acceptance studies (Rafiee & Abbasian-Naghneh, 2019; Abdullah et al., 2017; Binyamin et al., 2019; Izzani et al., 2016), which emphasize the influence of students' perceptions of language interactivity on the perceived utility of MALL tools.

The focus of Hypotheses 7 and 8 was the connection between instructor support and students' assessment of usefulness and ease of use, both of which exhibited significant associations. This outcome resonates with findings from technology acceptance research that highlight the impact of students' perceptions of instructor support on the perceived benefits of MALL tools (Mousa et al., 2020). Similarly, Hypotheses 9 and 10, which explored the relationship between students' perceptions of perceived usefulness and ease of use and their perceived enjoyment, yielded statistically significant results. These findings are in harmony with empirical data from other technology acceptance studies (Chen et al., 2013; Cheng, 2011; Kimathi & Zhang, 2019; Alyoussef, 2021), which underscore the influence of students' perceived enjoyment on their perceptions of the utility of MALL tools.

The implications of this study span theoretical, methodological, and practical domains. The theoretical contribution lies in the utilization of an expanded Technology Acceptance Model (TAM) that incorporates three additional factors— Language Interactivity, Instructor Support, and Perceived Enjoyment—pertaining to the adoption of Mobile Assisted Language Learning (MALL) among English major students. This expansion focuses on perceived utility and ease of use, which are core TAM constructs. The extended TAM model effectively predicts MALL adoption by Saudi Arabian English Major students by capturing both the additional constructs and the core ones.

Moreover, this study contributes to empirical research and application by assessing the applicability of the TAM model, originally validated in a Western cultural context, and confirming its relevance in a non-Western cultural milieu. This implies that the extended TAM model can be successfully applied in Middle Eastern societies, elucidating the interplay among primary dimensions within the technology acceptance model.

Furthermore, this research sheds light on the limitations of the original TAM by showcasing how Language Interactivity, Instructor Support, and Perceived Enjoyment serve as antecedents to perceived ease of use, perceived usefulness, behavioral intent to adopt MALL, and the actual adoption of MALL tools within the hypothesized model. These factors collectively shape the adoption of MALL tools by English students in Saudi Arabia, thus holding substantial implications for future MALL uptake. It is noteworthy that the integration of these variables into the TAM enhances its explanatory power in clarifying the factors influencing English Major students' acceptance of MALL tools. Additionally, this research contributes to the academic discourse by presenting insights into the present-day MALL adoption among English Major students at King Saud University in Saudi Arabia. The findings hold potential for creating awareness about the significance of MALL in enhancing English instruction in Saudi universities, both among educators and the Ministry of Higher Education. Incorporating MALL into the traditional educational framework of the nation could be facilitated by these insights, thereby expanding the knowledge base in the field of language learning, instruction, and policy formulation.

VI. CONCLUSIONS

In conclusion, a thorough analysis of the findings demonstrates the successful achievement of the study objectives. This research aimed to investigate the factors influencing Saudi English Major students' prospective adoption of MALL tools in their educational journey. The results suggest that contrary to the perceived ease of use, students' perceptions of the utility of MALL tools emerge as stronger predictors of their inclination to utilize these resources. Furthermore, the study establishes that the incorporation of Language Interactivity, Instructor Support, and Perceived Enjoyment as supplementary variables into the TAM model directly impacts the mediating variables of the model, namely perceived usefulness, and ease of use. The focal points of this research lie in assessing the applicability of an extended TAM

framework in a country characterized by a non-Western culture, thus challenging the prevailing assumption that most TAM theories exhibit cultural and social biases favoring western nations.

VII. LIMITATIONS

Despite its unique findings, this study has certain limitations. To begin with, the research scope is restricted to factors associated with the adoption of MALL tools among Saudi English Major students. Other pertinent variables, such as motivation, self-efficacy, privacy, and institutional support, were excluded due to constraints related to time and financial resources. Additionally, the outcomes solely pertain to the perceptions of university-level English Major students and cannot be generalized to encompass EFL students in pre-university settings or university students from diverse fields. However, this limitation was the outcome of a deliberate choice by the researcher to maintain the study's focus and scope. Lastly, the study participants were confined to a single public university in Saudi Arabia, namely King Saud University, and exclusively comprised English Major students. Consequently, caution should be exercised when attempting to extrapolate the findings of this study to other universities across Saudi Arabia. Yet, it must be stated that this restriction was the result of certain local developments posing challenges to the collection of more extensive samples of Saudi English Major students from universities located in different cities.

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The Pragmatic Functions of Using the Expression *Mayyıt 'Dead'* in Jordanian Spoken Arabic

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Abstract—**This study investigates the discourse analysis and the pragmatic functions of the expression *mayyıt* (lit.: dead) and how students interpret it in Jordanian Spoken Arabic (JSA). It focuses on the intended meaning of using the expression *mayyıt* in daily conversations among Jordanians. Data were collected from 72 undergraduate Jordanian students. The results of the study show that the connotative meaning dominates all the expressions explained in this study. None of the participants interpreted a single expression according to its lexical meaning alone. The results also reveal that the expression *mayyıt* is used to serve 16 different pragmatic functions. However, the analysis shows that the expression *mayyıt* is often used negatively in JSA; three functions are used positively, while the other functions of the expression are used negatively. This kind of knowledge can significantly benefit learners of JSA as a foreign language, without which learners may encounter some communication difficulties.**

Index Terms—**discourse analysis, pragmatics, Jordanian Spoken Arabic, dead, Arabic learners**

I. INTRODUCTION

Pragmatics is "the study of linguistic phenomena from the point of their usage properties and processes" (Verschueren, 1999, p. 1). In this regard, Cruse (2000) says,

> pragmatics can be taken to be concerned with aspects of information (in the widest sense) conveyed through language which (a) are not encoded by generally accepted convention in the linguistic forms used, but which (b) none the less arise naturally out of and depend on the meanings conventionally encoded in the linguistic forms used, taken in conjunction with the context in which the forms are used. (Cruse, 2000, p. 16)

According to Yule (2020), pragmatics is concerned with the examination of meaning conveyed by the producer and interpreted by the recipient. Brown and Yule (1983) assert that both discourse analysis and pragmatics are concerned with analysing language usage by focusing on the intentions and functions of linguistic forms. Yule (2020) describes the word 'discourse' as "language beyond the sentence" (p. 168), encompassing both spoken and written communication. Although they have distinct foci, pragmatics and discourse analysis converge in their emphasis on a text's function in relation to its context (Cutting, 2002). Also, both fields investigate how interlocutors convey meaning beyond the words they employ, examining how language usage contributes to the significance and coherence of discourse and text. Moreover, they share an interest in function, investigating how language serves communicative purposes and becomes integrated into users' communicative repertoires.

Spoken Arabic is replete with a diverse range of social and linguistic terms that remain underexplored, rendering it to a rich area for investigation (Kanakri & Al-Harahsheh, 2013). One of such terms is the expression *mayyıt* which literally means 'dead'. This study seeks to investigate the discourse analysis and pragmatic functions of *mayyıt* in Jordanian Spoken Arabic (henceforth JSA). Specifically, it aims to uncover the intended meaning behind the use of *mayyıt* in daily conversations among Jordanians, focusing on the message conveyed by the speakers rather than the expression's inherent meaning. According to Fraser (1990), the meaning of a sentence or phrase can be divided into two categories: (i) content meaning, which refers to the literal message conveyed, and (ii) pragmatic meaning, which relates to the speaker's intention or 'illocutionary meaning'. The current study aims to shed light on the usage of *mayyıt* in JSA due to its prevalence and the observation that its meaning varies based on context.

A. Significance of the Study

The importance of this study lies in its examination of a linguistic expression in JSA that has yet to be explored by researchers. By doing so, the study aims to bridge a gap in the literature and contribute to linguistic research by building

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on previous work in this area. Additionally, the study provides both Arab and non-Arab learners of JSA with a deeper understanding of Jordanian culture and the contextual use of expressions like *mayyıt*. Non-Arab learners of JSA may face challenges in comprehending this expression due to its culture-specific nature. Thus, this study offers valuable insight into how such expressions are employed in the Jordanian discourse.

B. *Questions of the Study*

The aim of this study is to examine the pragmatic functions of the expression *mayyıt* in JSA. To accomplish this, the study seeks to address the following research questions:

RQ1: What are the various functions of the expression *mayyıt* in JSA?

RQ2: How do Jordanians interpret the meaning of the expression *mayyıt* in different contexts?

II. LITERATURE REVIEW

The pragmatic function of a linguistic expression is shaped by the context in which it is employed revealing how the expression conveys various meanings in diverse situations. Arabic is a particularly rich language in this respect. Previous research has investigated the pragmatic functions of such expressions within the cultural and linguistic contexts of the speech communities in which they are used (e.g., Al Rousan et al., 2020; Al-Shishtawi, 2020; Hamdan & Abu Rumman, 2020; Hammouri, 2017; Al-Ghoweri, 2016; Marmorstein, 2016; Alazzawie, 2015; Al Rousan, 2015; Mehawesh & Jaradat, 2015; Alazzawie, 2014; Rabab'ah & Al-Saidat, 2014; Al-Harahsheh & Kanakri, 2013; Kanakri & Al Harahsheh, 2013).

In the Jordanian context, Al-Shishtawi (2020) conducted a study on the pragmatic functions of the term *mashi* (lit.: walking) in modern Arabic language. To collect data, the author gathered over 400 instances of *mashi* from the website 'Arabicorpus' and identified 28 different functions of the term. A questionnaire was then distributed to 65 PhD students at the University of Jordan to validate these functions. The identified functions included threatening, approval, walking, end the speech, continuation and benefit, inter alia. The study found that the term *mashi* was generally understood to the majority of the participants (87.9%) with the function of 'continuation' being the most widely recognized and 'benefit' being the least recognized function.

In their research, Al Rousan et al. (2020) examined the pragmatic roles of the term *bas* (lit.: but) in JSA. For data collection, the authors analysed 24 natural dyadic conversations among native JSA speakers, in which they identified a total of 1113 instances of the term *bas*. The findings of their investigation showed that *bas* serves sixteen distinct pragmatic functions in JSA, including initiating a topic, signalling a topic change, ending a conversation, hesitancy, making correction, showing contrast or agreement, expressing regret, and filling in gaps in an interaction. The authors assert that these functions are unique to JSA, and only speakers of this dialect possess the ability to produce and comprehend them.

The pragmatic functions of the discourse marker *Yahummalali* in JSA were investigated by Hamdan and Abu Rumman (2020). The authors compiled a list of scenarios where the term *Yahummalali* is used and identified its pragmatic function in each scenario. To validate their findings, they enlisted 55 Jordanian students at the University of Jordan. The study found that *Yahummalali* is used in Jordanian Arabic to convey nineteen distinct pragmatic functions, with expressions of dismay and disapproval, showing anger, signalling condemnation, and expressing disappointment being the most common.

In a study conducted by Hammouri (2017), the pragmatic functions of the expression *yallah* meaning 'let' were investigated. The findings of the study indicated that *yallah* is used to serve 27 pragmatic functions including displaying approval, drawing attention, requesting patience, signalling the beginning of an action, issuing warnings and expressing anger.

Additionally, Al-Ghoweri (2016) conducted a study on the usage and pragmatic functions of *adʒalakom allah* (lit.: May God elevate you) in Jordanian Arabic. The sample included 13 Jordanian participants from various age groups and genders. The study aimed to examine when and why Jordanians use *adʒalakom allah* in their daily interactions. The results of the study revealed that *adʒalakom allah* is used by Jordanians to convey specific functions related to taboo topics such as animals, impure places, and reprehensible situations. The expression is also used to signal indirect politeness, with or without mentioning the name of the intended object.

Mehawesh and Jaradat (2015) investigated the multifaceted use of the expression *inshallah* (lit.: God willing) in Jordanian Arabic, which is commonly used among Muslims in daily conversations. The authors found that, apart from its literal meaning of expressing hope and reliance on God, *inshallah* is used in various non-literal ways that flout Grice's maxim of quality. These non-literal meanings include irony, threat, surprise, agreement, prohibition and expression of wishes. The authors further discovered that omitting *inshallah* from an utterance could significantly change its meaning.

How the terms 'black' and 'white' are used and what connotative meanings are communicated by Jordanian native speakers using these terms was investigated by Rabab'ah and Al-Saidat (2014). The study aimed to explore how culture influences the message conveyed by these expressions. The results of the study indicated that the participants interpreted these expressions based on their connotative rather than lexical meanings, which reflects the dominant influence of social and cultural beliefs. Additionally, the study found that black was associated with negative meanings

while white was associated with positive meanings in most cases. The study concludes that language and culture are inseparable and that understanding the culture of native speakers is essential when learning their language.

Using the Relevance Theory as a theoretical framework, Al-Harahsheh and Kanakri (2013) examined the pragmatic functions and translatability of the expression *tayyib* 'Okay' (lit.: good) in Jordanian Colloquial Arabic (JCA). Their analysis showed that *tayyib* serves ten distinct pragmatic functions depending on the context in which it is used. These functions include serving as a marker of backchannel support, a marker of challenge, a filler to bridge gaps in conversation, a request for patience, permission-giving and an indication of acceptance or agreement.

In another study on JSA, Kanakri and Al Harahsheh (2013) investigated the pragmatic functions of the expression *ʕa:di* (lit.: normal or usual) in the speech of Jordanians. They compiled data from twenty dyadic video-taped conversations at Yarmouk University. The study found that the expression *ʕa:di* serves various contextual functions including reducing the impact of bad news, indicating refusal or acceptance, saving face and conveying indirect criticism.

In other Arab countries, the frequent use of expressions by native speakers in their daily interactions has also drawn the attention of researchers, as demonstrated by studies conducted by Marmostein (2016), Alazzawie (2015, 2014) and Al Rousan (2015).

Similar to the focus of the study of Kanakri and Al Harahsheh (2013) discussed above, Alazzawie (2015) investigated the usage of the expression *ʕa:di* in Iraqi Arabic. He examined the expression's distribution, context-dependent meanings and functions. The findings revealed that *ʕa:di* is used to perform a range of functions, including providing material support and sympathy, expressing politeness and courtesy, and requesting and granting permission.

Within the context of a corpus of interviews with Cairene females in Egypt, Marmorstein (2016) explored the varied uses of the expression *yaʕni* (lit.: it means). The study utilized a framework that aimed to understand the cognitive processes and communicative goals that are facilitated and conveyed by the use of *yaʕni*. The findings revealed that the primary function of this expression is to signify the speaker's cognitive efforts in conveying their intended message that aligns with the topic of discourse whether local or global.

In Saudi Arabia, Al Rousan (2015) conducted a study to investigate the pragmatic functions of the term *Ma3 Nafsak* (lit.: with yourself) as used in the local dialect, Saudi Arabic, based on the online conversations of young Saudis. Using user-diaries of 17 Saudi students, the author gathered 262 natural online conversations which involved 132 instances of *Ma3 Nafsak*. The results of the study showed that *Ma3 Nafsak* serves as a multifunctional expression, denoting 12 different pragmatic functions in Saudi Arabic. The functions are context-dependent and include showing objection, lack of interest, annoyance, reprimanding and distancing oneself from others.

In a study on Iraqi Arabic, Alazzawie (2014) analysed the multifunctional discourse unit *yamawwad*, whose meaning and function are context-dependent. The author collected data from dyadic conversations and transcribed the contexts where *yamawwad* was used. The study identified seventeen functions for *yamawwad*, such as opening a conversation, indicating politeness and courtesy, requesting someone to do something, expressing displeasure, annoyance and irritation, and conveying furiousness and indignation.

After a thorough review of the related literature, no previous research has been found addressing the use of the expression *mayyıt* in spoken or written Jordanian Arabic. As a result, this study aims to bridge this gap in the existing literature.

III. METHOD

This study aims to explore the pragmatic functions of the expression *mayyıt* in JSA and how it is interpreted by interlocutors. The study utilizes a theoretical framework that combines pragmatic analysis on the basis of context, and translation theory. In the process of translation of spoken discourse, it is crucial to take into account three-stratum level analysis, which includes semantic analysis, textual analysis, and pragmatic analysis. The translation of *mayyıt's* meanings relies on the pragmatic strategy employed. The researchers are native speakers of JSA; they composed an initial list of 40 situations that involved the use of the expression *mayyıt* in JSA. They based their selection on their own familiarity with this expression and their understanding of its usage in JSA.

Sample of the Study

The population of the study is the students at Al-Hussein Bin Talal University in Jordan. The study sample comprises 72 BA students in the Department of English Language and Literature at Al-Hussein Bin Talal University who are native speakers of JSA. The sample included 32 males and 40 females, ranging in age from 20 to 22 years. They were voluntarily recruited to participate in this study. The researchers provided the participants with a sheet containing 40 suggested situations that included the expression *mayyıt* and asked them to identify the functions and interpretations of *mayyıt* in each situation. Participants were not subjected to any time constraints while completing the task; they were encouraged to add more examples and functions for the expression *mayyıt*. The collected data were analysed by the researchers using supported illustrative examples.

IV. FINDINGS AND DISCUSSION

The primary objective of this study is to explore the pragmatic functions employed in the use of the expression *mayyıt* in Jordanian Arabic spoken discourse, with a particular focus on the intended meaning of using this expression in daily conversations among Jordanians. This section outlines the major findings of the study, which demonstrate that the expression *mayyıt* is multifunctional and serves a range of purposes beyond its literary meaning of 'dead'. Specifically, the analysis revealed sixteen distinct functions served by the expression *mayyıt* in the examined dataset. Below is a presentation of each pragmatic function of *mayyıt* within its given context, followed by a descriptive example. To enhance readability and use, each example is presented in Arabic, accompanied by its transcription and meaning translated literally into English.

A. Expressing an Extreme Feeling of Something

Context (a): Salma meets Layla, one of her friends, while they are both at a pharmacy. As Salma prepares to depart, the following dialogue unfolds between them:

سلمى: بدي اروح ع المطعم اتغدى. تروحي معي؟

baddı ʔaru:ħ ʕal matˤʕam ʔatɣada tru:ħı maʕı

Salma: 'I want to go to the restaurant to have lunch. Will you come with me?'

ليلى: طبعا. انا أصلا ميته جوع.

tˤabʕan ʔana ʔasˤlan maytıh dʒu:ʕ

Layla: 'Of course. I'm already starving.'

سلمى: يله.

yalla

Salma: 'Let's go.'

Context (b): Suhaib and Rami are currently pursuing their study abroad, find themselves in the final week of their study abroad programme. They happen to cross path on university campus and the following conversation takes place:

صهيب: شو شعورك واحنا مروحين كمان اسبوع؟

ʃu: ʃuʕu:rak wıħna mrawħı:n kama:n ʔısbu:ʕ

Suhaib: 'How do you feel as we are leaving in a week?'

رامي: طبعا شعور لا يوصف ميت شوق للأهل خصوصا الحجة.

tˤabʕan ʃuʕu:r la: yu:sˤaf mayyıt ʃɔ:g lıl ʔahıl xusˤu:sˤan ʔıl ħadʒdʒa

Rami: 'It cannot be described, of course. I am dying of longing for my family, especially for my mother.'

After examining the dataset, it has been found that the expression *mayyıt* is frequently used by Jordanians to express extreme or intense feelings. For instance, in example (a) when Salma asked her friend Layla whether she wanted to join her to have food, Layla immediately agreed and expressed her state of hunger by the expression *maytıh* to mean that she is starving. The expression *maytıh* is the feminine form of *mayyıt*. The connotation of the expression is primarily negative since it is used to convey feelings of starvation, as in the above example. Other negative connotations of *mayyıt* are also found in expressions involving thirst, exhaustion, sadness, pain, fear, oppression and regret. In other words, the speaker uses *mayyıt* to express their deep desire to eat, drink water, rest, or sleep, or to seek support from the hearer. For instance, when a person says أنا ميت عطش 'I am dead thirsty', they mean that they are extremely thirsty and urgently need water. Similarly, when a person says انا ميت تعب 'I am dead tired', they imply that they are exhausted and desperately in need of rest.

However, it is worth mentioning that the connotative meaning of *mayyıt* can be positive in some uses such as the one illustrated in example (b). Rami replies: ميت شوق 'I am dying of longing' in which the connotation of his meaning is positive as Jordanian addressees, as part of their culture, would appreciate such a feeling towards the people the speaker is referring to.

B. Indicating Very Slow Speed

Context *B*: Samira, employed as a secretary in a corporate establishment, finds herself needing assistance and reaches out to her friend Fatima. During their interaction, Samira articulates the following request:

سميرة: فاطمة مش عارفه أنزل الملفات من الإيميل؟

fa:tˤmih mıʃ ʕa:rfıh ʔanazzıl ʔıl malafa:t mın ʔıl ʔı:meıl

Samira: 'Fatima, I don't know how to download files from the email.'

فاطمة: أكيد من سرعة النت الميته. هسا بلقي نظرة.

ʔakı:d mın surʕat ʔınnıt ʔıl maytıh hassa balqı naˤˤra

Fatima: 'It's definitely due to the dead internet speed. I'll take a look.'

The expression *mayyıt* is also used to describe the speed of a person, animal or thing. In example (*B*), Samira encounters a technical problem in downloading some files from the email for which she seeks the help of her friend, Fatima, who immediately attributes the matter to the slow speed of the Internet using the term *maytıh* (f) to describe the slow speed. When the term *mayyıt* is used in this context, it typically carries a negative connotation, implying that the speed is very slow and not up to the expected standard. This negative connotation is meant to convey a sense of

disappointment or dissatisfaction with the speed being described. It is worth mentioning that the use of the term *mayyıt* is not limited to physical movement but can also be used to describe the speed of a process or task, as in the above example. This connotation of sluggishness is important for learners of JSA to be aware of in order to convey their intended meaning in communication accurately.

C. Denoting Miserliness

Context *C*: Warda and her brother Wahid are engaged in a conversation regarding a wealthy relative who declined to contribute to a charity dedicated to orphan support. Warda expresses her viewpoint by stating:

<div dir="rtl">

وردہ: یا رجال هالزلمه ما بیطلع منه قرش!

</div>

ya: rıdʒdʒa:l hazzalama ma: bıṭlaʕ mınnu gırʃ

Warda: 'This man never spends a penny.'

<div dir="rtl">

وحید: یا أختي هاضا میت على الدنيا ما بحب یدفع فلوس..

</div>

yaxtı ha:ẓa mayyıt ʕala ʔıddunya ma: bıḥıb yıdfaʕ flu:s

Wahid: 'Sister, this person is dead set against paying money in this world.'

Moreover, the usage of the expression *mayyıt* in JSA can be associated with negative connotations in relation to a person's spending habits. It is employed negatively to describe miserly people, as shown in example (*C*) where Wahid uses *mayyıt* to describe their relative and give a reason for his refusal of donation. This meaning can be used to describe a person who is reluctant to spend money, even when it is necessary, or to describe someone who is unwilling to share their resources with others. So, the connotation is that the person is viewed as selfish or ungenerous, as they are perceived to be more concerned with their own interests than those of others and are not always well-regarded.

In the Jordanian culture, this negative connotation serves as a warning for the hearer to be cautious when dealing with such individuals, especially when investing some money. The use of *mayyıt* in this context reflects the importance of money in Jordanian culture and the emphasis placed on trust and reliability in business transactions.

D. Expressing Discouragement

Context *D*: Bilal pays a visit to his friend Jihad, who has recently returned from England. The following conversation takes place:

<div dir="rtl">

بلال: کیف الوضع الاقتصادي هالایام في بریطانیا؟

</div>

keıf ʔıl waẓʕ ʔıl ʔıqtıṣa:dı hal ʔayya:m fı: brı:ṭa:nya

Bilal: 'How is the economic situation these days in Britain?'

<div dir="rtl">

جهاد: صدقني الوضع الاقتصادي میت وكل ماله للأسوأ.

</div>

ṣaddıgnı ʔıl waẓʕ ʔıl ʔıqtıṣa:dı mayyıt ʔu kul ma:lu lalʔaswaʔ

Jihad: 'Believe me, the economic situation is dead and is getting worse.'

The term *mayyıt* is used to reflect the overall unfavourable conditions of the situation or place being under discussion. The speaker discourages the hearer from going forward to do or start something, whether it be business or moving to live in a particular place. In example (*D*), Jihad's use of *mayyıt* implies unsatisfactory living conditions, lack of opportunities, and unfavourable economic conditions of England, inter-alia. What Bilal understands is that he is not advised to even think about any business in England since it is not good and even getting worse. The connotative meaning of *mayyıt* in this context is negative and serves to dissuade the listener from pursuing the course of action under consideration as it indicates that the situation or the place is uninviting or unappealing.

E. Indicating Extreme Love for Something / Somebody

Context *E*: Marwan and Saif are very close friends and also happen to be colleagues working together in the same company. During the break time, Marwan takes the opportunity to inquire:

<div dir="rtl">

مروان: سمعت إنك بدك تخطب رهف؟

</div>

ʔısmıʕıt ʔınnak baddak tuxṭub rahaf

Marwan: 'I heard that you are planning to propose to Rahaf.'

<div dir="rtl">

سیف: والله أنا میت فیها وبدي اخطبها من زمان..

</div>

walla ʔana mayyıt fı:ha ʔu baddı ʔaxṭubha mın zama:n

Saif: 'Oh, I'm crazy about her and have been wanting to propose to her for a long time.'

The expression *mayyıt* seems not to be always used negatively in JSA. In addition to the positive meaning implied in example (b) above, it can be used to express a deep positive meaning, especially when used to show a person's intense affection towards someone, usually from the opposite sex. In example (*E*), when Saif is asked about his intention to propose to Rahaf, he confirms what Marwan heard and uses the expression أنا میت فیها 'lit.: I am dead on her' to express his deep feeling of love for her. Similarly, it can be employed to signify a person's strong desire to own something, whether a car, house, book, device or the like, such as when one says. أنا میت على هاي السیاره 'I am crazy about this car' meaning that he or she strongly wishes to have this car. In both cases, the connotative meaning of *mayyıt* is positive, as it is employed to communicate a strong and intense emotion or desire emphasizing the importance of the person or thing being discussed for the speaker.

F. Signalling Insufficiency

Context *F*: Faris and Hasan are both involved in the field of business. They are partaking in a coffee break at a local café in their residential area. The subsequent discourse occurs between them:

فارس: المشاريع الزغيرة بلشت تنكسر بعد كورونا!

ʔıl maʃaːrıːʕ ʔızzaɣıːra ballaʃat tınkasır baʕd kurɔːna

Faris: 'Small businesses started to collapse after COVID-19.'

حسن: الدعم المادي لهيك مشاريع من الحكومة ميت.

ʔıddaʕm ʔıl maːddıy laheık maʃaːrıːʕ mınıl ħukuːma mayyıt

Hasan: 'The government financial support for such projects is dead.'

The expression *mayyıt* is also used to signify insufficiency. In the conversation between the two businessmen illustrated in example (*F*), Hasan's comment on the small businesses' status includes the expression *mayyıt* to indicate his disappointment or dissatisfaction with the outcomes of such businesses compared to expected standards. Furthermore, the comment could be interpreted as a kind of warning to the listener, Faris, against engaging in any kind of the business they are referring to. The connotative meaning of *mayyıt* in this context is negative as it implies the idea that the reward, be it support, supply, profit, or salary, is inadequate when compared to established standards.

G. Indicating Weak Business

Context *G*: A few days after Eid Al-Fitr celebrations, Ayham meets his associate Abdul Rahman, the proprietor of a modest boutique situated within their town. Ayham initiates the conversation by posing the following inquiry:

ايهم: كيف البيع على العيد؟

keıf ʔıl beıʕ ʕala ʔıl ʕıːd

Ayham: 'How is the sale during the Eid holiday?'

عبد الرحمن: والله السوق اليوم ميت وما فيه حركة بيع.

walla ʔıssuːg ʔıl yɔːm mayyıt ʔu maː fıː ħarakat beıʕ

Abdul Rahman: 'The market is dead today, and there is no selling activity.'

In JSA, the expression *mayyıt* is used to describe the state of the market in terms of selling and buying transactions as demonstrated in example (*G*). In this example, the conversation took place immediately after Eid's vacation in which business activities are expected to be more active than usual leading to more earnings on the part of business owners. Ayham asks Abdul Rahman about the sale during the vacation and Abul Rahman's response includes وما ميت اليوم السوق فيه حركة بيع 'the market is dead today, and there is no selling activity'. The use of *mayyıt* in Abdul Rahman's statement implies his discontent with the current commercial activities as it is explained by the use of 'there is no selling activity'. The connotative meaning of *mayyıt* is negative, indicating that the market is not performing as well as it should be, probably because there are few customers.

H. Denoting Difficulty

Context *H*: Omar and Ammar share a fervent interest in football. While seated at a café, Omar initiates the conversation by expressing his thoughts:

عمر: شفت كيف ميسي سجل الهدف؟

ʃuft keıf mıːsı sadʒdʒal ʔılhadaf

Omar: 'Did you see how Messi scored the goal?'

عمار: والله إنه لعيب سجل هدف من زاوية ميتة!

walla ʔınnu laʕʕıːb sadʒdʒal haddaf mın zaːwıyıh maytıh

Ammar: 'By God, he is a talented player. He scored a goal from a dead angle.'

JSA speakers use the expression *mayyıt* to describe a challenging situation. In example (*H*), Ammar appreciates the player's performance and uses the expression *maytıh* in the description of the point or angle from which the goal was scored. Thus, he positively denotes that the player has achieved something deemed difficult or impossible to accomplish. In Jordanian culture, the connotative meaning of *mayyıt* in this context is positive, and people use it to appreciate the performance of the person involved. This is clear in Ammar's description of the player at the beginning of his statement لعيب إنه والله 'By God, he is a talented player'.

I. Expressing Disapproval

Context *I*: Jalal desires to augment his financial resources by setting up a small business. He pays a visit to his uncle Radhi and during their teatime, he expresses the following:

جلال: شو رايك بفكرة فتح محل شاورما في هاي المنطقة؟

ʃuː raːyak bıfıkrat fatħ maħal ʃawırma fı haːy ʔıl mantˤıqa

Jalal: 'What do you think about the idea of opening a Shawarma shop in this area?'

راضي: هاي الفكرة ميته، شوفلك فكره ثانية.

haːy fıkra maytıh ʃuːflak fıkra θaːnıyıh

Radhi: 'This idea is dead. Look for another idea.'

The expression *mayyıt* is used to describe a proposed idea or plan that it is ineffective and does not yield any desired results. Example (*I*) illustrates this meaning of *mayyıt*. Jalal seeks advice from his uncle about establishing a new business. His uncle comments on the idea using *maytıh* to signify that it is ineffective and provides his advice of looking

for another idea. The advice to look for another idea can explain the meaning of *maytıh* in this context. The connotative meaning of *maytıh* in this example is negative, and it serves to encourage the listener to search for a better solution or a more efficient substitution. It is worth mentioning that in the Jordanian culture, it is common to employ negative expressions to encourage listeners to look for better alternatives. Therefore, the use of *mayyıt* serves as a warning to the hearer not to rely on the described idea or object. Other examples include البطاريه ميته 'the battery is dead', السياره ميته 'the vehicle is dead' and هذه الخطة ميته 'this plan is dead', implying their uselessness.

J. Indicating Poor Quality

Context *J*: Ali and his friend Ahmed are watching television together. They both share a passion for the Barcelona team. The following dialogue occurs between them:

علي:	شو اللي صاير مع برشلونة في دوري الابطال؟

ʃu: ʔıllı ṣa:yır maʕ barʃalɔ:na fı dawrıl ʔabṭa:l

Ali: 'What is happening with Barcelona in the Champions League?'

احمد:	بدك الصحيح مستوى الفريق ميت هاي الأيام

baddak ʔıṣṣaħı:ħ mustawal farı:q mayyıt ha:yıl ʔayya:m

Ahmed: 'To be honest, the team's performance has been really dead these days.'

علي:	لازم يغيروا بعض الدماء.

la:zım yıɣayru baʕẓ ʔıddıma:ʕ

Ali: 'They need to change some players.'

Jordanians frequently use the expression mayyıt to describe situations or activities deemed weak or ineffective, as demonstrated in example (*J*). Ahmed comments on the level of the Barcelona team and describes it as poor or weak; he uses *mayyıt* to show his dissatisfaction with the perceived weakness, as the team is not performing well and is likely to lose the game. Ali agrees with Ahmed and provides a piece of advice in order to improve the level of the team. Other examples of this meaning in Jordanian culture include سكين ميته 'a dead knife' referring to a blunt knife that is not capable of cutting properly, ضربته ميته 'his kick is dead' and مضخة الميه ميته 'the water pump is dead'. In these instances, the connotative meaning of *mayyıt* is negative because it signals the speaker's disappointment or frustration with the person or thing being referred to.

K. Indicating Unfitness for Planting

Context *K*: During a conversation at the farm, Abu Hamid seeks advice from his neighbour Khalil concerning his business affairs. In response to Abu Hamid's inquiry, Khalil provides his suggestion by stating:

خليل:	ليش ما تزرع الارض اللي اشتريتها على طريق المطار؟

leıʃ ma: tızraʕ ʔılʔarẓ ʔıllı ʔıʃtareıtha ʕala ṭarı:g ʔıl maṭa:r

Khalil: 'Why don't you cultivate the land you bought on the airport road?'

أبو حامد:	والله الأرض ميته مش شغل زراعة، شغل استثمار او الواحد يبني عليها بيت.

walla ʔılʔarẓ maytıh mıʃ ʃuɣul zıra:ʕa ʃuɣul ʔıstıθma:r ʔaw ʔıl waħad yıbnı ʕaleıha beıt

Abu Hamid: 'The land is dead, not suitable for cultivation. It is suitable for investment or to build a house on it.'

According to the available data, the expression *mayyıt* is used to covey a negative connotation when describing land as having less value in terms of cultivation, implying that it cannot be planted, as demonstrated in example (*K*) in which Abu Hamid uses *maytıh* to describe the land, he says الأرض ميته 'the land is dead' and adds مش شغل زراعة 'not suitable for cultivation'. His addition verifies the negative connotation of *maytıh*. As such, this implies that the speaker believes the land is unproductive and has a low yield, which is undesirable. In principle, the use of *maytıh* in this context signals dissatisfaction with the ability of the land at hand to support agriculture.

L. Indicating Bravery

Context *L*: In the residential area where Issa and Qasim reside, a snake was discovered in the garden of one of the houses. A neighbour, Abu Ata, promptly took action to eliminate the snake. During a conversation with Qasim regarding this incident, Issa provides his commentary by stating:

عيسى:	شفت كيف مسك الأفعى وما خاف من مره؟

ʃuft keıf masak ʔıl ʔafʕa ʔu ma: xa:f mın marra

Issa: 'Did you see how he grabbed the snake without any fear?'

قاسم:	شكله قلبه ميت هالزلمه.

ʃıklu galbu mayyıt hazzalama

Qasim: 'This man seems to have a dead heart.'

In this context, the expression *mayyıt* is used positively. In example (*L*), Abu Ata is viewed as a person with a strong heart who fears nothing, as implied by the use of *mayyıt* in Qasim's statement قلبه ميت هالزلمه 'this man has a dead heart'. The connotative meaning of *mayyıt,* in this case, is positive. It is meant to highlight the person's courage and bravery, implying they can face any situation or task without fear. It also implies to the listener that they can rely on this person to handle any situation that requires courage.

M. Signalling Lack of Mercy

Context *M*: Lubna and her husband are conversing about a neighbour who recently committed a criminal act. She expresses her thoughts by stating:

لبنى: شفت كيف قتل صديقة بدون رحمه بسبب خلاف مادي؟

                ʃuft keıf gatal ṣadı:qu bıdu:n raħma bısabab xıla:f ma:ddı

Lubna: 'Did you see how he mercilessly killed his friend over a financial dispute?'

مفلح: قلبه ميت لحتى فعل هالفعلة.

                galbu mayyıt laħatta faʕal halfıʕlıh

Mofleh: 'His heart is dead to commit such an act.'

The conversation in example (*M*) provides a different meaning of the same structure used in the previous example (*L*). It shows the role of the context in interpreting the intended meaning of the linguistic structure. In this example, Mofleh responds to the comment of his wife Lubna using the expression *mayyıt* to describe their neighbour as a person who lacks compassion when dealing with situations that require mercy. Despite using the same Arabic structure in examples (*L*) and (*M*), the intended meaning in each example is different, as well as the connotation. While in example (*L*) the connotative meaning is positive, it is negative in example (*M*). It is necessary to note that the structure in example (*M*) does not imply that the person being talked about possesses a strong heart as in the case with the meaning in example (*L*).

This finding highlights the necessity of considering the context in which the expression *mayyıt* is used, as the same linguistic structure can have varying connotations. Furthermore, this emphasizes the multifunctionality of *mayyıt* in Jordanian Arabic, as it can be used to describe people in various ways. As such, it has implications for learners and teachers of JSA. They should pay careful attention to the different meanings and functions of *mayyıt* in different contexts in order to effectively be able to produce and understand messages involving such deeply rooted terms in Jordanian culture, without which it may become an obstacle to their language acquisition.

N. Conveying Extreme Quietness

Context *N*: Abdullah, an English language teacher who recently relocated to a village school, encounters his comrade Salman one week after his transfer. The following dialogue unfolds between them:

سلمان: كيف سكنتك الجديده في القرية؟

                keıf sakıntak ʔıl dʒadı:da fıl qarya

Salman: 'How do you find your new residence in the village?'

عبد الله: يا اخي الحياة في هاي القرية ميته!

                ya: ʔaxı ʔılħaya: fı ha:y ʔıl qarya maytıh

Abdullah: 'Brother, life in this village is dead.'

The concept of quietness, especially the extreme one, is not always positive, as viewed by JSA speakers. In example (*N*), Abdullah uses the expression *maytıh* to describe the kind of life he is experiencing in the village where he moved to as lifeless. The use of *mayyıt* in this context implies that the life is tranquil to the point of causing boredom. The connotative meaning is negative as it is used to discourage the addressee from living or even visiting the place in question due to the perception of it being uninteresting or lacking excitement. This meaning is somehow similar to the meaning discussed in example (*D*) above in that the speaker uses the expression *mayyıt* to discourage the addressee from proceeding to do or start something and the negative connotation is mainly due to the unfavourable economic conditions whether it be business or moving to live in a particular place. However, in this meaning (example *N*), the negative connotation is solely due to the extreme quietness.

O. Expressing Depression

Context *O*: Yousef participated in a wedding celebration where he had an encounter with his friend Firas and discerned a subtle sense of despondency in his demeanour. Several days subsequent, upon encountering another friend, Ibrahim, he addresses the situation by stating:

يوسف: مال فراس صاير هيك؟

                ma:l fıra:s ṣa:yır heık

Yousef: 'What is wrong with Firas?'

إبراهيم: مزاجه ميت بعد الحادث.

                maza:dʒu mayyıt baʕd ʔıl ħa:dıθ

Ibrahim: 'His mood is dead after the accident.'

The expression *mayyıt* is also employed to describe a person who feels disappointed or depressed resulting from a temporary situation. For instance, in the conversation between the two friends shown in example (*O*), Yousef asks Ibrahim about their friend Frias and Ibrahim replies using *mayyıt* to describe his mood. Ibrahim also mentions the cause of this state of being 'after the accident', so Yousef will tolerate or excuse Firas for his strange behaviour. When disappointed or depressed to a higher degree, some Jordanians use *mayyıt* to describe their state of being, such as when one says قلبي ميت بطلت أحب الحياه 'My heart is dead. I don't like life anymore'. In both cases, the connotative meaning is negative. However, in the former example, the state of depression is caused by a temporary factor such as 'the accident'. In contrast, in the second, it results from a series of negative experiences that the speaker has encountered in their life.

These examples show the versatile nature of the expression *mayyıt*, which can be employed to express a wide range of emotions and situations in JSA. Moreover, these negative connotations suggest that the use of *mayyıt* in these contexts may be intended to induce sympathy or support from the listener.

P. Indicating a Desire to not Be Involved

Context *P*: Hatim and Walid witnessed a confrontation among a group of university students. As soon as the altercation finished, they found a place to sit on the university campus and engaged in the subsequent dialogue:

حاتم: اسمعت ايش حكاله؟

ʔısmıʕıt eıʃ ħaka:lu

Hatim: 'Did you hear what he said to him?'

وليد: اعتبرني ميت وما سمعت شيء.

ʔıʕtabırnı mayyıt ʔu ma: smıʕıt ʃıy

Walid: 'Consider me dead and didn't hear anything.'

The expression *mayyıt* is employed in JSA to mean being ignored, avoiding involvement or denying responsibility. In other words, it is used to convey a sense of reluctance or disinterest in participating in certain situations. In example (*P*), Walid signals his unwillingness to participate even in opinion about the students' confrontation when asked by his friend Hatim and indicates his desire to be entirely ignored or not hold any responsibility. In this context, the connotation of *mayyıt* is negative, implying a lack of accountability or willingness to engage.

The above analysis demonstrates the multifaceted nature of the expression *mayyıt* in JSA. It serves a total of 16 (*A-P*) different pragmatic functions that span a wide range of meanings, including expressing extremity, characterizing sluggishness, denoting miserliness, describing discouragement, expressing strong love, denoting insufficiency, signalling a lack of customers, denoting difficulty, expressing disapproval, indicating poor quality, Indicating unfitness for planting, indicating bravery, signalling lack of mercy, conveying extreme quietness, Expressing depression, and indicating a desire to not be involved.

V. Conclusion

The present study has aimed to investigate the discourse analysis and pragmatic functions of the expression *mayyıt* in JSA based on contextual analysis. The results have revealed that the expression *mayyıt* has 16 different functions interpreted according to the context in which it is used. The findings of the study suggest that the participants did not interpret *mayyıt* solely according to its lexical meaning. Instead, the connotative meaning of *mayyıt* was more dominant. This goes in line with the findings of Rabab'ah and Al-Saidat's (2014) study, in which the participants interpreted the expressions in question according to their connotative meaning rather than lexical meaning. This underscores the importance of considering the cultural and contextual factors that influence the interpretation of linguistic expressions.

The study has explored the multifaceted nature of *mayyıt* in JSA, revealing that it serves a wide range of pragmatic functions. While it is employed for 16 different functions, the majority of these functions have negative connotations. Remarkably, three positive functions have been identified, connoting deep longing, intense love and bravery as presented in functions (*A*), (*E*) and (*L*), respectively. Interestingly, the expression 'his heart is dead' may have three different functions according to the context, including connotations of strength, lack of mercy, or a feeling of depression or disappointment, as in functions (*L*), (*M*) and (*O*), respectively. As such, the interpretation of *mayyıt* depends heavily on the context in which it is employed; this agrees with Fraser's (1990) study discussed above. The positive usage of *mayyıt* contrasts with the negative connotations investigated above, which imply dissatisfaction, frustration or desperation. When expressing love or desire, *mayyıt* has a connotation of intensification and passion, in which it expresses the depth of the speaker's emotion or longing, emphasizing the significance of the person or object being talked about. In other words, while the expression *mayyıt* is frequently associated with negative meanings in JSA, it also conveys positive emotions and desires, adding depth and nuance to everyday interactions. It is important to note that this positive usage of *mayyıt* is more common in colloquial speech, such as JSA, than in formal writing or communication. In everyday interactions, Jordanians may use *mayyıt* to express their enthusiasm or passion for something or someone, whereas in more formal contexts, other expressions may be more suitable.

Simply put, the context plays a significant role in the interpretation of *mayyıt*. Its meaning is context-dependent; it depends heavily on the context in which it is used. Therefore, it is essential for teachers of JSA to be aware of the cultural and contextual nuances of the language they are teaching in order to effectively convey the meaning and usage of expressions like *mayyıt* to their students. Learners also have to pay attention to the use of this and other similar expressions in order to be able to produce and understand messages involving such deeply rooted terms in the Jordanian culture, without which it may become an obstacle to the acquisition of JSA by non-native speakers (Komissarov, 1991).

The present study offers valuable insights into the multifunctionality and connotative meanings of the expression *mayyıt*. It sheds light on the importance of understanding the context in which it is used and how this context plays a significant role in its interpretation. As such, the study represents a significant contribution to the fields of pragmatics and language acquisition. The study highlights the need for future research on similar linguistic phenomena in Arabic and its dialects. Arabic language is known for its rich linguistic environment and cultural diversity, so there is much to be explained in terms of the usage, meaning, and function of different words and expressions in different contexts.

Future research can build on this study by examining other expressions in JSA or other Arabic dialects to deepen our understanding of the linguistic and cultural aspects of Arabic language use. This could include investigating the use of idiomatic expressions and other colloquialisms in Arabic and how they are perceived by native and non-native speakers of the language. Such studies would not only deepen our understanding of Arabic but also provide valuable insights for language teachers and learners.

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The Pros and Cons of Teaching English Language Speaking Skills Online From the Points of View of EFL Teachers at King Khalid University's (KKU's) Tehama Campus

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Abstract—**English language skills are generally divided into two groups: receptive skills (listening and reading) and productive skills (speaking and writing) with productive skills being the more problematic area for both teaching and learning. Therefore, along with a competent teacher, students need intensive practice to excel in productive skills. With the COVID-19 pandemic in 2020 affecting all sectors of the educational field, the world was forced to shift from face-to-face classroom learning to online learning. As a result, instructors and students struggled to achieve their goals as many problems evolved, particularly in teaching productive English language skills. This study explores the pros and cons of teaching English language speaking skills online from the points of view of EFL teachers at King Khalid University's Tehama Campus. To get the results of this study, researchers used the systematic descriptive analytical approach using a questionnaire to collect the data. Results were analyzed using the Statistical Package for Social Sciences (SPSS). Findings revealed many pros of teaching English speaking skills online such as developing students' motivation, confidence, competence, and pronunciation, enriching their vocabulary, saving their energy spent in commuting, and overcoming speaking problems. These pros were compared to the fewer cons which included a lack of facial expressions and body language.**

Index Terms—**pros & cons, productive, online, receptive**

I. INTRODUCTION

The four skills of English - reading writing, listening, and speaking - are essential for language acquisition. Listening and reading, also known as "receptive skills", are always seemingly easier for students to learn and for teachers to teach. On the other hand, students always seem to find speaking and writing, or "productive skills", a challenge for them to learn and for teachers to maintain. This difficulty seems to be the norm in a regular traditional ESL classroom. However, with the COVID-19 pandemic forcing students and teachers online for two years starting in 2020, teaching and learning the productive skills of English came with even more challenges which raised the problem of this study. Results may help educators find solutions and strategies to support the pros of teaching English language speaking skills online and overcoming its cons.

II. OBJECTIVES OF THE STUDY

This study aims to discover the pros and cons of teaching English language speaking skills online from the points of view of EFL teachers at King Khalid University's (KKU's) Tehama Campus.

III. LITERATURE REVIEW

Ramadhani et al. (2021) revealed that an online learning environment could not replace the role of lecturers and teachers who can provide fundamental mathematical understanding despite the luxury of using computers and the internet. On the other hand, Gupta and Chopra (2022) mentioned many factors that affect students in online learning such as saving the energy that they spend when traveling to and from the classroom. However, poor or no Internet connection, student isolation from teachers, and no physical classroom are regarded as challenges for the students.

Indarto et al. (2022) stated that, despite having good human resources, many factors hinder online learning in Indonesia such as poor or no Internet connection, poor teacher implementation of online learning, and a lack of understanding by some lecturers of the essence of online learning As a result, communication is not fully achieved.

Negoescu et al. (2021) explained how speaking needs special attention for students to learn how to use the language accurately and fluently in an appropriate social context. Indeed, speaking is one of the most difficult skills, but essential for communication which makes it a challenge for both online and face-to-face teaching. Negoescu et al. (2021) also shed light on the challenges of the online learning environment that they have encountered while teaching English speaking skills, these challenges include indirect contact with the students and no face-to-face connection so the teacher cannot notice the body language of their students. This is especially true when the students do not use the camera – an ever-present problem due to various reasons such as a student's shyness, being with their family in the same room, or a fear of making mistakes in grammar or vocabulary and being criticized for it. Nevertheless, with a good level of preparation and support, teachers noticed that students appreciated the opportunity to practice their speaking skills online, as they were able to communicate with colleagues from another academy from abroad and regarded it as a new, enriching experience.

Maria (2021) pointed out that teachers who used virtual meeting platforms designed materials that impact young learners to improve their communication skills in English by stimulating students with these materials. Alzamil (2021) stated that students had positive attitudes towards the importance of speaking English and online learning during the COVID-19 pandemic. However, they did not believe that it could replace face-to-face learning.

Sello and Manamela (2022) suggested using Massive Open Online Courses (MOOCs) that encapsulate the blended method of pedagogy and Open Distance Learning (ODL) in teaching and learning to make it more effective.

For a postgraduate project management module, Tan et al. (2022) compared the learning outcome of students' learning face-to-face to the learning outcome of students learning through online activities and the suitability of Microsoft Teams as a learning environment for collaborative learning. They pointed out that technology-enhanced learning and Microsoft Teams can support active and online collaborative learning in higher education.

Albaqami and Alzahrani (2022) revealed that instructors have positive attitudes and a good knowledge of using online tools in teaching the English language; however, they complained about the distress that they suffered due to the obligation to acquire new digital skills within a very short period in which they were not adequately prepared.

Truong and Murray (2019) stated that technology helped teachers start and continue teaching their courses, and it affected teachers' motivation. However, teachers faced the problem of establishing collaborative learning in online environments.

Alolaywi (2021) pointed out that instructors are unsatisfied, and e-teaching cannot easily replace traditional education.

Mona et al. (2021) pointed out that teachers face many challenges in online teaching, such as difficulty in reflecting desired learning outcomes due to cheating between the students; also, online teaching adds multiple tasks for instructors.

Heba et al. (2023) discussed the advantages of an e-learning environment and artificial intelligence in teaching. They stated that an e-learning environment in an artificial intelligence base helped develop English language skills in general and speaking skills specifically.

Mona and Ehab (2022) stated that simulation could help students positively develop speaking skills starting with pronunciation, intonation, and body language.

Garcia and Sanchez (2015) reveal that there are different situational factors such as face-to-face interaction, pair grouping, and group work that affect students' motivation and learning of speaking skills; they also encourage better oral communication of the English language.

Al Mahmud (2022) stated that online teaching through Blackboard Collaborate "BB" helped students to improve their learning style to a student-centered approach. The study also shed light on the benefits Saudi women gained from learning through BB such as overcoming cultural barriers.

Sheerah and Yadav (2022) stated that the flipped classroom approach helped students to be more confident, competent, and fluent in speaking classes.

Santhanasamy and Yunus (2022) pointed out how the flipped learning approach helps develop students in self-regulated learning, interaction, motivation, and achievement, which is apparent in pupils' speaking skills.

Koyak and Üstünel (2020) pointed out that recorded motivational videos enhance speaking, enrich students' vocabulary, develop pronunciation, and increase students' motivation inside the classroom.

Yesil ģinar (2019) revealed that flipped learning enhances students' motivation concerning speaking skills.

Toleuzhan et al. (2023) stated that using YouTube videos has a positive impact on students learning of English-speaking skills, confidence, and motivation, especially in English films, songs, and vlogs.

Ali et al. (2019) showed no difference between male and female perceptions of learning to speak English; however, female students' perception of English learning is more optimistic. They pointed out that lack of environment, interest, and motivation are the most critical factors that affect students' speaking skills.

Finally, Alrasheedi (2020) pointed out factors that affected EFL learners speaking skills negatively, such as shyness, peer pressure, anxiety, vocabulary, fear of making mistakes, and less exposure to the target language.

IV. RESEARCH METHODOLOGY

A. Data Collection

Researchers used the systematic descriptive analytical approach to find out the pros and cons of teaching English language speaking skills online from the points of view of EFL teachers at King Khalid University's (KKU's) Tehama Campus in the academic year 2023.

B. Participants

The population of this study was made up of instructors from the English Department of College of Science & Arts Muhayil. This study took place in the third semester of the academic year 2023.

C. Instrument of the Study

The researchers used a questionnaire to find the pros and cons of online teaching of English language speaking skills from the points of view of EFL teachers at KKU's Tehama Campus.

D. Reliability and Validity of the Teacher's Questionnaire

To find the reliability and validity of the teacher's questionnaire, the researchers used the statistical equations Cronbach's Alpha, Spearman and Brown, and a One-Sample Test. Table 1 below presents the results.

TABLE 1
RELIABILITY AND VALIDITY OF THE QUESTIONNAIRE

	Cronbach's Alpha	Spearman and Brown
Reliable	0.641	0.665
Validity = √Reliable	0.80	0.815

From the table above, the Validity =√Reliable results are at 0.80 for Cronbach's Alpha and .815 for Spearman and Brown, both of which reflect the high validity and reliability of the questionnaire to be used for collecting the data.

V. STATISTICAL AND ANALYTICAL RESULTS

The thirty questions of the questionnaire are used to discover the pros and cons of teaching English language speaking skills online from the points of view of EFL teachers at KKU, Tehama Campus. Please see Appendix 1. Results analysis of the questionnaire answers to questions 1-15 are in Table 2 below.

TABLE 2
RESULTS ANALYSIS OF THE QUESTIONNAIRE QUESTIONS 1-15

No	Question	Mean	Std. Deviation	t	df	Sig	reality of 0.05	Value
1	In online classes, teachers can hold group discussions to give students a chance to speak.	2.58	.712	9.548	39	.000	significance	agree
2	In online classes. teachers speak all the time in class and students listen.	1.6000	.84124	.752	39	.457	insignificance	uncertain
3	In online classes, teachers must sometimes check students' mistakes.	2.7250	.55412	13.982	39	.000	significance	agree
4	In online classes, teachers have trust in the students' performance	2.1250	.82236	4.807	39	.000	significance	uncertain
5	Teachers find online classes too time-consuming to teach speaking.	2.0500	.87560	3.973	39	.000	significance	uncertain
6	In online classes, teachers give students time to have discussions.	2.5750	.74722	9.099	39	.000	significance	agree
7	In online classes, teachers use questions to encourage students to speak.	2.8750	.40430	21.509	39	.000	significance	agree
8	In online classes, teachers are not able to give students roles to play games that develop speaking.	2.4250	.78078	7.493	39	.000	significance	agree
9	In online classes, teachers give students imitation (simulation) roles to play.	2.5250	.64001	10.129	39	.000	significance	agree
10	In online classes, teachers give students pair work activities.	2.4000	.81019	7.026	39	.000	significance	agree
11	In online classes, teachers ask students to memorize and act out conversations.	2.3000	.82275	6.150	39	.000	significance	agree
12	In online classes, teachers use card games to help students speak.	2.0500	.81492	4.268	39	.000	significance	uncertain
13	In online classes, teachers cannot control the accuracy and fluency of the students.	2.0750	.97106	3.745	39	.001	significance	uncertain
14	Teachers' feedback on students' speaking tasks in online classes is direct and effective.	2.5000	.78446	8.062	39	.000	significance	agree
15	In online classes, students are motivated to improve their speaking skills.	2.5500	.78283	8.483	39	.000	significance	agree

According to the analysis of statement No.1 in Table 2, results reveal that the statement is significant as the (t) value equals 9.548 with a degree of freedom at 39 and a probability value agreement at .000. This means that, according to

teachers, the statement "In the online class, teachers can hold group discussions to give students a chance to speak" has a validity of 0.05.

According to the analysis of statement No.2 in Table 2, results reveal that the statement result is insignificant as the (t) value equals .752 with the degree of freedom at 39 and a probability value agreement of .457. This means, according to instructors' responses, the statement "Teachers speak all the time in a class and students listen" has a validity of 0.05. As a result, this statement will be the opposite as it is insignificant.

According to the analysis of statement No.3 in Table 2, results reveal that the statement is significant as the (t) value is 13.982 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In online classes, teachers must sometimes check students' mistakes" has a validity of 0.05.

According to the analysis of statement No.4 in Table 2, results reveal that the statement is significant as the (t) value is 4.807 with a degree of freedom at 39 and a probability value agreement of .000 with an unclear agreement, This means, according to instructors, the statement "In an online class, teachers have no clear trust in the student performance." has a validity of 0.05.

According to the analysis of statement No.5 in Table 2, results reveal that the statement result is significant but unclear as the (t) value is 3.973 with a degree of freedom at 39 and a probability value agreement of .000 with an unclear agreement. This means, according to instructors, the statement "Teachers find online classes too time-consuming to teach speaking" has a validity of 0.05.

According to the analysis of statement No.6 in Table 2, results reveal that the statement is significant as the (t) value is 9.099 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In an online class, teachers can hold group discussions to give students a chance to speak" has a validity of 0.05.

According to the analysis of statement No.7 in Table 2, results reveal that the statement is significant as the (t) value is 21.509 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In online classes, teachers use questions to encourage students to speak" has a validity of 0.05.

According to the analysis of statement No.8 in Table 2, results reveal that the statement is significant as the (t) value is 7.493 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In an online class, teachers are not able to give students roles to play games that develop speaking skills" has a validity of 0.05.

According to the analysis of statement No.9 in Table 2, results reveal that the statement is significant as the (t) value is 10.129 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In an online class, teachers give students imitation (simulation) roles to play" has a validity of 0.05.

According to the analysis of statement No.10 in Table 2, results reveal that the statement is significant as the (t) value is 7.026 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In an online class, teachers give students pair work activities." has a validity of 0.05.

According to the analysis of statement No.11 in Table 3, results reveal that the statement is significant as the (t) value is 6.150 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In an online class, teachers ask students to memorize and act out conversations" has a validity of 0.05.

According to the analysis of statement No.12 in Table 3, results reveal that the statement result is significant as the (t) value is 4.268 with a degree of freedom at 39 and a probability value of .000 with unclear agreement. This means, according to instructors, the statement "In online classes, teachers' opinions are different about using playing cards to help students speak" has a validity of 0.05.

According to the analysis of statement No.13 in Table 3, results reveal that the statement result is significant as the (t) value is 3.745 with a degree of freedom at 39 and a probability value of .000 with unclear agreement. This means, according to teachers, that the statement "In online classes, teachers have different opinions about controlling the accuracy and fluency of the student" online class teachers have no evident trust in the student performance. This statement has a validity of 0.05.

According to the analysis of statement No.14 in Table 3, results reveal that the statement is significant as the (t) value is 8.062 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In online classes, teachers' feedback on students' speaking task is direct and effective" has a validity of 0.05.

According to the analysis of statement No.15 in Table 3, results reveal that the statement is significant as the (t) value is 8.483 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In an online class, students are motivated to improve their speaking skills." has a validity of 0.05.

Results analysis of the questionnaire answers to questions 16-30 are in Table 3 below.

TABLE 3
RESULTS ANALYSIS OF THE QUESTIONNAIRE QUESTIONS 16-30

No	Question	Mean	Std. Deviation	t	df	Sig	reality of 0.05	Value
16	In online classes, students feel bored and unmotivated.	1.8250	.84391	2.436	39	.020	significance	uncertain
17	In online classes, students are unmotivated to improve their speaking skills.	1.9000	.92819	2.726	39	.010	significance	uncertain
18	In online classes, students always feel comfortable speaking up in front of the class virtually.	2.1250	.91111	4.338	39	.000	significance	uncertain
19	In online classes, there is a lack of facial expressions and suprasegmentals.	2.7000	.72324	10.494	39	.000	significance	agree
20	In online classes, students feel embarrassed to participate.	1.6000	.87119	.726	39	.472	insignificance	uncertain
21	In online classes, students are encouraged to participate without being embarrassed.	2.8250	.54948	15.251	39	.000	significance	agree
22	In online classes, students' comfort of studying from home helps them to join in speaking.	2.6000	.74421	9.348	39	.000	significance	agree
23	In online classes, students are engaged in group work activities such as presentations.	2.3250	.79703	6.547	39	.000	significance	agree
24	In online classes, students prefer presentations to overcome speaking difficulties.	2.5250	.71567	9.058	39	.000	significance	agree
25	Some speaking activities' "description" cannot be effectively conducted in online classes.	2.5250	.71567	9.058	39	.000	significance	agree
26	In online classes, technical problems waste time.	2.5000	.78446	8.062	39	.000	significance	agree
27	An online classroom is a perfect environment for developing practical speaking abilities.	2.1750	.90263	4.730	39	.000	significance	uncertain
28	In online classes, a low level of anxiety affects students' fluency.	2.6000	.70892	9.814	39	.000	significance	agree
29	Using technology in online classes helps students to deliver speaking tasks in a better way.	2.6250	.70484	10.095	39	.000	significance	agree
30	In online classes, videotaping teachers' speaking tasks helps to improve students speaking quality.	2.7000	.64847	11.704	39	.000	significance	agree

According to the analysis of statement No.16 in Table 3, results reveal that the statement result is significant as the (t) value is 2.436 with a degree of freedom at 39 and a probability value agreement of .000 which presents unclear agreement, This means, according to instructors, the statement "In online classes, students feel bored and unmotivated" has a validity of 0.05.

According to the analysis of statement No.17 in Table 3, results reveal that the statement result is significant as the (t) value is 2.726 with a degree of freedom at 39 and a probability value of .000 with unclear agreement. This means, according to instructors, the statement "In an online class, teachers are not sure if students are unmotivated to join speaking skills or not" has a validity of 0.05.

According to the analysis of statement No.18 in Table 3, results reveal that the statement result is significant as the (t) value is 4.338 with a degree of freedom at 39 and a probability value of .000 with unclear agreement. This means, according to instructors, the statement "In online classes, teachers are not sure about students feeling of comfort about speaking up in front of the class virtually" has a validity of 0.05.

According to the analysis of statement No.19 in Table 3, results reveal that the statement is significant as the (t) value is 10.494 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In an online class, there is lack of facial expressions and suprasegmentals" has a validity of 0.05.

According to the analysis of statement No.20 in Table 3, results reveal that the statement result is significant as the (t) value is .726 with a degree of freedom at 39 and a probability value of .000 with unclear agreement. This means, according to instructors, the statement "In online classes, students feel embarrassed to participate" has a validity of 0.05.

According to the analysis of statement No.21 in Table 3, results reveal that the statement is significant as the (t) value is 15.251 with a degree of freedom at 39 and a probability value of .000 agreement. This means, according to instructors, the statement "In an online class, students are encouraged to participate without being embarrassed" has a validity of 0.05.

According to the analysis of statement No.22 in Table 3, results reveal that the statement is significant as the (t) value is 9.348 with a degree of freedom at 39 and a probability value of .000 agreement. This means, according to instructors, the statement "In an online class, students' comfort of studying from home helps to join speaking." has a validity of 0.05.

According to the analysis of statement No.23 in Table 3, results reveal that the statement is significant as the (t) value is 6.547 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In online class, students are engaged in group work activities such as presentation." has a validity of 0.05.

According to the analysis of statement No.24 in Table 3, results reveal that the statement is significant as the (t) value is 9.058 with a degree of freedom at 39 and a probability value of .000 agreement. This means, according to instructors, the statement "In an online class, students prefer presentation to overcome speaking difficulties" cannot be effectively conducted" has a validity of 0.05.

According to the analysis of statement No.25 in Table 3, results reveal that the statement is significant as the (t) value is 9.058 with a degree of freedom at 39 and a probability value of .000 agreement. This means, according to instructors, the statement "In an online class, some speaking activities 'description' cannot be effectively conducted" has a validity of 0.05.

According to the analysis of statement No.26 in Table 3, results reveal that the statement is significant as the (t) value is (8.062) with a degree of freedom at 39 and a probability value of .000. This means, according to instructors, the statement "In an online class, technical problems waste time." has a validity of 0.05.

According to the analysis of statement No.27 in Table 3, results reveal that the statement is significant as the (t) value is 4.730 with a degree of freedom at 39 and a probability value of .000) with the unclear agreement. This means, according to instructors, the statement "Teachers' opinions differ about the online classroom as a perfect environment for developing practical speaking abilities" has a validity of 0.05.

According to the analysis of statement No.28 in Table 3, results reveal that the statement is significant as the (t) value is 9.814 with a degree of freedom at 39 and a probability value of .000. This means, according to instructors, the statement "In an online class, low level of anxiety affects students' fluency" has a validity of 0.05.

According to the analysis of statement No.29 in Table 3, results reveal that the statement is significant as the (t) value is 10.095 with a degree of freedom at 39 and a probability value of .000. This means, according to instructors, the statement "Using technology in online classes, helps students to deliver speaking task in a better way" has a validity of 0.05.

According to the analysis of statement No.30 in Table 3, results reveal that the statement is significant as the (t) value is 11.704 with a degree of freedom at 39 and a probability value of .000. This means, according to instructors, the statement "In online classes, videotaping of teachers speaking tasks helps to improve students speaking quality" has a validity of 0.05.

VI. General Summary of the Questionnaire Results

In online classes:
1. Teachers can hold group discussions to give students a chance to speak.
2. Teachers don't speak all the time in a class while the students listen
3. Teachers sometimes must check students' mistakes.
4. Teachers have no clear trust in their student's performance.
5. Teachers do not agree about how time-consuming it is to teach speaking online.
6. Teachers give students time to have discussions.
7. Teachers use questions to encourage students to speak.
8. Teachers cannot give students roles to play games that develop speaking.
9. Teachers give students imitation (simulation) roles to play.
10. Teachers give students pair work activities.
11. Teachers ask students to memorize and act in conversation.
12. Teachers' opinions are different about using playing card games to help students learn to speak.
13. Teachers have different opinions about controlling the accuracy and fluency of the students.
14. Teachers' feedback on students' speaking tasks is direct and effective.
15. Students can be motivated to improve their speaking skills.
16. Teachers are not sure about students' feelings, boredom, or demotivation.
17. Teachers are still determining if students are motivated to improve their speaking skill
18. Teachers are not sure about students' feelings of comfort about speaking up virtually in front of the class.
19. There is a lack of facial expression and suprasegmental.
20. Teachers are not sure about students' embarrassment in participating.
21. Students are encouraged to participate without being embarrassed.
22. Students' comfort of studying from home helps to join speaking.
23. Students are engaged in group work activities such as presentations.
24. Students prefer presentations to overcome speaking difficulties.
25. Some descriptions of speaking activities cannot be effectively conducted.
26. Online technical problems waste time.
27. Teachers' opinions differ about the suitability of online classrooms for developing practical speaking abilities.
28. A low level of anxiety affects students' fluency.
29. Teachers believe that using technology in online classes helps students deliver speaking tasks better and improves their speaking quality.
30. Videotaping teachers' speaking tasks helps to improve students' speaking quality.

VII. RESULTS AND DISCUSSION

According to the results of instructors' responses to statements one through ten, instructors agree that they can hold group discussions and give students enough chances and time to speak. They can check students' mistakes and motivate them to speak by asking questions and performing simulating and pair-work activities. However, instructors' trust in students' performance is different; some instructors think online teaching is time-consuming, while others do not. These results agree with Indarto et al. (2022) whose findings showed how Internet connection and teachers' competence in online implementation affect communication when using online learning.

According to instructors' responses to statements 11 through 20, results show that they cannot use games and cards in online teaching. However, teachers agreed that they could give immediate, direct feedback about students' speaking tasks, which is effective. Teachers are not sure about students' motivation to join speaking activities or students' feelings of comfort about speaking up in front of the class virtually. They are also unsure of students' embarrassment, boredom, or lack of motivation when they participate in speaking exercises as they lack facial expressions and suprasegmentals because students are reluctant to open the camera. These results agree with Ramadhani et al. (2021) who showed that an online learning environment cannot replace the role of lecturers and teachers in traditional classrooms. Moreover, it agrees with Negoescu et al. (2021) and Truong and Murray (2019) who shed light on the importance of face-to-face connections to develop speaking skills such as indirect contact with the students, body language, and collaborative learning. The results also agree with Alolaywi (2021) who showed that educators are not satisfied with e-teaching, which cannot easily replace traditional education. Also, Mona et al. (2021) pointed out face-to-face connection as one of the challenges teachers face in online teaching. Additionally, there are the results of Garcia and Sanchez (2015) which pointed out the different situational factors that affect speaking skills when teaching online.

According to the results of instructors' responses to statements 21 through 30, instructors' result for statement 22 show that, in an online class, students are encouraged to participate without embarrassment, and they also feel comfortable studying from home. This is in line with Gupta and Chopra (2022). Online learning saves students' energy spent on traveling, despite the students' isolation from teachers.

Teachers' result responses also show that students prefer presentations when it comes to speaking activities as they use notes and PowerPoint presentations to ease their tasks and help students overcome difficulties; however, some speaking activities' descriptions cannot be effectively conducted. These results agree with the findings of Irene Maria (2021), Alzamil (2021), Selelo and Manamela (2022), and Irene Maria (2021) who all agreed with the positive impact that online learning has on students.

Teachers' responses show different opinions about online classrooms being a perfect environment for developing practical speaking abilities and think that technical problems associated with online teaching waste time. However, online classes decrease students' anxiety and affect fluency because using technology in online classes, helps students deliver speaking tasks better; This is in agreement with Tan et al. (2022), Albaqami and Alzahrani (2022), and Truong and Murray (2019) who showed how online tools have a positive effect on students' motivation and agrees with statement 15.

Also, teachers agree that videotaping teachers' speaking tasks in online classes helps improve students' speaking quality. This result agrees with Heba et al. (2023) who discussed the advantages of an e-learning environment and artificial intelligence in teaching. Moreover, Mona and Ehab (2022) stated the positive effects of improving students' speaking skills such as pronunciation, intonation, and body language.

Educators should take advantage of tools they can use in online teaching. Researchers found that, according to the results of statements 28-30, the advantages of online teaching agree with Al Mahmud (2022) findings which presented how BB helped improve students' learning style when it was changed to a student-centered approach. Sheerah and The findings of Yadav (2022) and Santhanasamy and Yunus (2022) showed how the flipped classroom approach helped students to be more confident and competent in self-regulated learning, interaction, motivation, and achievement and are also supported by Yesil çinar (2019) study.

Also, Koyak and Üstünel (2020) pointed out the effect of recorded motivational videos on enhancing speaking, enriching students' vocabulary, and developing pronunciation. This is also in line with the findings of Toleuzhan et al. (2023) who stated the positive impact of YouTube videos especially English films, songs and vlogs, on students learning of English-speaking skills, confidence and motivation.

Let us take the results of Alrasheedi's (2020) study, which illustrates factors that negatively affect EFL learners' speaking skills. We can find that online teaching can overcome this negativity according to the results of statements 21 and 28.

Finally, in accordance with the findings of Ali et al. (2019), we can apply findings to both genders, female and male.

VIII. CONCLUSION

In conclusion, this study's results on the teaching of English language speaking skills online from the points of view of EFL teachers at King Khalid University's (KKU's) Tehama Campus present many pros and cons.

Starting with the pros, instructors believe that teaching English speaking skills online helps develop students' motivation, confidence, pronunciation, and competence. Likewise, it also enriches their vocabulary, saves them the time

and energy they take to commute to physical classrooms, and helps them overcome many problems including shyness, peer pressure, anxiety, fear of making mistakes, and forgetting vocabulary.

Though there are fewer cons compared to the pros of teaching English language speaking skills online, they include the fact that some activities cannot be applied online. Moreover, there is less exposure to the target language through online teaching along with a lack of being able to recognize facial expressions, body language, and suprasegmentals because some students do not turn their cameras on for various reasons.

IX. RECOMMENDATION

Online teaching of English language speaking skills has a potentially positive effect if its cons are solved, such as compelling students and teachers open cameras during the class to make sure students are paying attention during the class and to follow students' body language, applying communicative activities, and making use of recorded lectures to reinforce students learning by designing activities that depend on lecture- recording.

APPENDIX. QUESTIONNAIRE

This questionnaire is designed to investigate the pros and cons of teaching English language speaking skills online from the points of view of EFL teachers at King Khalid University's (KKU's) Tehama Campus.

Name: _____ (optional)

Dear Instructor,

As part of a research project on online teaching of English speaking skills, we would be grateful if you would kindly complete this questionnaire about the pros and cons of teaching speaking skills online with statements suggested by scholars in this field. Please, respond to the following statements by marking "Agree", "Uncertain", or "Disagree".

No	Question	Agree	Uncertain	Disagree
1	In online classes, teachers can hold group discussions to give students a chance to speak.			
2	In online classes. teachers speak all the time in class and students listen.			
3	In online classes, teachers must sometimes check students' mistakes.			
4	In online classes, teachers have trust in the students' performance			
5	Teachers find online classes too time-consuming to teach speaking.			
6	In online classes, teachers give students time to have discussions.			
7	In online classes, teachers use questions to encourage students to speak.			
8	In online classes, teachers are not able to give students roles to play games that develop speaking.			
9	In online classes, teachers give students imitation (simulation) roles to play.			
10	In online classes, teachers give students pair work activities.			
11	In online classes, teachers ask students to memorize and act out conversations.			
12	In online classes, teachers use card games to help students speak.			
13	In online classes, teachers cannot control the accuracy and fluency of the students.			
14	Teachers' feedback on students' speaking tasks in online classes is direct and effective.			
15	In online classes, students are motivated to improve their speaking skills.			
16	In online classes, students feel bored and unmotivated.			
17	In online classes, students are unmotivated to improve their speaking skills.			
18	In online classes, students always feel comfortable speaking up in front of the class virtually.			
19	In online classes, there is a lack of facial expressions and suprasegmentals.			
20	In online classes, students feel embarrassed to participate.			
21	In online classes, students are encouraged to participate without being embarrassed.			
22	In online classes, students' comfort of studying from home helps them to join in speaking.			
23	In online classes, students are engaged in group work activities such as presentations.			
24	In online classes, students prefer presentations to overcome speaking difficulties.			
25	Some speaking activities' "description" cannot be effectively conducted in online classes.			
26	In online classes, technical problems waste time.			
27	An online classroom is a perfect environment for developing practical speaking abilities.			
28	In online classes, a low level of anxiety affects students' fluency.			
29	Using technology in online classes helps students to deliver speaking tasks in a better way.			
30	In online classes, videotaping teachers' speaking tasks helps to improve students speaking quality.			

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Toponymy of Bondaraya Village, Gorontalo Province: A Local Wisdom Study

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Abstract—The present article delves into exploring the naming of a place (or toponymy) to unravel the potentials related to the history and legend of Bondaraya village as an effort to provide enrichment and education to the community. It further maps out and elaborates the naming processes of places that derive from the legend, the discourse, and the historical background, with which it outlines a recommendation for the government to develop policies regarding the promotion of cultural tourism objects and local wisdom education in Gorontalo Province. The study employed a qualitative design with an anthropolinguistic approach. It aimed to explore the local wisdom of the Bondaraya village community in the form of their culture and tradition through the lens of toponymy. The data were collected by in-depth interviews and Focus Group Discussion. Further, the data were analyzed in a descriptive manner. The result shows that the toponymy within Bondaraya village accentuates the local wisdom, which is the identity of the village. The study finds out that the naming of places in this village is closely related to some of the local wisdom elements in the area, i.e., the musical art (oral literature) and societal system. In conclusion, the toponymy of Bondaraya village is closely related to the local wisdom within the community.

Index Terms—Bondaraya village, local wisdom, toponymy, cultural tourism, Gorontalo province

I. INTRODUCTION

Indonesia is renowned for its diversity due to the abundance of islands, regions, and people. The diversity is apparent in the language, customary system, culture, tradition, and local wisdom used by different regions. Cultural diversity is seen as an asset for a community and thus is a vital object to be preserved and maintained by all of the members. In the face of relentless modernization and the evolving trends of contemporary living, cultural entities that persist retain their significance as intangible heritage and essential elements of ancestral civilization. Indonesia, as a nation, epitomizes this rich diversity, with numerous and distinct cultures existing across its various regions. However, instead of worsening the dispute, this remarkable diversity serves as a cohesive force, fostering unity and a profound sense of fraternity within the nation (Collins, 2014).

Cultural diversity becomes evident through the presence of traditions established by the local populace, reflecting their indigenous wisdom (Fitrawahyudi & Fadli, 2021). Such indigenous wisdom constitutes a sociocultural framework comprising knowledge, norms, regulations, and community expertise, tailored to harmoniously cater to communal living requirements, and it has been transmitted across successive generations. Jumriani et al. (2021) posit that local wisdom represents an intrinsic trait of a community within a given region, serving as both a constructive identity and a protective mechanism against detrimental elements of external cultures. The maturation and evolution of this local wisdom are intrinsically linked to the collective actions and endeavors undertaken by the community. Consequently, the true essence of local wisdom in a particular area may elude cursory observation, necessitating profound scrutiny and active engagement with the community to truly grasp its significance.

Local wisdom embodies a type of wisdom ingrained within a community residing in a specific location (Lim & Cacciafoco, 2023). Notably, the village of Bondaraya exemplifies the discernible manifestation of such local wisdom. The importance of local wisdom resides in its function of adaptation to the surrounding environment, whereby the community incorporates and enhances their wisdom through the acquisition of knowledge, conceptual ideas, cultural values, practices, and tools derived from abstracting their experiences in environmental management. This profound

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comprehension of the local milieu frequently serves as a dependable guide for the community in cultivating sustainable livelihoods within their residential setting. Distinctive historical developments of a region can be discerned through the narrative fabric of folklore tales. The historical genesis of a location typically serves as a primary source and fundamental perspective when assigning its nomenclature. While a brief discussion on the village's nomenclature has been provided earlier, it is essential to recognize that behind this naming process lies a profound significance that informs the rationale for bestowing the place with its chosen name (Sudaryat et al., 2009). Consequently, a correlation can be observed between the act of naming a place and the inherent meaning attributed to its name, particularly influenced by the prevailing local wisdom that thrives within the community of that local.

The foregoing elucidation elucidates a discernible correlation between indigenous wisdom and the inhabitants of a specific geographical region. This interconnection is multifaceted, encompassing factors such as the contextual alignment of toponyms with the community's attributes and the locally nurtured wisdom. These elements collectively attest to the interplay between the name of an area (toponym), the community residing within it, and the indigenous wisdom fostered and propagated by the community itself (Kim & Pietrow, 2023). That said, the naming process of a place is inseparable from the underlying culture of the society (Robert, 2015). Culture and language exhibit an inherent interconnection, as language constitutes an integral component of culture. The naming of places (toponymy) that is intertwined with language inevitably bears the imprint of the local community's culture and the geographical context from which the name originates. In essence, toponymy represents a manifestation of human culture itself (Camalia, 2015). Building on this notion, Saerheim (2014) conducted research in Norway and deduced that place names are intricately tailored to align with prevailing local cultural traditions.

Toponymy constitutes an interdisciplinary field that intertwines the investigation of language and culture (Baruadi et al., 2023). This symbiotic relationship is evident during the process of identifying and ascertaining the names of places. The linguistic analysis delves into the interpretation and significance of place names, particularly when they are rooted in the local language. Concurrently, cultural studies explore the intricate interplay between these linguistic designations and the cultural context they reflect and embody. The interconnection between these two components finds its origins in a scholarly domain called anthropolinguistic studies. Anthropolinguistics constitutes a specialized branch within linguistics that delves into the intricate dynamics between language and culture within societies, encompassing both highly developed cultured societies and those without written forms of communication (Dasuki et al., 2022). Leidner (2008) assert that toponymy, as an academic discipline, centers its investigations on the exploration of the etymology and characteristics of place names.

The act of naming a place is subject to its own systematic inquiry, warranting due consideration and a distinct approach to comprehensively and extensively understand the underlying significance of place nomenclature. The domain of toponymy encompasses the systematic design and categorization of place names pertaining to countries, regions, cities, or geographical demarcations, thereby facilitating a unified framework for each spatial element (Alasli, 2019). Geographical names, commonly known as place names or toponyms, hold a prevalence of usage compared to other terms (Gammeltoft, 2016). In Indonesia, these designations are often referred to as topographical names (Nfn et al., 2019). The process of naming is influenced by various factors, including the origin, significance, regional attributes, area design, language evolution, and societal practices (Alasli, 2019; Panecki, 2023; Skoulikaris, 2023).

Toponyms are intricately connected with the physical characteristics and geographical landscapes of a location (Liu et al., 2023; Zhang et al., 2023; Tavares & Rodrigues-Pereira, 2023). This relationship extends to the inhabitants of the area and the cultural developments within the region. The significance of a toponym encompasses a comprehensive scope beyond its physical aspects, encompassing its geographical context, origin, and socio-cultural elements (Purev et al., 2023). Additionally, the people's religious beliefs and the values embedded within the communal cultural framework manifest in the form of symbols reflected in the naming conventions and behaviors of the society (Kosasih, 2010). Toponyms have the potential to make contributions not only to the realm of physical science but also to various other disciplines (Berg & Vuolteenaho, 2009). The process of naming a place is intrinsically linked to the local wisdom fostered by the community residing there. As per Lauder, a corpus-based analysis of toponymy offers an empirical approach to exploring a place's image in accordance with news agendas, focusing on the frequency of its occurrence and the manner in which the place is portrayed (Lauder & Lauder, 2018). The study of toponymy comprises three key dimensions: (1) the embodiment aspect, (2) the social aspect, and (3) the cultural aspect. These aspects play crucial roles and serve as influential factors that shape the process of place naming by the community (Sudaryat in Hestiyana, 2022). The embodiment aspect establishes a correlation with the environmental characteristics of the location. The social aspect underscores the interconnection between the lives of the people associated with that place (Pinna, 2023), encompassing considerations of their positions, occupations, and professions. Lastly, the cultural aspect highlights the link between place names and the cultural identity of the people inhabiting that specific region (Hestiyana, 2022).

Toponymy assumes a significant role as a distinctive marker or supplementary tool in defining a particular identity (Valkó et al., 2023). The derivation of toponyms can be pursued through three avenues involving searches for written, spoken, and observational sources (Erika et al., 2018; Lema, 2010). Written sources encompass references from books, maps, and relevant internet resources. Oral sources are derived from individuals, while observational sources entail on-site visits to locations associated with the toponyms in question (Erika, 2018). The extensive range of sources and principles guiding the nomenclature of a place gives rise to a plethora of names, which can be systematically analyzed

during discussions related to toponymy. The referenced studies align with the perspective put forth by Anam et al. (2022), positing Anthropolinguistics as an interdisciplinary field of inquiry, exploring the interconnections between language and the intricate aspects of human existence, encompassing culture. In essence, Anthropolinguistics serves as a multidisciplinary study that investigates the intricate interplay between language and various dimensions of human life, including cultural aspects. Notwithstanding the stable origins of toponyms within a particular geographical region, Turaevich (2021) affirms that these designations undergo dynamic changes in their structure, meaning, and propagation over time owing to the impact of distinct historical events. Wars, population migrations, and interactions between ethnic groups have significantly influenced the evolution of toponymy. Each historical epoch has been characterized by a distinct array of geographical names. The emergence of place names is intricately tied to the socio-cultural contexts and languages of the people who have either inhabited or currently inhabit specific territories. This implies that this research is an investigation subject to evolution over time, in terms of form, content, and dissemination, contingent upon specific historical events. Wars, population migrations, and ethnic interactions have indelibly influenced toponymy. Each historical epoch is distinctively marked by a unique collection of geographical names. Place names emerge within specific historical contexts, closely tied to the social fabric and language of the inhabitants or dwellers of a particular region.

Drawing from the preceding elucidation, this research endeavors to investigate the etymology of the toponym of Bondaraya village, situated within the South Suwawa sub-district of Bone Bolango district, Gorontalo province. Bondaraya village finds its geographic location within the precincts of South Suwawa District, Bone Bolango Regency, Gorontalo Province. The historical background of its establishment, toponymy, distinctive culture, and customary practices inherent in Gorontalo contribute to the distinctiveness of Bondaraya Village. Consequently, it becomes imperative to undertake an in-depth examination encompassing historical reconstruction, cultural exploration, and the study of local wisdom and toponyms, which are intricately linked to the historical narratives, myths, and legends of this locale. Such research endeavors are critical in safeguarding the existence of villages and preserving the invaluable repertoire of cultural tourism inherent in these regions. In his study conducted in Norway, Saerheim (2014) arrived at the conclusion that the process of naming places is influenced by the accommodation of local cultural traditions and historical factors (Romero, 2022).

This research will center its investigation on the three dimensions encompassing the study of toponymy and local wisdom in Bondaraya village. By tracing and exploring these aspects, the interrelation between the three facets examined in this study will become apparent. The process of naming is rooted in oral traditions originating from folklore myths that have been transmitted across generations by our ancestors. This oral tradition has endured for centuries, and its examination plays a crucial role in unraveling the toponymic characteristics of a region (Alderman, 2022). The term "name" denotes a word employed to designate or identify individuals, places, objects, animals, and other entities within this realm. The unique attributes of every entity, item, action, and occurrence in our world give rise to diverse and intricate names, reflecting the complexity of human existence. Employing a folklore approach, stories are regarded as social phenomena. Consequently, the content it encompasses pertains to social dimensions and is intrinsically tied to the cultural fabric of the society (Baruadi et al., 2018). As per Dananjaja's perspective, folklore constitutes an integral component of a collective culture, disseminated and transmitted across generations within various groups, typically in diverse renditions encompassing spoken narratives, exemplifications through gestures, or mnemonic aids (Baruadi & Eraku, 2023).

The designation of a place holds a multifaceted and extensive meaning, surpassing mere physical attributes like geographical conditions to encompass its historical origins, social conditions, and shared cultural aspects. These place names function as symbolic representations, influencing both the naming practices and behavioral norms within a specific community. The existing symbols serve a deliberate purpose, aiding in the creation or comprehension of these names by community members, and are rooted in concepts that hold contextual significance within a particular period. Ruspandi and Mulyadi (2014) provide an overview of the foundations of toponymy, encompassing its origins from physical, social, and cultural dimensions. The physical aspects comprise a) biological elements, b) hydrological elements, and c) geomorphological elements. The social aspects encompass a) specific locations, b) past activities, c) aspirations, d) names derived from historical structures, and e) names associated with significant figures. Lastly, the cultural aspect revolves around legends and folklore. Toponymy demonstrates the potential to support documentation efforts and act as a potent instrument in captivating public interest, thereby enabling the efficient dissemination of this knowledge to a broader audience, including the younger generation (Ruspandi & Mulyadi, 2014). The map of Bondaraya Village in Suwawa Selatan District is displayed below.
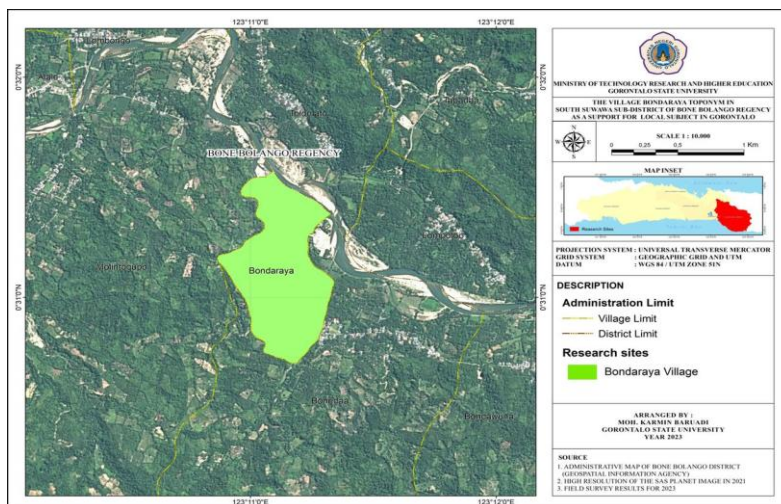
Figure 1. Map of Bondaraya Village, Bone Bolango Regency

II. METHOD

In this study, an anthropolinguistic approach was employed to thoroughly describe and interpret the prevailing conditions or relationships, evolving opinions, ongoing processes, effects, and trends that are observable within the research context. The research methodology encompassed the following steps: Firstly, conducting a thorough literature review delving into theories and concepts pertaining to anthropolinguistic studies. Subsequently, data collection commenced, sourcing information from diverse oral and written sources concerning village toponyms and local wisdom in Bondaraya Village. After data collection, the data reduction phase ensued, involving the elimination of irrelevant data. The compiled data were then subjected to comprehensive analysis. Lastly, the research concluded with the formulation of findings and conclusions. The data utilized in this paper were drawn from written sources, encompassing books or manuscripts owned by the community, as well as oral data obtained through in-depth interviews and Focus Group Discussions (FGD). The research involved a total of 50 informants, comprising village officials, community leaders, traditional leaders, and members of the community. For data analysis, descriptive analysis was employed as the primary method.

III. RESULTS AND DISCUSSION

Bondaraya Village is situated in the South Suwawa sub-district, Bone Bolango Regency, Gorontalo Province. It emerged as a separate entity following the subdivision of Boneda'a Village, which was the original main village. Boneda'a Village was partitioned into several other villages, including Bondaraya Village and Bondawuno Village. The establishment of Bondaraya Village was the result of relentless efforts by several community leaders and the younger generation, who ardently championed and defended their core responsibilities and functions. Consequently, the official approval and inauguration of Bondaraya Village's division from Boneda'a Village occurred on Monday, April 3, 2008, under the direct auspices of the then-serving Regent of Bone Bolango, Ismet Mile.

Subsequent to the Village's inauguration, a significant event took place, namely the investiture of Mr. Idris Camaru as the Official Head of the Bondaraya Preparatory Village, a prominent community figure with a prior career as a retired National Police officer. Following this momentous occasion, on March 9, 2008, the Village Government Agency (BPD) organization and the Community Empowerment Institute (LPM) were established in adherence to the requirements set forth by the Regional Regulation of Bone Bolango Regency. Within a few days thereafter, on March 12, 2008, the Village apparatus took shape, consisting of the Village Secretary, Heads of Affairs, and Heads of Dusun (sub-village/hamlet). In the historical account, the naming and approval of the village's name were the outcome of meetings and consultations among community leaders and religious figures, i.e., Mr. Sanif Djilihawa and Mr. Idris Camaru.

A. Toponymy of Bondaraya Village

As per the account of the former village head, Mr. Idris Camaru, who assumed the position of village head, the establishment of Bondaraya Village stemmed from a communal consensus to expand during that period. Mr. Mohamad Alim, a respected community leader, stated that the inhabitants spanning from Hamlet one to Hamlet two collectively agreed on the division. Following the approval of the division application by the District Government, the village established a committee to seek an appropriate village name. Subsequently, the name "Bondaraya Village" was selected, derived from the Suwawa language where "Bonda" signifies "Suwawa," and "Raya" translates to "broad." Thus, the name "Bondaraya Village" conveys the connotation of a "broad language" in the Suwawa vernacular.

The naming of Bondaraya Village is evidently associated with the underlying social aspect. The findings from interviews with all informants reveal that toponymy in Bondaraya Village falls within the realm of the social aspect, as the name "Bondaraya Village" holds a broad language connotation. The societal aspect of place naming pertains to social interactions, the function as a site for social gatherings, and the preservation of traditions, customs, and community identity. This toponymy endows the village with a social foundation for its designation, as reflected in the linguistic structure and the meaning conveyed through the village's name. The analysis of the toponym is as follows:
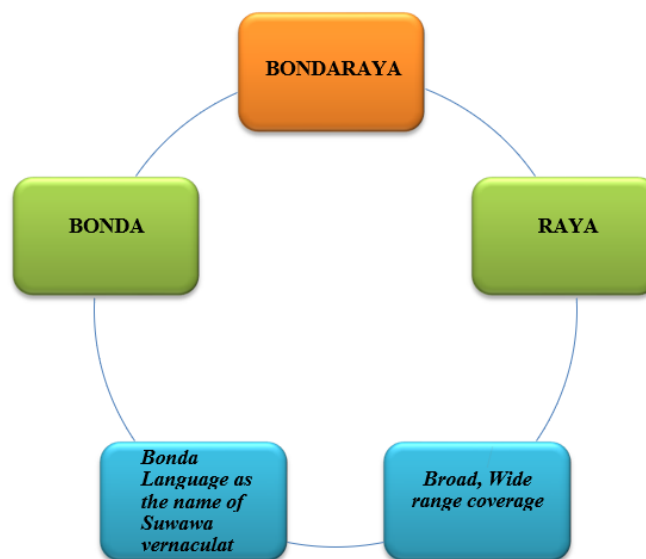
Figure 2. Analysis Model of Bondaraya Village

The toponymy of Bondaraya Village can be categorized within the social aspect, as evident from its naming conventions. The village name, "Bondaraya," is derived from the Bonda language, a language commonly utilized by the community residing in Bondaraya Village for daily communication. In this context, "Bonda" serves as an identity and a reflection of the location and circumstances of the predominant language users in the village. Moreover, "Raya" in the naming context signifies an extensive or widespread measure, encompassing all that is pertinent or essential to the village and its community. Thus, the toponymy of Bondaraya Village, or "Bonda" (lo'o-lo'opo) village, is deeply rooted in the regional language spoken in the community and is affiliated with the social aspect, specifically involving the scope of social interactions among the people.

B. Local Wisdom of Bondaraya Village

Drawing from the outcomes of village naming research (Toponymy) conducted in Bondaraya Village, it becomes evident that there is a correlation with certain aspects of local wisdom. This local wisdom plays a significant role in facilitating a deeper understanding of a region's economy, culture, geography, and religion (Liu & Rybakov, 2023). Additionally, the toponymy derived from local wisdom serves as a safeguard for the preservation of the culture itself (Wang et al., 2023). Specifically, the local wisdom encompasses Art, exemplified through oral literary songs and the social system. The association between toponymic studies and local wisdom is particularly profound within the community of Bondaraya Village, situated in the South Suwawa District, Bone Bolango Regency.

(a). Legedo Oral Literature as Local Wisdom

The Bonda language serves as the primary means of communication among the residents of Bondaraya Village. Further, the village inhabitants possess an oral literary tradition in the form of songs, referred to as "legedo". This oral literature embodies the local wisdom of the community and has endured over time despite its dwindling presence among the Suwawa people. Such toponym could be elaborated by referring to the historical background (Afanasyeva, 2023). Legedo, a form of oral literature in the shape of songs, holds significant cultural importance in Bondaraya Village. Traditionally, it was sung on various occasions such as celebrations, lulling children to sleep, during solitary tasks, religious activities, traditional events, weddings, agricultural work in rice fields and gardens, on rafts, and in the kitchen. However, presently, legedo's prevalence has declined, facing challenges from modern entertainment, which is more captivating and easily accessible. The absence of platforms for expression, limited presence in formal education, and waning interest among the younger generation are some of the factors contributing to its diminishing presence in the community. This situation, as articulated by a traditional leader Mr. A. R. Maksum., implies that the preservation and revitalization of legedo among the younger generation is encountering difficulties. This assertion finds support in the accounts provided by some of the legedo singers themselves. Factors such as lack of self-confidence, feelings of

embarrassment, Western cultural influence, and unfamiliarity with the local Suwawa language have hindered the proper transmission of legedo within the community. Mr. Nani Tuloli has conveyed that the declining interest in legedo, particularly among the younger generation, can be attributed to the prevalence of national and Western songs that they readily access through television and radio.

The scarcity of oral literature in society is intricately tied to the proficiency of individuals in the local language, which plays a crucial role in preserving and passing down this literary tradition. Regrettably, the younger generation of Suwawa is no longer adept in the Suwawa language, and even many of the older generation have lost their fluency in it as well. Consequently, this situation significantly hinders the survival and continuation of oral literature, particularly legedo, which holds profound cultural significance as a form of local wisdom within the community. The preservation and prevalence of oral literature are intricately linked to the proficiency of native speakers in the regional language. A substantial presence of native speakers ensures that oral literature remains readily accessible within society. The current state of the Suwawa language has raised concerns among various language experts and institutions. It is evident that a language shift has taken place among the Suwawa people, possibly stemming from a lack of awareness regarding the significance of their local language. The diminishing sense of cultural pride and inadequate cultural knowledge have further contributed to the decline of the Suwawa regional language. Unfortunately, the Suwawa language is often perceived merely as a utilitarian communication tool, overlooking its broader functions. Similar to the functions outlined by Baruadi (2013) for the Gorontalo language, the functions of the Suwawa language can be inferred, emphasizing the importance of preserving its cultural and linguistic heritage. Baruadi expounded on the multifaceted functions of language, delineating three primary roles it plays within a community. Firstly, language serves as an essential means of communication among its speakers, facilitating effective interaction and exchange of ideas. Secondly, it assumes a foundational role in upholding and fostering the development of the community's cultural heritage, acting as a key pillar in preserving traditions, values, and customs. Lastly, language serves as a powerful symbol of identity for the people of Gorontalo, embodying their unique collective heritage and contributing to a distinct sense of belonging and unity. According to Baruadi (2013), the third function holds the utmost significance. Neglecting the local language as an identity can lead to indifference towards its preservation. If such apathy prevails among the language's speakers, it becomes inevitable that the regional language is at risk of disappearing in the near future. Consequently, the imperative arises to delve into and safeguard the local wisdom of the Legedo oral literature community.

(b). Dikili as Local Wisdom

Dikili is a cultural tradition and local wisdom practiced by the people of Gorontalo, characterized by its literature infused with an Islamic spirit. To promote the dissemination of Islam, an annual celebration dedicated to reading and chanting diikili or modiikili is observed. This event traditionally takes place in mosques, specifically on the birthday of the Prophet Muhammad SAW. The ceremony is conducted in a traditional manner and attended by dignitaries, commonly referred to as state officials in customary language. Subsequently, the event culminates with all-night remembrance activities, featuring the hauntingly melodious voices of the haulu chanters. The procedures involved in pronouncing and reading the script in Kili adhere to well-defined customs. The Gorontalo community, in general, follows a structured framework where everything is governed by established regulations. This adherence to customs reflects Gorontalo's commitment to civilization, encapsulated in the motto *Aadati ma dili-dilito bolo mopo'aito, aadati ma hunti-huntinga bolo mopodembingo, aadati ma hutu-hutu bolo mopohutu*, which signifies those customs have been patterned and merely need to be interconnected, customs have been delineated and only require attachment, and customs already exist, necessitating their execution (Baruadi, 2013). According to Mr. AR Maksum, a traditional leader, the Gorontalo traditional ceremonial system is outlined as follows: *Aadati; didu boli- didu boli, didu toma-tomalia limongoli, didu boli-boliya, aadati lo hunggiya to tilayo to huliya, dipo ta lo boboliya, hipakuwa lo tadiya, adati lo lahuwa, to tilayo to ta'uwa, dipo ta lo bobohuwa, hi tadiya, hipakuwa*. Translation: The procedures involved in pronouncing and reading the script in Kili adhere to well-defined customs. The Gorontalo community, in general, follows a structured framework where everything is governed by established regulations. This adherence to customs reflects Gorontalo's commitment to civilization, encapsulated in the motto *Aadati ma dili-dilito bolo mopo'aito, aadati ma hunti-huntinga bolo mopodembingo, aadati ma hutu-hutu bolo mopohutu*, which signifies those customs have been patterned and merely need to be interconnected, customs have been delineated and only require attachment, and customs already exist, necessitating their execution (Baruadi, 2013). According to Mr. AR Maksum, a traditional leader, the Gorontalo traditional ceremonial system is outlined as follows:

> *Dikili* is a distinctive and reverent procession that exalts Prophet Muhammad S.A.W. According to Qadi (a local religious leader) Mr. Hi. Abdurrahman Podungge, the modikili procession commences with the recitation of remembrances, blessings, and praises to Allah in honor of the Prophet's "birthday" and continues until noon. Throughout the night, designated priests, clerics, and *syara'* officials chant *diikili*, taking occasional breaks to sip tea or coffee to maintain their stamina and performance. This practice exemplifies the reverence and devotion of Muslims in Gorontalo towards Prophet Muhammad S.A.W., who serves as a paragon of virtue in every aspect of life. It reflects the profound love they hold for him. Even among those who do not actively participate in the chanting of dikili, efforts are made to remain awake and prepare nourishing meals for the chanters of *diikili* (*haulu*) who may require a brief rest. A plate of chicken porridge, along with a cup of tea or coffee, and assorted snacks are considered sufficient to reinvigorate their spirits, which may wane due to

drowsiness. The people of Bondaraya Village continue to uphold the principles of local wisdom during the *Dikili* celebration. Employing interdisciplinary methodologies and viewpoints from linguistics and archaeology allows for a comprehensive understanding of how socio-historical contexts of locations are intertwined with cultural conceptualizations. (Baumanova & Tramutoli, 2022)

(c). Molo'opu Societal System as Local Wisdom

In Bondaraya Village, the social system prominently features the practice of granting titles known as *Molo'opu*. According to a traditional leader, Mr. Yamin Husain, the *Molo'opu* ceremony aims to escort newly appointed officials from their homes to their designated official residences, following established customs. The *Molo'opu* ceremony is conducted for various officials, including village heads, sub-district heads, district heads/mayors, and governors, as they assume their respective positions. Additionally, there is also the *Mopotolung* custom, which involves escorting an official who has concluded their term in a certain position, from their official residence to a private house. Meanwhile, the modepito procession is carried out for any state officials who do not hold a customary title.

The *Molo'opu* custom holds significant historical and cultural importance in Gorontalo as it reflects the local wisdom and customs with deep historical roots. These customs are closely intertwined with the development of Islam in the region. In Gorontalo's culture, Islam has become an integral part of shaping the behavior and traditions of its people. In fact, Gorontalo culture is often seen as closely synonymous with Islam. Prior to the influence of Islam, the customs and culture of the local people in Gorontalo were shaped by naturalistic philosophy, where cultural values and norms originated from natural phenomena. During the reign of Eyato, who became the king of the unified regions of Duluwo Limo lo Pohala'a and Gorontalo-Limboto, Islam was formally established as the religion of the kingdom. The *Molo'opu* traditional ceremony played a crucial role in this process, signifying a customary pick-up event for government guests visiting the Gorontalo area and government officials of Gorontalo. This ceremony involved escorting government officials from their residences to their official houses, known as *Yiladia*, symbolizing the commencement of their official duties.

The execution of the *Molo'opu* Ceremony involves various preparatory stages, which include scheduling the specific day and date for the traditional ceremony, assigning responsibilities for conducting the *Molo'opu* ritual, identifying the necessary equipment, selecting the appropriate *tuja'i* poems to be used, defining the procedural guidelines for the ceremony, and establishing the budget and its funding source. As explained by the Suwawa traditional leader, A.R. Maksum, the sequential stages of implementing the *Molo'opu* traditional ceremony, conducted both at the residences and official residences, are as follows:

> *Mopolengge* (Gesturing the official to stand up)
> *Mopodiambango* (Cueing the official to take a forward step)
> *Mopoluwalo* (Cueing the official to step out of the house)
> *Mopotalenggo* (Cueing the official to walk)
> *Mopohulo'o* (Cueing the official to sit down)
> *Molo'opu* (Fetching and welcoming the official)
> *Mopolengge* (Gesturing the official to stand up)
> *Mopoluwalo* (Cueing the official to step out of the house)
> *Mopoalahu* (Gesturing the official to step down the stairs)
> *Mopodiambango* (Cueing the official to take a forward step)
> *Mopota'e tou taeya* (Gesturing the official to enter into the car)

The various stages of the *molo'opu* ceremony, along with the *tuja'i* aspect, demonstrate the profound aspirations of the ancestors (*tiombu*) towards the leaders of the nation. These leaders were entrusted with the responsibility of nurturing and guiding their people toward a prosperous life while ensuring the protection and love for their homeland. The term *Tiombu* also signifies a role model, symbolizing that every leader's success, both physically and mentally, relies on adhering to the advice passed down by their parents, which leads to virtuous conduct. These guidelines inherited from ancestral wisdom are expected to serve as a compass for leaders, guiding them towards a better life and enabling them to bring pride to themselves, their families, and their communities, regardless of their social status or religious affiliation.

In essence, a nation's leader embodies the essence of life and serves as a beacon of hope for their populace. This profound symbol of hope is exemplified in the phrase *donggo ito taa ilohuntuwa*, which translates to "on my lord a pedestal of hope". The deep veneration of ancestors and the reverence for the Divine are evident in the toponymy, or place naming, of a tribe, as they draw inspiration from their ancestral heritage and spiritual beliefs (Uzoagba, 2022).

IV. CONCLUSION

The findings of the research indicate that local wisdom, which serves as a distinctive characteristic of a particular community, can serve as a foundational element in the process of toponymy, or place naming. The study finds out that the naming of places in this village is closely related to some of the local wisdom elements in the area. Bondaraya Village possesses three notable aspects of local wisdom: Art, represented by oral literary songs known as *legedo*, and the social system. The people of this village have a rich tradition of oral literature in the form of *legedo* songs, which

have long been regarded as an integral part of the local wisdom among the Suwawa community, although their prevalence has diminished over time. Another form of local wisdom in the community is *dikili* as the traditional literature that accentuates Islamic influence in the community. On top of that, one of the distinct features of the societal system in Bondaraya village is the tradition of bestowal of customary title (*molo'opu*). The *molo'opu* tradition is a part of the tradition of Gorontalo community that entails the history and the local wisdom. In conclusion, the toponymy of Bondaraya village is closely related to the local wisdom within the community.

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Cruelties of Occupation and Indignities of Dispossession: Advancing Palestinian Narrative as a Decolonial Praxis in Susan Abulhawa's *Mornings in Jenin*

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Abstract—The proposed study explores the ways in which Abulhawa uses fiction to humanize the Palestinian condition of dispossession and displacement thus advancing the Palestinian perspective of the conflict. Analysing the important role of narratives in decolonizing the colonial imaginaries for example "Palestinians do not exist", or "they are savages or terrorists", it contends that, for Abulhawa, retrieving the Palestinian narrative is a fundamental praxis for seeking decolonization and to end dehumanization and exclusion. Reclaiming native narrative of the conflict will enable Palestinians to affirm their existence and propel their struggle against settler colonialism. The study will be done with the help of the analysis of Abulhawa's *Mornings in Jenin*.

Index Terms—dispossession, settler-colonialism, apartheid, praxis, decolonization

I. INTRODUCTION

Our stories are making of the milieu we live in. Each society has developed a way of telling the story of its own. These stories are an outlet of the needs and desires, hopes and despairs as well as travails and insecurities of the society they stem from. They shape our understanding of the way of the world and the people around us. They drive our curiosity to know, to thrill, to love, to resist and to reimagine. Everybody has the right to tell his/her own story.

Susan Abulhawa's *Mornings in Jenin*, is a poignant narrative of dislodged, dispossessed, and dehumanized Palestinians navigating four generations of the struggle of the Abulheja family through love, war, death, destruction, dispossession, and desolation inflicted by one of the most intractable conflicts of our lifetime; the Israel-Palestine conflict. This is a brilliant effort on the part of Abulhawa to deconstruct the Western narrative of the conflict manipulated to serve the interests of the oppressor and to provide a native narrative of the same often underrepresented and left out of the larger conversation. She flips the narrative that prosecutes victims and use the power of language in service of oppressed, providing an alternative perspective on the conflict. She uses counter storytelling as a decolonial praxis to resist the colonial representation of Palestinian people and their identity. "Stories contribute at once to the (re)production of a particular genre of humanity and of its spaces of subaltern, decolonial resistance" (Glynn & Cupples, 2022, p. 16). In a similar stance Sium and Ritskes (2013) argue that "Stories not only serve to reproduce native traditions and knowledge production, but they also work against the colonial epistemic frame to reproduce possibilities and spaces of resistance" (p. 13).

Abulhawa has taken a less conciliatory tone against the unblushing repression of the Palestinians and their forced expulsion from their lands raising fundamental questions of human right, dignity, and freedom in occupied Palestine. The structural violence perpetrated at Palestinians reveals the colonial and apartheid tendency of Israel. The violence against Palestinians is persistent, carried on daily basis and largely supported by impunity and silence surrounding it. The toll of this perpetual conflict is both physical and psychological with its consequent displacement and destruction of native Palestinian life. This has been subject of much political and academic scrutiny. The proposed research focuses on the fictional representation of the conflict with a special focus on *Mornings in Jenin* by Susan Abulhawa. The study investigates into the following questions pertaining to the conflict.

- How does Abulhawa portray the conflict?
- What role do narratives play in decolonizing the colonial imaginaries?
- What are the ways in which she uses fiction to humanize the Palestinian conditions of dispossession and displacement?
- Does the forceful expulsion of Palestinians from their homeland evince the colonial tendency of Israel?
- Why according to Abulhawa reclaiming a native narrative of the conflict is so important?

II. METHODOLOGY OF THE STUDY

The Present study will be conceptualized using theories of settler colonialism and apartheid which have increasingly been used in relation to Israel and Palestine. While the former works on the logic of elimination of the indigenous people, the later on the logic of segregation and separation. Their mechanism of working may be different they are hegemonic in scope and discriminatory at core. The study will draw inferences from these two concepts to better understand the conflict. The present study will be done with the help of the analysis of Abulhawa's *Mornings in Jenin* with an emphasis on counter-storytelling as a decolonial praxis or praxis of liberation.

III. DISCUSSION

There has been a great deal of critical and political writing devoted to the conflict. The proposed study is an attempt at a fictional representation of the same with a special focus on *Mornings in Jenin*. This work of Abulhawa provides useful insights into the perpetual conflict and has been explored from various angles.

Ayman Abu-Shomar in Unreconciled Strivings of 'Exilic Consciousness': Critical Praxis of Resistance in Susan Abulhawa's *Mornings in Jenin* (2019) explores how discourses of diaspora and exilic consciousness serve as resistance practice against Israeli power structures. Iman Aly El Sayed Raslan's Trauma and resistance in Susan Abulhawa's *Mornings in Jenin* (2017) examines the concept of trauma, narrative memory, and the process of overcoming trauma. The author emphasizes that how trauma can be healed by engaging with narrative memory. The Burden of the Past: Memories, Resistance and Existence in Susan Abulhawa's *Mornings in Jenin* and Hala Alyan's *Salt Houses* (2021) by Wael Salam calls remembering as a defying strategy for Palestinians against Israeli occupation and the affirmation of their Palestinian identity. Salam proposes memory as a creative form of resistance. Ayman Abu-Somar in Diasporic Reconciliations of Politics, Love and Trauma: Susan Abulhawa's Quest for Identity in *Mornings in Jenin* (2015) probes into the 'epistemology of diaspora' which he calls the intersections between diaspora, displacement of identity and identity creation. Strangers in My Home: The Quest for Identity in *Mornings in Jenin* (2014) by Abdulrahman Al-ma' amari, Noraini Md Yusof, Ravichandran Vengadasamy foregrounds the significance of memory in identity construction. Khaled Abkar Alkodimi's New Perspectives in the Israel-Palestine Conflict: Righting the Wrong through metaphor in *Mornings in Jenin* (2019) is a study of Abulhawa's use of metaphor to expose the reality of Israeli occupation. The study highlights Abulhawa's use of language that exposes the brutality of Israeli occupation that leads to the radicalization of Palestinians. Constructing the Palestinian Nation Via Narration and Attachment in *Mornings in Jenin*: A Postcolonial Perspective (2020) by Majeed Abjel Ferhood and Lajiman Janoory offers a postcolonial critique of the novel. Inferring from Bhabha's theory of nation and narration, the study emphasizes the decisive role novel can play in nation building.

Mornings in Jenin intimately portrays the oppression of Palestine raising important questions on Palestinians' right to life, liberty, dignity, and justice. The novel forces us to think on how it feels to be removed from your land, to be dispossessed and dislodged. How it feels when your life is priced out as collateral damage? The catastrophe of Palestine is the collective failure of East and West. The book revolves around the traumatic experiences of the Abulheja family which covers a broad timeline of events starting from the pre-Nakba days to the occurrence of Nakba, when the family is forced to leave their ancestral home in Ein Hod by Zionist militia who want to get rid of the indigenous population from the land, continuing through the second Nakba (the 1967 war) and the Lebanon war of 1982 covering the Sabra and Shatila massacre, and concluding with 2002 Israeli massacre at the Jenin refugee camp. The book bears witness to a life of constant loss and grieving but at the same a never-ending hope of returning to the land. The following quote beautifully captures this sad reality of Palestinian people.

> The old folks of Ein Hod would die refugees in the camp, bequeathing to their heirs the large iron keys of their ancestral homes, the crumbling land registers issued by the Ottomans, the deed from the British mandate, their memories and love of the land, and the dauntless will not to leave the spirit of forty generations trapped beneath the subversion of thieves. (Abulhawa, 2010, p. 35)

It gives a sense of the ongoing Palestinian struggle as well as the social, psychological, and cultural dimensions of the Palestinian cause. Originally called 'The Scar of David' the novel follows the Abulheja family from living in an olive farming village of Ein Hod to ending up in the Jenin refugee camp where we trail the journey of Amal who is born in the refugee camp and knows nothing other than life in the refugee camp. Abulhawa skilfully employs language to blend the personal tragedy with the political one. She in a deeply moving way opens our eyes to Israeli oppression, occupation and settler-colonization demonstrated through coerced expulsion of Palestinian families from their homes and intermittent killing of Palestinians. This violence against Palestinians is tied to their larger condition of unfreedom sustained by Israel and its allies. Speaking against the continued persecution of Palestinians Abulhawa (2010) states:

> How is it that a man cannot walk onto his own property, visit the grave of his wife, eat the fruits of forty generation of his ancestor's toil, without moral consequence? Somehow that raw question has not previously penetrated the consciousness of the refugees who had become confused in the rank of eternity of waiting, pining at abstract international resolutions, resistance, and struggle. But the basic axiom of their condition sprang to the surface as they lowered Yehya's body into the ground, and night brought them no sleep. The next

> morning, the refugees rose from their agitation to the realization that they were slowly being erased from the
> world, from its history and from its future. (p. 48)

This work of Abulhawa is a powerful count-narrative to the Israeli grand narrative that "Palestine is a land without people," that "Palestinians simply do not exist." The novel opens in the village of Ein Hod during the early November 1941, the harvest season in Palestine. The village is a fertile Mediterranean landscape that lives on figs and olives. The Abulheja family is a Muslim family that is rooted in the land and derives bodily and spiritual nourishment from the nature. The following passage is a testimony of their deep connection with the land.

> Those people don't know a damn thing about olives. They are lily-skinned foreigners with no attachment to the
> land. If they had sense of the land then the land would compel in them a love for the olives, Yehya said, staring
> at the palms that had caressed those majestic, beloved trees only hours earlier. Age-dappled and rough, his
> farmer's hands were infused with the melanin truths of those hills. (Abulhawa, 2010, p. 46)

The impending Zionist occupation of their land looms large from the very start, threatening to destroy their lives and their removal from their land, culture, and history. In 1948, their nightmare turns into reality as the inhabitants of Ein Hod among many other people across Palestine are forced by Israeli soldiers to flee their land that they had cultivated for years and seek refuge in Jenin. The Nakba, as this event is called, is just the start of the Palestinians' suffering and having historical hindsight, their hope to return to their land is poignant. Years of uprootedness, loss, torture, war, and oppression await these Palestinians who hope, pray, love and dare to live in spite of having no basic human rights, no help from the West, and no guarantee that they will find strength to live through another day or another death. Their stories unfold through the eyes of the youngest siblings, Amal.

The story flows seamlessly from great grandparents to great grandchildren and focusing on the life of Amal, a child of the refugee camp in Jenin. The book follows the journey of Abulheja family amid love, loss, fear, hatred, pain, and the longing to return to their lost home. The story unfolds through the eyes of Amal who finds her way out of the refugee camp to the United States, only to come back years after, to find a husband and become a mother. The story of Amal is part of a larger one, that of her family and Palestine between the years 1941 and 2003. It covers four generations of displacement, of horror, of humiliation, of love, of loss, of endless waiting, of fortitude and hope. The witness of unparalleled times in history, Amal remains a beacon of hope for those who need to be seen and heard and understood. Through the powerful character of Amal, Abulhawa explores the legacy of dispossession across continents and generations and helps us to understand the pain and the human suffering as a result of that dispossession which is seen as a process of negation of a whole nation -their land, history, culture, and identity. "Framing Palestine as a colonial question is essential to understanding the peculiarity of the Palestinian condition" (Omar, 2021).

With *Mornings in Jenin* and Amal, Abulhawa gives an unapologetic and unflinching voice to the Palestinian cause both through educating and expanding our understanding about a complex international conflict. The story of Amal is that of light, hope, and resilience into the depths of the darkness, oppression, displacement, and despair. We empathize and mourn with her as her family faces tragedy after tragedy. And at times it is hard to empathize with her when she leaves her roots behind and starts a sanitized life in Philadelphia. She whitewashes her identity and severs most ties from past. It seems almost a betrayal. Till she is called back to be part of her brother's family and starts her life as a Palestinian. The novel takes us on a rollercoaster ride, sometimes moving swiftly, and other times, slowing us down to share the viscerally raw and searing pain of the characters.

The novel depicts the colonial and apartheid underpinnings of Israel which manifest in insistent daily horrors and humiliations of Palestinians. "Palestinians are a living demonstration of what colonialism looks like" (Omar, 2021). The book helps us to understand the rights that Palestinian people are brutally denied, their fight for justice and for their land. The story shifts between the perspectives of different characters, and at times skims over many years navigating life through life and death, love and loss, the bonds of friendship and futility of war. With horror and tragedy their contrast companions, the resilience of each of the characters is truly remarkable. The novel does see not only the depth of tragedies that befell Palestine and Palestinians but in all the loss and destruction, Palestinians are capable of love and longing. We are with the characters during their deepest moments of sadness, love, hope, and tragedy. It is a testament to their spirit, their faith, and their resilience.

The constant dehumanization of Palestinians, their continuous harassment and their extermination from their own homes shows the colonial and apartheid underpinnings of Israel with its consequent displacement and destruction of the indigenous Palestinian population. Through the novel Abulhawa exposes the grim realities of the daily lives of Palestinians without right or without recourse; alien in their own homeland.

> But in our camp, his story was everyone's story, single tale of dispossession, of being stripped to the bones of
> one's humanity, of being thrown like garbage into refugee camps unfit for rats. Left without rights, home, or
> nation while the world turned away to watch or cheer the jubilation of the usurpers proclaiming a new state,
> they called Israel. (Abulhawa, 2010, p. 78)

This denial and disregard of the Palestinians and ceaseless appropriation of their land is seen as a systematic and continuous violation of their basic human as well as civil rights which has to do with the structural conditions of apartheid and settler-colonialism. Hegemonic in scope, settler-colonialism perpetuates the liquidation and repression of indigenous population and culture through normalizing the occupation of the native land and resources. Its multi-layered forms of oppression make settler-colonialists believe that they are chosen people with a moral superiority that

are natural and inevitable. This intersectionality of settler-colonialism perpetuates a system of power that continues to destroy native lives, cultures, and histories. In other words, settler-colonialism is a system that works by the very 'logic of elimination' of the indigenous. As defined by Wolfe (2006):

> Settler-colonialism is a structure not an event which strives for the dissolution of native societies and erasure of indigeneity. Territoriality is settler-colonialism's specific, irreducible element. Settler society requires the practical elimination of the natives in order to establish themselves on their territory. In sum, settler-colonialism is an inclusive, land-centred project that coordinates with a range of agencies with a view to eliminating indigenous societies. (pp. 388-393)

Settler-colonialism is as a power structure that believes in systematic erasure of native societies from the land through genocide, assimilation and other means replacing them with settlers from around the world as the new rightful inhabitants of those lands. Cultural and historical erasure is an essential strategy in settler colonialism (Uma, 2021).

Apartheid can most commonly be defined as a policy or system of segregation, subjugation, separation, discrimination, and persecution of groups of people by virtue of their identity. With definitions provided in (Apartheid Convention and Rome Statute), this systematic discrimination, repression and persecution on racial, ethnic, political, and economic grounds is recognized as one of the most odious crimes committed against humanity. It comes from the Dutch Afrikaans language meaning separation and segregation. It was a way supremacist ideology conceived by the descendants of Dutch colonists and South Africa. However, the concept emerged in the early 1930. It was not formalized as a political, social, and legal reality until 1948 ironically, the same year Israel was created whereas, Zionism which is another form of racism and racial discrimination was formalized as a political, social, and legal reality

The term 'apartheid' has increasingly been used in relation to Israel and the Occupied Palestinian Territory (OPT). Whereas, South Africa's National Party implemented apartheid through colour bar; a hierarchal social stratification system based on race Israel has far more elaborate mechanism that restricts the moment of people and goods. There are hundreds of check points making life hell for Palestinians trying to get from one Palestinian town to another. Some Palestinians are given permits to enter the 1948 territory as a cheap labour and if they overstay their permit allotment, they are imprisoned. The daily commute alone is a horror show of humiliation. There is nowhere for Palestinians to be in Palestine where their bodies, spirits and dignity are not molested by Israeli soldiers. In Gaza where two million human beings are locked in a tiny enclave Israel prevents students from studying in universities abroad, prevents the sick from seeking medical care outside Gaza, prevents anyone from taking a simple vacation. There are families who have not seen their children, parents or siblings in decades even though they are only a few miles away from one another.

Israel's obsession with religious and racial purity is expressed in multitude of absurd laws. Since Israel first conquered Palestine in 1948, it has expelled 80% of the indigenous population putting those remaining under military control instituting a legal system that is designed to oppress those Palestinians and keep them as inferiors. Some of those laws are; *The Law of Return*: expressly bars the indigenous non-Jewish people who were expelled in 1948 and 1967 to return to their homes while on the other hand entitles every Jew with the right to become an Israeli citizen no matter where they come from. *The Nakba Law*: is invoked to penalize any institution that commemorates the expulsion of native Palestinians. *The Anti-boycott Law*: provides to take legal action against anyone who calls for the boycott of Israel or its illegal settlements. *The Admission Committee Law*: is enforced to prevent non-Jewish population from living in Jewish communities. *The Nation State Law*: states that the right to exercise self-determination is exclusive to the Jewish people relegating indigenous Palestinian Christians and Muslims as subjects with no right to self-determination. This law established Hebrew as the official language downgrading Arabic; the language spoken by the indigenous population for centuries. The law also establishes Jewish settlements as national value, mandating state resources for the expansion of illegal Jewish only colonies built on confiscated lands. *The Amendment to the Citizenship Law*: stipulates that a Palestinian who marries to an Israeli citizen cannot live as a couple in Israel. The Palestinian spouse can neither gain citizenship nor residency. The Palestinians in Jerusalem who do not have citizenship but residence status in Israel likewise cannot live with their spouses in Jerusalem and they are frequently forced to choose between keeping their family or losing their right to live in their own Jerusalem homes.

Israel's discriminatory rule over Palestinians such as its continued settlement and appropriation of the native land and its enforced segregation of the indigenous population living in Gaza and the West Bank by limiting their political power, restricting their movement, subjecting them to draconian military law and denying them the right to self-determination is tantamount to apartheid and settler-colonialism. This institutional discrimination against Palestinians and a range of inhuman acts perpetrated by Israel reminds us of apartheid. From the beginning of their control over the land, Israel has worked tirelessly to get rid of the indigenous population slowly replacing them with imported Jews from around the world. The home demolitions, the daily theft of the land, water, and properties. The uprooting, cutting, and burning of trees. The night raids and systematic terrorizing of children. The destruction and demolition of several archaeological sites and antiquities. All this, has been a premeditated strategy adopted by Israel to wipe out an entire civilization from the land to make way for an exclusive Jewish State "Not only in its socio-political structure but also in its ethnic composition" (Pappe, 2006, p. 15).

This idea of exclusivity is misleading and dangerous. It has been and still is the driver of many of the heinous crimes committed in human history. It brings paranoia and xenophobia. It reduces us to our narrow identities and gives rise to

apathy and mutual distrust which sometimes end in violent clashes between communities. The vision of Jewish exclusivity is not an exception. The entire world is a witness to the death, destruction and butchery of millions of Palestinians perpetrated in the name of establishing a purely Jewish state. The history of Israel is one of militarism, repression, depredation, and control. To many, it's been recognized a global force of violence, terror, pillage, paranoia, surveillance, suppression, war, and destruction. The protracted dispossession and dehumanization of Palestinians and lack of any moral equivalency for what they have endured says a lot about the criminal reality of Israel despite its claim to be the only democracy in the Middle East. The severity of conditions Palestinians are exposed to and the extent of brutality they are subjected to make Israel one of the most brutal tyrannies on earth. Further, the refusal to recognize Israel's role and responsibility of orchestrating these crimes will obscure this problem and entrench its domination over the native population. According to a report provided by HRW (2021):

> More than 2,000 civilians have been killed in military operations launched by the Israeli army in Gaza since 2008, including deliberate attacks on civilians and civilian structures. Additionally, Israeli forces have regularly opened fire on Palestinian protesters and others who have not posed a threat to life near the fence separating Gaza and Israel, killing 214 protesters in 2018 and 2019 alone.

This excessive and disproportionate use of force is a decade-long pattern of exercising control over Palestinians. The Palestinians have been subjected to brutal forms of violence, including torture, persecution, periodic killings, and forceful expulsion. From home demolitions, arrests, and air raids to physical violence- attacks on Palestinians have been a daily reality. These heinous acts of violence are often described as 'mowing the lawn', as if Palestinians are toxic weeds that need to be removed. Most ironically, these brutal actions by Israel against Palestinians are often justified. The scale of atrocities perpetrated by Israel's brutally oppressive militia on the Palestinians makes them one of the most persecuted communities in the world. This is clearly an act of ethnic cleansing, which is considered a crime against humanity under international law. The popular definition of ethnic cleansing includes the systematic elimination of one group from a given territory by another group based on religious, ethnic, and national identity. It may also be driven by ideological considerations. Such an act involves violence and extermination as its method and is often abetted by military operations. Defined as a crime against humanity ethnic cleansing entails the forced expulsion of the indigenous population with the purpose of homogenizing them. Ethnic cleansing has also been associated with nationalism, national struggle, and the creation of a new nation state.

This mirrors exactly what happened in Palestine in 1948, 1967, 2002 and that is still continuing today. The dispossession of Palestinians and the methods used by Israel to enforce eviction may typically be associated with the acts of ethnic cleansing. The methods of cleansing used by Israel include; massacre of the indigenous population, destruction of villages followed by coerced expulsion and illegal occupation. These coercive measures are coalesced with incremental development of policy-making that systematically discriminates against Palestinians resulting into a comprehensive ethnic cleansing plan. The ultimate goal of such a plan was to dispossess Palestinians that would pave the way for an exclusive Jewish State. This makes Israel an apartheid and colonial system ordained to establish Jewish supremacy.

Since its origin to today a significant amount of work has been produced on the conflict delving into different dynamics of the same. *Mornings in Jenin* is an attempt at fictional representation of the on-going problem between Israel and Palestine. Centred around the narrative of occupation, oppression, resistance, and liberation this work of Abulhawa provides a local understanding of the conflict. Exiled from their ancient village that is their lifeblood and forced into a refugee camp in Jenin, the novel recounts struggle of Abulheja family to build their world. This occupation deprives them of their land, their roots, their dignity, their freedom leaving them in a state of uncertainty; uncertainty of belonging, never knowing when you will return to the land and see your loved ones. It is to live a life at edge of uncertainties, being pawned in a larger political game.

Mornings in Jenin is a story of love, loss, deprivation, and resilience not just of a family but of an entire community who despite being pushed into a precarious situation are capable of building back. The book is an attempt to lay bare the horrific injustces Palestinians have endured and continue to endure. The novel moves through many political events, countries, and decades. It is an epic Palestinian story that spans the struggle for independence, for human rights, for freedom, and dignity.

Regarded to be the first English language novel *Mornings in Jenin* tries to give a humanized version of the conflict. The Palestinian narrative until recently has mostly been told by people other than Palestinians. They are not allowed to have their own narrative and if somehow their narrative contradicts the prevailing narrative, then it must be inaccurate, it must be propaganda. As mentioned by Pappe and Hilal (2010):

> In the field of knowledge production, again specially in the West, the situation is even more perplexing. Here the two sides are often portrayed as not equally responsible or accountable for the conflict, but what is stressed then is intransigence not on the part of the Zionists but of the Palestinians. The corollary of this was that for decades academic efforts by Palestinians were ridiculed as sheer propaganda, while those produced by the Israeli academic establishment passed for scholarly and professional representations of local reality. (pp. 6-7)

When Europeans conquered Palestine and turned it Israel the narrative was that it was a land without people. "A key mechanism of colonial hegemony has been the repression of local representations of history and identity and forms of cognitive violence associated with their replacement by imposing colonial understandings" (Adams et al., 2015, p. 217).

It really has taken a generation of Palestinians to delegitimize this narrative and to be able to narrate their story in their own voice. There is now a crop of new Palestinian writers, artists and activists that are confronting and destructing that old Western narrative of the ongoing conflict between Israel and Palestine. For them, presenting their story in authentic Palestinian voice is a form of resistance to narratives of dominance and is no less effective than that produced by the dominant group. "This strategy works in the interest of decolonization to the extent that it affirms the sanity and humanity of people in marginalized spaces" (Adams et al., 2015, p. 219).

This new generation of writers, activists and artists is shifting the discourse around the conflict by centring it to political and academic discussions and by retelling the stories of deprivation that does not only educate us on the subject but also enable us to look at it from a marginalized perspective. These stories give an alternative view of the ongoing political situation in Palestine and how it impacts everyday life of the Palestinian people. One profound impact of the conflict has been the growing radicalization of Palestinians. The following excerpt from the novel best highlights this issue.

> The Israeli occupation has pushed us to the extremes of our emotions at a very young age, until we cannot feel anything but extremes. The roots of our grief are so deeply lost that death comes to live with us like a family member who escapes you and makes you happy, but who is still one of the family. Our anger is an anger that Westerners cannot understand. (Abulhawa, 2010, p. 193)

Palestinians do still exist in this landscape of wound that is amplified with every new massacre, every new seizure, every new attack. They are living under constant closures, seizures, and bombings. There is a spiritual, cultural, and familial deprivation but at the heart there is rebellion, resistance, and hope.

Abulhawa centres the Palestinian struggle for freedom and justice. She does a fantastic work of educating us about life under occupation that peels away layers of political positioning to reveal the dark and festering inner layers of Israeli colonial violence. This work of Abulhawa is an impassioned plea to recognize the Israeli apartheid and the plight of Palestinians, who are stripped bare of their basic human rights and persecuted for simply existing as a Palestinian. Although it is a work of fiction, the dispossession and destruction that echoes throughout the novel is the lived reality for millions of Palestinians who are still living this story. They are an abused, humiliated and violated society across the board living with indignity of not having a home, of being discarded and disowned while the world watches.

The persistence of this problem and absence of any viable alternative to it speaks to the failure of the East and the West. There are hundreds of UN resolutions condemning Israel and calling on to respect International Law. But Israel has been held above the law. They have been able to commit war crimes with impunity which questions the efficacy of these laws to deliver any meaningful change. *Justice for Some: Law and the Question of Palestine* (2019) by Noura Erakat, gives valuable insights into the geopolitical structures that sustain Palestinian oppression. The book offers a comprehensive but sceptical analysis of the role of law in the pursuit of Palestinian cause. She propounds two reasons to doubt the efficacity of international law to get the best of geopolitical realities and further the Palestinian cause.

> One reason is that it is a derivative of a colonial order therefore, reifies rather than overturn an asymmetry of rights and duties among international actors. The other is that it lacks a global sovereign, thereby politicizing enforcement by leaving it to the discretion of states to decide when, how, and whom, to punish. This indeterminacy and susceptibility of law to strategic deployment and competing interpretive models suggests it can be used as a tool against the least powerful but is impotent when it comes to regulating the behaviour of the most powerful ones. (Erakat, 2019, p. 6)

For the law to be efficient there has to be a political and legal framework put in place that can regulate its meaning and application. As mentioned by Erakat (2019), "Think of the law as like the sail of a boat. The sail, or the law, guarantees motion but not direction. Legal work together with a political mobilization, by individuals, organizations, and states, is the wind that determines direction" (p. 11). The intention of the researcher is not to offer any kind of solution or to evolve any legal framework as there are many people who have already engaged this question. Researcher's argument here is that there has to be a situation that respects Palestinians, that is based on universal human dignity and equality under law.

IV. Conclusion

The study foregrounds the Palestinian narrative of the conflict to be used as a decolonial praxis that will carve out a political space for the Palestinians by centring their experiences and struggles under the deadly Israeli occupation. To recognize that Palestinians are the indigenous population of the land in every sense of the word; culturally, historically, genetically, legally and Israel is a settler colonial master is an integral part of this decolonial praxis. Abulhawa's *Mornings in Jenin* shares Palestinian narrative in an unapologetic way. It is a multigenerational novel that spans some of the major events in Palestinian history often underreported in foreign media. By doing so Abulhawa brings the Palestinian voice from periphery to the centre. This also results in the realization of the fact that to be able to tell your story means to have an agency over your own life. And that is quintessential for seeking decolonization. Reclaiming native narrative is instrumental in the indigenous anticolonial struggle. Because not to be able to tell your story is to be denied of a perspective and ultimately to be dehumanized. Abulhawa uses fiction to rehumanize Palestinians who have been dehumanized by Israeli colonizers.

Told from the perspective of Amal, the book speaks about the ongoing subjugation of Palestinian people and their struggle under Israeli occupation; a view that does not get much exposure in the West. It breaks your heart, depress you and makes you question humanity. *Mornings in Jenin* weaves light and hope into the depths of darkness, oppression, and despair faced by those still living this story in the occupied territories today. The novel in span of the Palestinian experience as the author purports, can be a path to decolonization. Abulhawa has done a remarkable job of humanizing the Palestinian condition of dispossession and displacement. She through her work, nudges a conversation around Palestinian literature, culture, resistance, and liberation. She brings to light the horrific injustices Palestine and its people have been facing for decades and also showcases their rich culture. She reflects on the human dimension of the conflict. It is not only about oppression but a deep level of humiliation that Israel imposes on Palestinians which has affected Palestinian society in some profound ways. One such instance is the emasculation of men. This results into all kinds of domestic dysfunction that has dismantled Palestinian society. We cannot overlook the psychological tolls the conflict has taken. In Gaza for example, 98.6% children exhibit symptoms of post-traumatic stress disorder. Israel should also be blamed for spiritual, cultural, historical, and familial deprivation of the Palestinians that is just a condition of exile.

The narrative shows that there will always be a shadow of pain carried by Palestinians and all indigenous people who have lost their land to brutal colonization. They will always carry the weight of history because it is embedded into their collective consciousness. But there is still a lot of hope that if the two sides just get together and stop fighting and talk, everything will be alright. Narrated from a Palestinian voice this work of Abulhawa decolonizes the hegemonic colonial imaginaries that construct Palestinians and forces us to reconsider the existing problem by advancing Palestinian perspective on the same. Abulhawa espouses that assertion of narrative through art is a way of affirming one's reality. Her retrieval of the native narrative of the conflict is a decolonial praxis for countering the dominant discourse that legitimizes the occupation and dehumanizes the local population.

ACKNOWLEDGEMENTS

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The Correlation Between Art and Death in Willa Cather's *Lucy Gayheart*: Fatality of Art or Artistic Failure

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Abstract—This study explores the representation of art in Willa Cather's *Lucy Gayheart* (1935), which is viewed as an essential aspect of the novel in terms of its vitality and dominance. The novel subtly yet persistently invokes new possibilities for general human behavior and supportive interconnectedness among women. As the female experience looms large in Cather's fiction, *Lucy Gayheart* illustrates the dangers of presenting women in a romanticized, ethereal light. However, the present paper intends to prove that Cather's attempt at romanticizing her heroine's stance leads to a war between artistic accomplishment and acquisitive spirit. Through examining Cather's *Lucy Gayheart*, this paper contends that women's perplexed possibilities are a miniature of the fragmented psyche that pervades Cather's work.

Index Terms—artistic accomplishments, baffled possibilities, fragmented psyche, romanticized, women

I. INTRODUCTION

The representations of art in Willa Cather's *Lucy Gayheart* are multifarious and rich. However, the image of death dominates the whole artistic scenario throughout the novel. In this paper, we argue that there is an essential correlation between the narrative structure of art and the image of death that takes a vital part in both the plot development and the characterization level in the novel. Willa Cather's *Lucy Gayheart* focuses on the plight of a disappointed heroine who potentially finds herself in the crossfire of a deterministic fate that will be internalized through the development of her character and life. In the first place, Lucy Gayheart is a musician who is encouraged by her father, a watchmaker, to go to Chicago to study music. Such a great desire and ambition drive Lucy to embark on a long journey of artistic pursuit that never ends. To develop her character, Willa Cather relies on the possibility of her heroine's involvement in romantic relationships with two men, Harry Gordon and Clement Sebastian. Thus, the plot depends not on the linear unraveling of events but on "a conjunction of timeless moments" (Cather, p. 270). This kind of structure, mainly depending on overlapping stories, creates a dynamic reading of the narrative as dense a drama of a woman who is eventually led to having a fragmented psyche (Abumelhim et al., 2023; Issa et al., 2023; Al-Jezawi et al., 2023; Rababah et al., 2023). In Lucy's town, people assume she will marry the rich Harry Gordon. However, in Chicago, the famous opera singer, Clement Sebastian, asks for a music accompanist, as the late one is hurt. Lucy, achieving well in the audition, ends up taking the position of Sebastian's accompanist. Harry Gordon is being repudiated as he visits Chicago to see her. Lucy's disdain for Harry happens because of her growing relationship with Sebastian, who is estranged from his wife. Lucy ends up alone as Sebastian drowns in Switzerland. She returns home to live with her father and older sister. Lucy attempted, but failed, to rekindle her relationship with Harry. The closing scene of the novel ends with a catastrophic outcome that ceases her dreams and her life together, Lucy loses her life in a tragic accident, making it look like suicide.

Lucy's marvelous dreams of art endeavors and ambitions originate from that place she used to live in, and this rich experience accompanies her journey of life as a haunting, irreplaceable memory that affects her dreams and ambitions

she has been searching for from the early childhood. From another perspective, *Lucy Gayheart* can be considered an individualistic and psychological human experience because it deals with the internal structure of human feelings as it reflects her intrinsic power influences, and leads her to pursue artistic dreams. *Lucy Gayheart* is a pure psychological novel for Deepa and Rajalakshmi because it all starts from within. They say, "*Lucy Gayheart* is a psychological novel by Cather. This work focuses primarily on Cather's mind and her emotional reactions. The characters influence the circumstances of Cather's life. The internal flow of the mind generates decisive external actions that cannot state their current lives. After the death of Cather's mother, Cather thinks that life is meaningless. This meaninglessness and nothingness are demonstrated by the characters of Lucy and Harry (p. 283). Artistic dreams remain the most powerful motives behind Lucy's ambitions and endeavors in life. She continues to search for the lost part of herself despite all the psychological and social obstacles she has to endure. Such an idea as explained in the previous quote could represent Cather's interest in this theme in general. It is quite clear that Cather's works implicitly and explicitly revolve around aesthetics, art, crafts, and human skills. However, this novel mainly highlights the theme of art as connected and correlated with the image of death. Cather refers to this issue in different works and short stories, for example, "The Sculptor's Funeral" (1905), a story that begins with a funeral scene for a great artist that we do not see. Another Story that resembles such a theme is framed in her short story "Death in the Desert" (1903), where death seems to haunt artists in their long and tiring life journeys.

II. LITERATURE REVIEW

Generally, there have been some studies that focused on art representations in Willa Cather's novel but rarely referred to death and art together as a whole. Some of those studies were mainly concerned with the aesthetic aspects of her novels. In a study on the use and importance of light in Cather's fiction, Maria Mackas (2017) defended her thesis on Cather's "visual art's *tenebrism*" – which is defined as an artistic way of 'illuminating' a person, an object, or an idea by juxtaposing light against dark. Cather's aestheticism and love of painting are clear as Welty (1974; as cited in Duryea, 1993) suggests, in Cather's writing, "We are looking at a work of art" (*Eye of the Story* 42). However, light is a unified image of Willa Cather's stories. Asad Al-Ghalith (2005) argues that "Light imagery has become a favourite technique of Cather's to depict characters". He goes on to relate this light to the spiritual quest in many of Cather's heroines stating that, "Their eyes show this internal spiritual fire, which emanates from their souls, and any sensitive reader of an Ántonia, a Thea, or a Lucy can see the spirit, the fire, surfacing in the eyes" (Al-Galith, 2005). Such an interesting aspect unites the meaning of the artistic spirit in the character's mind, and an example of this would fit Sebastian, Lucy's teacher, who finds this meaning in her flashing eyes, "When she gave him a quick shy look and the gold sparks flashed in her eyes, he read devotion there, and the fire of imagination; but no invitations, no appeal. In her companionship, there was never the shadow of a claim. On the contrary, there was a spirit which disdained advantage" (*Lucy Gayheart*, p. 81). Al-Ghalith believes that in a platonic sense, the eyes become windows to the soul. Lucy Gayheart, the protagonist, believes that her sweetheart, Harry Gordon, has this broad imaginative speculation that flashes from her eyes. In Willa Cather's characters, the human body contains the light of a burning fire that embraces art within.

James Woodress (1987) maintains that the work, *Lucy Gayheart*, was not one of Cather's favourite stories, especially the failing heroine, Lucy, who might have lost much of the sympathy from her author: "Cather also had no patience with failures, especially sentimental artistic failures". Had she written this twenty year earlier, "she would have heaped contempt on an artist manqué like Lucy," and that "Cather's impatience with her heroine while she was writing the novel is pretty well concealed (Woodress, 1987, Chapter 21).

The prevalence of death in the novel; three deaths by drowning: Sebastian, his friend, and Lucy herself, is shifting it to the Gothic. Cather meant the story to be a romance, yet Susan Rosowski (2001) discusses the novel as a "Gothic" romance. In her illuminating research, "Willa Cather's American Gothic Saphira and the Slave Girl" (1984), Susan J. Rosowski maintains that:

> In her last two novels, Cather focused on the irreconcilable contradictions that had appeared in, but were not central to, her earlier plains novels. *Lucy Gayheart* has strong ties to the Dracula myth, in which a pure young heroine is drawn into the power of a dark, brooding figure who feeds upon her youth to stave off his world-weariness. (p. 222)

Sebastian could best be seen as a Gothic Byronic hero, who usually sulks by himself in loneliness, but keeps hiding his suffering from anyone else. He finds in Lucy the hope to rejuvenate and regain his lost youth and vitality. The trap is complete when Lucy attended Sebastian's recital and lost consciousness as she listened to him singing. Rosowski contends that "Cather's story resembles nothing so much as Bram Stoker's 1897 tale of dark possession and threatening sexuality, *Dracula*" (Rosowski, 2001, p. 223). Linda Chown (1993) states that, "because the structure is so exquisitely integrated throughout, one may not immediately recognize *Lucy Gayheart*'s form for what it is: an aesthetic structure that completes itself only with the final section of the book (p. 119). By analyzing Cather's art of performance, Dubois (2015) tries to show that as a *mature* writer Cather, "depicts how the illusions of youth are shattered by tragedies and the final acceptance of death as an inevitable part of life" (p. 30).

III. RESULTS AND ANALYSIS

In almost all her narratives, Willa Cather illustrates a subtle, delicate affinity with the place. She systematically and consciously develops this concept through art. Maria Sanchez refers in "Immovable: Willa Cather's Logic of Art and Place" to the influence of place on the artistic imagination of Willa Cather as a writer and critic. She says, "Her well-known philosophies concerning the nature of great art consistently reject any stylistic trait that, to her mind, burdens it with too much of the surrounding material world" (p. 117). The writer's mentality as a profound and meticulous contemplator and observer has been revealed in her prodigious narrative style through her representation of art and aesthetics. Such thought patterns are embedded in the power of words and the vitality of depiction and projection. Willa Cather's concentration on art as a communication medium with nature has made the novel livelier and more interactive simply because the reader's imagination becomes quite indulged with the representation of nature as a piece of art.

To a great extent, the character of Lucy Gayheart, the novel's main protagonist, dramatically resembles the writer's passion and love for art and her appreciation for nature and beauty. Linda Chown (1993) notes in "Willa Cather's *Lucy Gayheart*" that Lucy has this artistic sense of nostalgia for the place she deeply loves. Hermione Lee (1990) has observed that the novel is undeniably "something more than the 'Ballad of Lucy Gayheart'" (Chown, 1993, p. 121). The book's delicate complexity emerges more clearly in examining closely the two areas that most finely constitute it: the temporal frameworks and the matter of the telling" (Chown, p. 121).

Lucy's artistic journey bloomed out of Haverford and the Platte River and extended through a developmental stage that finally led her to discover what she had been seeking since very early childhood. This is a noticeable idea when analyzing her allegiance to this place and its inhabitants. The writer's personality as an intellectual thinker who deeply reflects the sublime and magnificence of the place is clearly shown in most of her novels. Indeed, the value of place lies at the heart of Willa Cather's fiction. Cather originally placed a high value on the pioneer theme, which permeates the majority of her novels, emphasizing the significance and affinity of place for her protagonists. In this sense, Cather is never a regional writer but rather one who investigates the transformational relationship between the individual and the place. Thus, in Cather's *Lucy Gayheart*, the heroine's progress, her ambitions, and, more importantly, the actualization of her artistic dream are all perceived through this transformational relationship with the place. Such harmony between nature and art has always been a concern and a matter of discussion for many critics of Willa Cather's Lucy Gayheart. In "Nature and Character in the Novels of Willa Cather," John Ditsky (1974) observes that, beyond the intricate connection between nature and art, the individual's persona appears intricately linked to nature. The concept of nature and the individual converges into a shared stream of consciousness, and readers perceive this complex interconnectedness when comprehending the influential role that art assumes in the novel. Ditsky argues that "the second facet of the nature-character relationship in Cather's novels pertains to futurity in a manner akin to how the first aspect related to the past (p. 7).

Such an overlapping affinity with nature, particularly the scene of the river, is very similar to her representation of Alexander, a central protagonist in her novel, *Alexander's Bridge* (1912), in which she represents the character of Alexander through the contemplation of his self through the river and the bridge, which symbolically represents redemption and purity. Ditsky states that "in developing nature imagery as an index of character definition, especially in terms of orientation to art, Willa Cather made only tentative steps forward in Alexander's Bridge, and that in the stark conception of the central character we have already noted. Alexander is described as extraordinary, a figure of such physical and intellectual strength that he epitomizes the phrase "tamer of rivers" (p. 7).

Such an exciting side of the writer's sense of appreciation towards nature and the beauty of nature constantly reminds the readers of Willa Cather's life and her deep sense of attachment to the land. Lisa Garvelink notes in "The Nature of the Life of the Artist in Willa Cather's The Song of the Lark "that Willa Cather's early years were laden with beautiful memories about nature. She says: "Though Willa Cather spent most of her adult life living in New York City, she never forgot the mountains and lush environment of her early years, the wide-open prairies of her adolescent years, and the unusual rock formations of the West, all of which she portrays in her novels" (p. 270).

The image of the place around her, especially in her hometown, Haverford, Nebraska, which is located near the beautiful scenery of the Platte River, was evident from the beginning of her artistic dream. Probably the depiction of that place continues to be a more powerful influence in her personal life and her resolution to fulfil her own dreams. Moreover, the image of the river continues to accompany her artistic life and to be part of her identity as an artist or a dreamy, ambitious character. Furthermore, even though Cather feels satisfied with the achievement, the memory of the place remains an indispensable element that injects life into her goals and feeds her eagerness towards tranquillity and satisfaction despite her mixed feelings of disappointment and frustration sometimes in the novel. As one notices in this quote from the novel, Lucy Gayheart developed this passion for art when she was still a young girl, and the preoccupation with the place has long continued to influence her artistic dreams, whenever her townspeople see her, "They still see her as a slight figure always in motion, dancing, skating, or walking swiftly with intense direction, like a bird flying home" (Cather, Lucy Gayheart, p. 5).

The place, in all of its marvellous beauty and glory, was a part of her romantic life that she yearned and longed for. It is evident from the quotation that Lucy has developed an intense intimacy with Haverford and the Platte River, as it was always the place for her romantic and artistic dream that pushed her to do the best. Such wonderful places reinforced

her wishes and broadened her horizon to explore herself and the world around her. The image of the place remains as a sweet and lovely memory that she would never forget simply because it is a part of her social and psychological life.

One can also recognize how she spoke about Haverford and the Platte River and her sense of belonging to that place. The Platte River to Lucy is more like where she once lived and liked; it is more like the roots of her identity as a character filled with love, art, adeptness, and sweet memories.

The image of art also accompanies the scene of death represented by the main character, Lucy Gayheart. Throughout the novel, readers see a clear picture of the death of an ambitious artist who struggles for success and dreams. Lucy Gayheart's character represents the anti-climax that hovers around success and artistic dreams. Her character and art are associated with recurrent images that foreshadow death. The issue of death as part of the life cycle is dealt with carefully in this novel, starting at the very beginning when the narrator says, "They do not talk of her a great deal, to be sure; life goes on and we live in the present" (Cather, p. 645). The images that foreshadow her death are abundant, letting readers see that Lucy Gayheart was sure that her death was inevitable and very soon. A sense of impending death overwhelms her character and controls her unconscious mind. She even saw the way she would die before her death. Lucy knows for sure that her artistic dream and her talented creativity would lead her to death. The use of symbolism, the lofty style, and images all inform the reader about Lucy's life and her existential need to fulfil her artistic dreams. As one may notice in this quote, Lucy believes that the inner motivation is the key to success and self-actualization, "The thing to do was to make an overcoat of the cold, to feel oneself warm and awake at the heart of it, one's blood coursing unchilled in an air where roses froze instantly" (Cather, p. 39).

Part of this anxiety over pursuing her artistic dreams contributes to Lucy's persistent discomfort about her own destiny and death. She has an overwhelming fear of the future, and sometimes she thinks a lot about death. Readers can notice this when Lucy starts to feel afraid of going to sleep as she begins to see illusions of her death: "She awoke from such dreams cold and exhausted from her struggle to break that cowardly embrace (Cather, p. 733).

Lucy Gayheart was completely worried about her destiny and just felt that her death was approaching. The more Lucy Gayheart develops her art, the more her sense of impending death starts to grow. Deepa and Rajalakshmi (2018) emphasize that Lucy's death causes complete disappointment to her friends, especially the ones who deeply and genuinely appreciate what art really means. On one level, her death represents a psychological shock to the ones who really loved her, and on the other, it represents a failure in communication with art as an immortal sense of beauty. They say that "Lucy's death creates a catastrophic mood for Harry. Harry spends his remaining life mourning the death of Lucy... He can realize his love for Lucy after her death. After some happy events, Harry's life takes a turn, leading the readers to come across subversive turns in Cather's life. In her dark period, Cather writes this novel with downheartedness (p. 284).

Such a tone of sadness toward the deceased artists is a recurrent theme in most of Willa Cather's novels. Lucy is similar to Thea in *The Song of the Lark*, who also represents this melancholic sense of mortal beauty that always shows sadness, and "This melancholy tone is reflected in the characters of Lucy and Harry". In The Song of the Lark, after the death of Ray Kennedy, Thea continues to struggle in her life and shines at the end. Lucy, with the same quality as Thea, cannot survive after the death of her heart. She is portrayed as a barren, effete lady. She cannot think over her life and rise from her present level. With her deep cheerfulness and heart, Cather writes this fiction and visualizes herself, Lucy, and Harry (Deepa & Rajalakshmi, 2018, p. 284). Lucy's sense of discomfort is evident in this quotation: "The daylight in her room grew grayer and darker" (p. 748). She starts to see death in her art, music, and even flowers, and she keeps this inside her without sharing it with anyone as we see in this quote, "She thought of music as a natural form of pleasure (p. 7).

Even though Sebastian could make her feel much more important as an artist in society, "with him, she had learned that those flashes of promise could come true, that they could be the important things in one's life" (p. 748), but she could also imagine her death in his voice and music. She loves her art, and she loves Sebastian's art; she could also see death in his songs. She knows for sure that these songs are her songs of death. This is noticeable when reading this quotation from the novel: "She loved to repeat lines from some of Sebastian's songs, trying to get exactly his way of saying the words, his accent, his phrasing. She tried to sing to them a little" (p. 733). It made her cry, but it melted the cold in her heart and brought him back to her more than anything else did.

IV. CONCLUSION

On an ontological level, Lucy Gayheart seems to be filled with a persistent passion and desire for art that keeps fuelling her motivation and spirit for life. Again, this artistic passion stands out as an ideal, platonic, and utopian motive at some point. Her art gives her a unique and exquisite energy for life, but it all fades away when her abrupt and fast death visits her. Death is also another domain in her aesthetic journey, which means dying with a life purpose and a dream. It also indicates a more significant theme than any ordinary death. Finally, art in Lucy Gayheart is an issue that is connected with death, but Lucy Gayheart herself thought that these obsessions could only be illusions, even though she alienates herself from the very beginning of the novel: "When she looked about this house where she had grown up, she felt so alien that she dreaded to touch anything" (p. 732). Readers will guess that this "something" is death.

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Improving Chinese Listening Ability Through Workload-Based Learning With Multimedia in Thai Universities

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Abstract—This qualitative research aims to examine the basics of Chinese listening ability by organizing workload-based learning with multimedia for first-year students learning Chinese as a foreign language at different universities in Thailand. As a result of workload-based learning with multimedia, Chinese listeners are better equipped to develop their listening skills. Using workload-based learning management with multimedia, the development of Chinese listening ability has been evaluated and improved by implementing workload-based learning. As interview participants, we selected 20 first-year Chinese language students randomly from several universities in Thailand. The experimental model was additionally developed and 7 Chinese teachers and experts were invited to evaluate it. According to the results, Chinese listening ability combined with workload-oriented learning management and multimedia for students has a significant effectiveness and the Chinese listening ability model with workload-oriented learning management and multimedia for high-level students has shown greater effectiveness. Chinese listening abilities are also being explored using a variety of workload-oriented learning arrangements accompanied by multimedia. The findings provide valuable insights into how multimedia can be used to enhance learning outcomes and identify ways to better support students in their Chinese language learning. The research also highlights the importance of workload-based learning management for Chinese listening ability and provides a model for how it can be implemented in the classroom.

Index Terms—Chinese as a foreign language, listening comprehension, multimedia, Thai students, workload-oriented learning

I. INTRODUCTION

Chinese is regarded as the second most studied foreign language from kindergarten to higher education in Thailand. It is also part of a government policy aimed at encouraging students and the general population to be able to speak Chinese. There have been many studies examining Chinese language learning prior to, during and after the outbreak of COVID-19 (e.g., Gong et al., 2018; Xu et al., 2022; Zhong et al., 2021). It is not surprising that the demand for the learning of the Chinese language is on the rise globally because of its economic and social importance, given that it has maintained steady economic growth for so long. It seems that there is a positive outlook regarding the increase in Chinese learners throughout the world, which suggests that research regarding Chinese language learning needs to be given greater attention. Furthermore, this rising demand for the learning of the Chinese language presents a unique opportunity to understand the complexities of the language and its culture, making it an invaluable asset to students and professionals alike. This increased demand for Chinese language learning also offers the potential for greater economic opportunities, as understanding Chinese can open up a world of business connections. In addition, improved access to Chinese culture and literature can lead to greater understanding between countries and cultures, fostering peace and collaboration. Knowing Chinese can also allow people to access a world of new technologies and advancements, giving them the opportunity to be at the forefront of innovation. It can also lead to a competitive advantage in the job market. Finally, it also serves to bridge divides between cultures, allowing people to understand one another better.

As of today, teachers can choose from a variety of teaching methods for teaching Chinese to Thai learners to suit each element of learning, i.e. learners, learning processes, and learning conditions in order to achieve the achievement of learning according to educational purposes in both cognitive and psychomotor domains. To enable learners to gain knowledge and understanding that relies on cognitive processes, and to develop practical skills in order to become proficient in doing things that may result in learning in the mind (Affective Domain) or the development of feelings finally conceived (Bloom et al., 1956). Every teaching style, however, has its own merits and limitations. For the maximum benefit of their students, teachers should choose a teaching style that is appropriate to the teaching context. Now technology has rapidly evolved, creating new materials, equipment, and techniques that can be used without boundaries in all circles, including in the educational circle. By applying these technologies to improve the efficiency of teaching, learning, and management, teachers can create more effective learning experiences for their students. It is necessary for teachers to adjust their teaching and learning practices in order to increase efficiency in learning for students. This is inevitable in light of the current state of teaching and learning. Therefore, teaching behavior must be

adapted to the changing times in order to lead students to be able to learn and to live happily in the future. To do this, it is necessary to learn about various technologies and analyze their feasibility. The technology used should be used for maximum efficiency and fit the conditions of the school and put the student at the center. As a result of information technology advancements, a stream that does not have borders or is global in nature has entered every country quickly. Electronics, computers, telecommunications and information (ECTI) are four sciences combined to form this field. ECTI enables the global community to communicate quickly anywhere in the world and receive news from a variety of movements simultaneously (Brames, 2022). As multimedia media play an increasingly important role in business and industry, multimedia technology plays an important role in learning management as well. In particular, it has been used for training and entertainment. Traditionally, multimedia has been used in the education sector as a CD-ROM or as part of a multimedia laboratory. This may be said to be an important tool in future educational institutions, even the construction of the infrastructure may also pose a threat to the use of social media for educational purposes (Yu et al., 2023). This is because multimedia can present audio, text, animation, music, graphics, photographs, printed materials, movies and videos, as well as simulation images of teaching that students can learn on their own proactively (Yu & Xu, 2022). Various forms of information, such as still images, animations, sound, video and text, have been integrated into elements for effective communication and learning (Yu et al., 2022).

II. LITERATURE REVIEW

In order to address the problem, one method is to design Chinese language instruction to allow students to have self-practice, the ability to express themselves and gain knowledge and understanding in learning. It is possible to teach Chinese language in a variety of ways, each of which involves a different algorithm. According to their importance and benefits, student-centered language courses, guidelines for teaching language for communication, integrated learning management, cooperative learning, content-based learning management, and task-oriented learning are some examples of integrated learning management that may benefit learners. In order to conduct a systematic review of the literature regarding flipped language classrooms from the viewpoints of theoretical foundations, learning activities, tools, research topics, and findings of flipped language classrooms, Zou et al. (2020) conducted an analysis of 34 published articles. The results of this study were obtained using a variety of research methods, including tests, surveys, and interviews. In the flipped language classrooms, a variety of electronic tools were also employed (e.g., video-watching tools, online learning platforms, online discussion tools, and video-making tools) according to the results. In addition to improving students' academic performance and cultivating their learning motivation, the findings of the study demonstrate that the flipped language classroom also contributed to the development of self-regulation, confidence, and higher-order thinking skills.

It was reported by Han (2018) that a semester-long study examining task-based learning in a Chinese language teacher-training program that promotes task-based language teaching (TBLT) resulted in tangible results on both counts—understanding TBLT (content) and the ability to articulate it (language). TBLT has been reported to improve the participation of beginner learners of Chinese as a foreign language in Denmark, create more opportunities for speaking, reduce anxiety, and enhance enjoyment for learners. However, TBLT encountered challenges such as a lack of practice in Chinese pronunciation, difficulties balancing learners' different preferences for learning strategies, and insufficient instructional time support (Bao & Du, 2015). As a result of the learning management that informs the goals of the tasks, task-oriented learning management study after school is higher than previously. It is explained and prepared for students to perform tasks independently. Students also express their opinions on the workload they have performed and review what they have learned, which enables them to draw conclusions based on the material learned (Cerezo et al., 2016).

There is a growing interest in the Chinese language, however, the organization of the process is imperative. The ability to teach Chinese effectively and to turn it into a career is therefore necessary. Learners of Chinese languages must be able to comprehend the following skills: listening, speaking, reading, writing, and translating. This is the first skill in learning a language. Listening skills are one of the foundations of social skills and are a vital part of success in life. The development of listening skills affects the development of intelligence as it relates to the exercise of thinking as well as reducing misunderstandings, conflicts in interactions with individuals. One thing I want to learn effectively is to train my memory and practice my focus. The learners will be less likely to learn Chinese effectively if they are not able to understand or have difficulty listening. On the other hand, if they are able to develop effective listening skills, other skills will be developed as well. As a student-centered teaching and learning method, practice-based teaching is appropriate for teaching foreign languages, as it provides students with hands-on experience (Ali, 2019). As a result of real-life experience, students will develop skills and expertise. Teachers should therefore have a thorough understanding of the practical arrangements so that they can achieve the standards and outcomes that are required for practice-based language teaching. The focus must be on the learners to fill in the gaps left by that practice. With the available language resources, it is possible to achieve clear communication results, but in teaching and learning Chinese with an emphasis on practical experience. In order to increase interest in the course for Thai learners, the above teaching and learning management model can be applied to Chinese language teaching content. As a result of a collection of learning information on practical Chinese language teaching and learning for Thai learners, very few studies and articles have

been published in Thailand in this area. More research and studies should be encouraged in this area to provide guidance on how to develop Chinese language teaching in Thailand in a more diverse manner.

Since little is known about cognitive-linguistic skills contributing to early listening comprehension (LC) in Chinese, Fong and Ho (2017) analyzed whether the established cognitive-linguistic skills associated with LC in non-Chinese languages (i.e., working memory, vocabulary, grammatical skills, comprehension monitoring) are similar in Chinese LC, as well as identifying novel skills (i.e., morphological skills) that could be unique to Chinese LC. A total of 105 Hong Kong-Chinese children in first grade participated in the current study. The results from multiple regression showed that each of the aforementioned skills, except for grammatical skills, had an individual contribution to early Chinese LC. Morphological skill was the most prominent and unique contributor. As a result of the path analysis results, they proposed a systematic path model that illustrated the roles played by cognitive-linguistic skills, both directly and indirectly. To assess the effectiveness of classroom activities in improving the listening and speaking skills of first-year students at a university in Thailand, Sukjairungwattana (2023) employed a mixed-methods approach that included both quantitative and qualitative data. Organizing learning activities can be an effective way to enhance the listening and speaking skills of Chinese language learners, and this approach can be applied to university settings as well.

Moreover, the development of CSL students' reading comprehension is constrained by their listening comprehension, and (2) the acquisition of Chinese literacy skills may promote students' listening comprehension by enhancing their linguistic knowledge and awareness (Wong, 2021). Some related studies focus on the listening comprehension skills of Chinese students who learn English as a foreign language, for example, Liu and Yuan (2021) explored changes in and effects of foreign language classroom anxiety (FLCA) and listening anxiety (FLLA) on Chinese undergraduate students' English proficiency over a semester in the COVID-19 context, and the findings indicate that the learning environment is critical in influencing the levels of and changes in FLCA and listening anxiety and that these two types of foreign language anxiety are serious issues in the pandemic foreign language learning context. Chinese high-proficiency listeners (HLs) possessed more types of strategies and used strategies more frequently and effectively than low-proficiency listeners (LLs). HLs not only reported fewer listening problems but also had a better awareness of listening problems and use of problem-solving strategies than LLs. Both HLs and LLs agreed on the importance of listening but showed little interest in doing listening tasks. The similarities and differences between the findings of this study and those of second-language listening research and implications for planning effective instruction to enhance native language listening proficiency are discussed (Lau, 2017).

As a result of the author's experience teaching Chinese language, teaching and learning to undergraduate students in Chinese language courses, most students were unable to communicate with the instructor during the class period. Since listening to what the teacher said did not help me understand, the author is interested in studying the model for developing Chinese listening skills. The related faculties may utilize the results of this study as a guideline for developing the teaching and learning of listening skills and other skills. This will be done through a learning management system that emphasizes workload with multimedia tools. Therefore, this paper focuses on the following objectives:

1. To analyze the current situation regarding multimedia adoption to practice Chinese listening ability in Thai universities.

2. To develop a multimedia model of Chinese listening ability.

3. To examine how Chinese listening ability is influenced by learning management that emphasizes workload and multimedia media.

4. To assess and improve the Chinese listening ability development model.

III. RESEARCH DESIGN

In this study, the author intends to evaluate how Chinese listening abilities develop. In order to prepare students for a successful start to their university careers, their faculties have developed a learning management system that emphasizes the use of multimedia in the classroom. In order to accomplish this, the following steps must be followed, as shown in Figure 1:
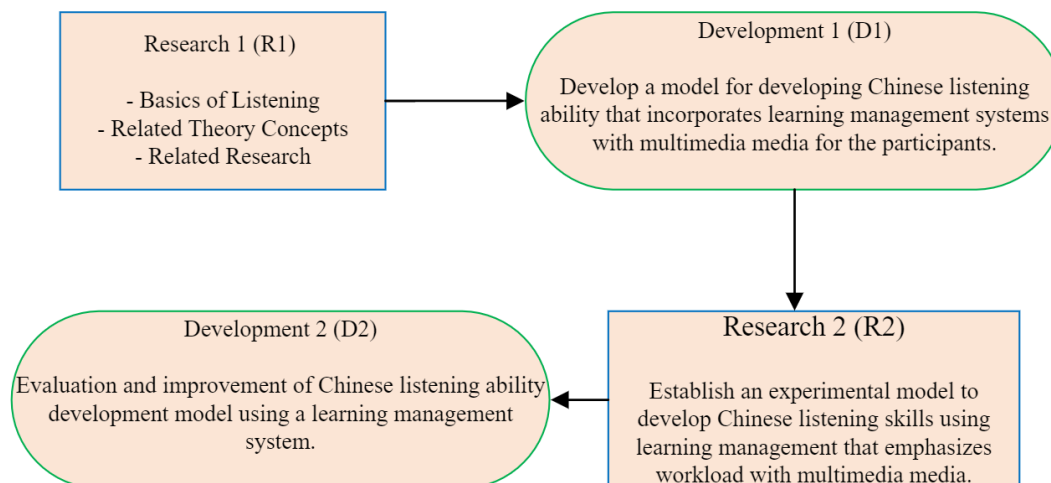
Figure 1. Research Design

A. Research 1 (R1)

The first step in the project (R1) is to conduct a baseline and needs assessment. The baseline and needs assessment analyzes the current context of Chinese listening ability. The needs assessment is complemented by a learning management system that emphasizes workload with multimedia media for the candidates.

This study was conducted among students studying Chinese language in the second semester of the academic year 2022 at universities in Thailand. They were chosen from three different kinds of courses, namely majors, minors, and electives. A simple random sampling was used in this study to select a sample of 20 students from among them. Semi-structured interviews were conducted to evaluate the students' learning and practicing progress regarding Chinese listening ability. The data collected was then analyzed to determine the effectiveness of the teaching methods used in the courses.

B. Development 1 (D1)

In D1, the development and qualitative study of the Chinese listening ability model is carried out by analyzing the data and testing and certifying the model. Specifically, seven experts in the model certification program were selected according to specific selection criteria (purposive sampling): experts in teaching and learning Chinese. The following qualifications are required: having a master's degree in education or Chinese language; and having been teaching Chinese in higher education for at least five years. The experts were required to have experience in teaching Chinese as a second language, as well as a strong knowledge of Chinese pedagogy. They were then required to complete a certification exam to demonstrate their proficiency. The experts were then certified in the model certification program.

C. Research 2 (R2)

The implementation of R2 is based on the Chinese listening ability model and a learning management system that emphasizes workload with multimedia media for the students. A study of the trial was conducted among students majoring in Chinese subjects and enrolled in the second semester of the academic year 2022. This sample group, which contains an additional 20 students, differs from those previously selected. Secondly, the test to measure knowledge must be administered both before and after the experiment. Finally, the test format should be modified. The modified test should focus on assessing students' understanding of the material, rather than testing their memorization skills. Additionally, the modified test should be administered in a proctored environment to ensure the validity of the results.

D. Development 2 (D2)

Using learning management that emphasizes student workload with multimedia media, D2 evaluated the effectiveness and improvements of the Chinese listening ability model. A focus group discussion was conducted with seven teachers and Chinese experts. The following findings show the details and results of the focus group's work.

IV. FINDINGS

The seven selected Chinese teachers and experts contributed valuable information to this research. The researcher was greatly inspired by their discussion and suggestions. Here are three examples of transcripts of the Chinese language experts interviewed in this study:

A. Expert 1

Interviewer: *Thank you for taking the time to speak with me today. Can you please start by sharing your background and experience with teaching Chinese?*

Expert 1: *Sure, no problem. I have been teaching Chinese language and culture for over 15 years now, primarily at the university level. I hold a Master's degree in Chinese linguistics. I started teaching introductory Chinese language courses and have worked my way up to advanced levels. I've also developed Chinese language curriculum and taught Chinese for special purposes courses tailored to different majors like business, tourism, international relations, etc.*

Interviewer: *Great, thanks for providing that context. In your experience teaching Chinese listening skills, what are some of the key challenges students face?*

Expert 1: *One of the biggest challenges students face is distinguishing the tones in Mandarin Chinese. As you know, Chinese is a tonal language and the meaning of a word can change completely depending on its tone. This takes a lot of practice for non-native speakers to grasp. Students also struggle with vocabulary acquisition in the beginning. They find it hard to recognize words they've learned when spoken at native speed. Parsing longer sentences and capturing all the details is another difficulty. Chinese syntax can be very different from their native language.*

Interviewer: *What strategies or techniques have you found most effective for helping students improve their Chinese listening skills?*

Expert 1: *Some strategies I've had success with include using audio recordings even for beginning levels. Having them listen and repeat is helpful. I also like doing call-and-response drills where I say a phrase and they repeat it back. Using multimedia like videos and movies with Chinese subtitles or dubbing is engaging for students too. Repeated exposure through these means over time helps them pick up the tones and vocabulary. I also give them note-taking tasks while listening to have them focus on key details. And starting simple with short, very common phrases and building up slowly works well.*

Interviewer: *As an expert, what are your thoughts on using multimedia and a task-based learning approach to develop Chinese listening abilities as proposed in this study?*

Expert 1: *I think that approach holds a lot of promise. Using multimedia resources allows for varied input and exposes students to authentic language examples. This is important for listening comprehension development. Having structured tasks also gives them clear goals and motivation. It makes the listening practice more meaningful versus just passive listening. Assigning tasks related to note-taking, summarizing, answering questions etc. forces students to focus on details and processing of the language. The element of interaction keeps them engaged. So overall, I think combining multimedia resources with a task-based framework could really help drive improvement in students' Chinese listening skills. It merits further research and evaluation.*

B. Expert 2

Interviewer: *Thank you for agreeing to participate in this study. Could you please start by telling me about your background and experience with Chinese language teaching?*

Expert 2: *Sure, I've been teaching Chinese for over 10 years now at both the university and high school level. I hold a PhD in Applied Linguistics with a focus on Chinese as a second language acquisition. My specialization is in teaching listening and speaking skills to foreign language learners. I'm also involved in curriculum development for Chinese immersion programs.*

Interviewer: *In your experience, what would you say are some of the key challenges students face when developing Chinese listening abilities?*

Expert 2: *One major hurdle students encounter is the sheer speed of spoken Mandarin. Going from carefully articulated spoken examples to native speed conversation is a big jump. They struggle to distinguish individual words and parse the sentence structure at a quicker pace. Vocabulary breadth is also an issue - even if students know words in isolation, it's difficult to recognize them in unrehearsed speech. The tones also remain problematic for many long after beginning studies. Simply retaining what they hear in short-term memory can be challenging too due to the unfamiliar sounds and syntax.*

Interviewer: *In your Chinese courses, what approaches have you found most effective for helping students improve their listening comprehension?*

Expert 2: *I find integrating listening practice with speaking response activities very effective. For example, having students listen to a prompt and then discuss it with a partner using targeted vocabulary and sentence patterns. I also use a lot of multimedia - podcasts, radio segments, videos. I give them guided notes to complete while listening to keep them engaged. Repeated listens of the same material with incremental increases in difficulty is helpful too. And providing listening journals or reflection prompts helps strengthen retention of what they hear. Scaffolding tasks from simple to more complex over time works well.*

Interviewer: *Based on your expertise, what are your thoughts on the idea of using multimedia resources combined with a task-based learning approach for developing listening skills as examined in this study?*

Expert 2: *That approach aligns well with best practices in the field. Authentic multimedia content exposes students to real language examples and uses more visual and contextual support - which is important for comprehension. Having structured tasks with a clear objective keeps learners focused and active during listening practice. It also allows for assessment of learning. Incorporating tasks that promote interactive follow-up like discussions or role plays can help cement understanding. Overall it seems like a very promising framework that leverages technology and learner-centered techniques to help drive listening progress over time.*

C. Expert 3

Interviewer: *Thank you for taking the time to speak with me today. As an expert in Chinese language pedagogy, could you please share your thoughts on developing listening skills among Thai university students learning Chinese?*

Expert 3: *Listening comprehension is fundamental but often challenging for Thai learners of Chinese. The tonal nature of Mandarin and differences from Thai pose initial roadblocks. More exposure through engaging, meaningful tasks is key.*

Interviewer: *Could you elaborate on how a workload-based approach using multimedia could help overcome some of these listening challenges?*

Expert 3: *A workload-based model provides structure and accountability. By integrating multimedia like audio clips, video, and interactive resources into clearly defined listening assignments, students receive varied input and practice parsing authentic language. Tasks assessing note-taking, summarizing, or responding to prompts keep them cognitively engaged. This scaffolds them from receptive training to productive application of new skills.*

Interviewer: *In your view, what are some principles an effective multimedia-based model should follow?*

Expert 3: *It must incrementally increase difficulty and provide scaffolding. Start simply by isolating tones or vocabulary through audio clips. Progress to short dialogs, then longer form content. Integrate visual supports like captions which fade over time. Ensure tasks directly target listening objectives. Seek feedback to customize support. And motivate through gamification, leaderboards or collaborative elements if possible.*

Interviewer: *How might such a model help address specific pain points Thai learners face in developing listening proficiency?*

Expert 3: *Repeated, multimodal input aids tonal acquisition. Contextual clues and interactive elements support comprehension. Scaffolded tasks build confidence and metacognition. Well-designed formats keep learners engaged over time, increasing exposure and reinforcement critical for any language skill. Used properly, multimedia workload-based learning could considerably help advance listening for Thai Chinese language students.*

The researcher gained valuable insights by communicating these highly qualified experts in Chinese language pedagogy. All of them have extensive experience teaching Chinese as a foreign language at university or high school levels, with credentials including master's and doctoral degrees related to Chinese linguistics and language acquisition. Through the interviews, common listening challenges faced by students were identified, such as distinguishing tones, vocabulary recognition at speed, parsing longer sentences, and short-term memory of unfamiliar linguistic features. Additionally, the experts provided endorsement for incorporating multimedia resources and task-based learning into the development of listening skills, noting it exposes students to authentic examples while keeping them engaged through structured activities with clear objectives. They also offered guidance on important principles for an effective model, such as gradually increasing difficulty levels, providing scaffolding and visual support, and ensuring tasks target specific learning objectives. The experts' perspectives validated the approach examined in the study and identified ways it could help address Thai learners' issues with tones and comprehension over time through adequate repeated multimodal input and contextualized practice. Overall, interviewing these three Chinese language teaching experts lent authoritative support to inform the research.

Finally, as a research framework, Figure 2 summarizes the suggestions for enhancing the ability to listen to Chinese with learning management that emphasizes workload with multimedia media for Chinese language students at universities in Thailand.
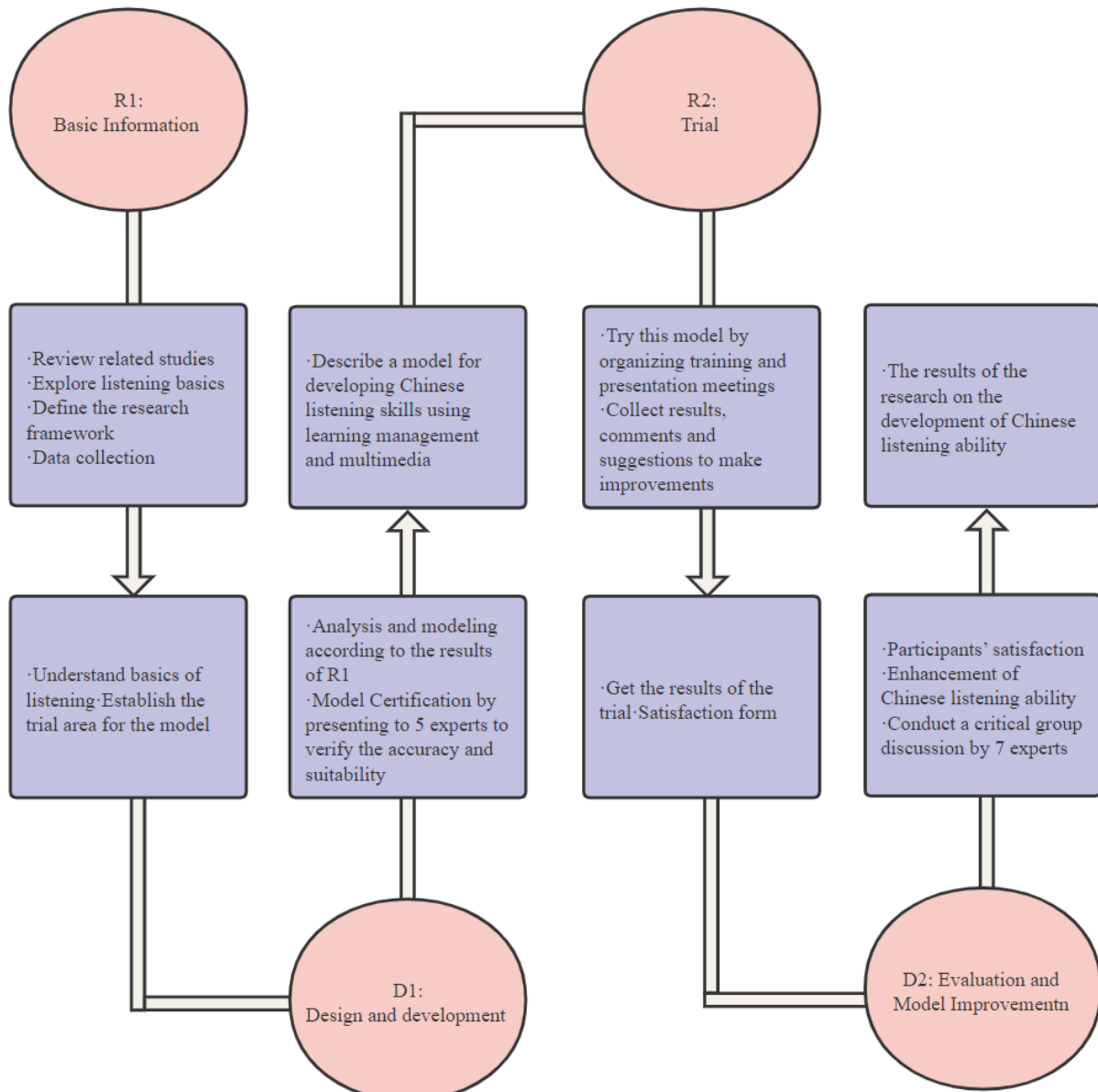
Figure 2. Framework of Suggestions

According to the framework shows in Figure 2, the results of the research on the development of Chinese listening ability can be finally achieved after conducting the previous processes of literature review, data collection, model establishment and verification, trial and suggestions, participants' satisfaction and critical group discussion of experts.

V. CONCLUSION

This study aimed to examine the development of Chinese listening abilities among Thai university students through a multimedia-based, workload-oriented learning management approach. Interviews with Chinese language experts provided valuable validation of the proposed approach and offered useful recommendations for effective implementation. Key findings indicate that integrating multimedia resources like audio, video and interactive materials into well-structured listening tasks can help address common challenges faced by Thai learners, such as tones and parsing language at speed. A scaffolded model that gradually increases difficulty while providing visual and contextual support aligns well with best practices. When designed and carried out properly according to expert guidelines, this student-centered approach leverages technology to meaningfully engage learners and drive listening comprehension gains over time through adequate practice opportunities.

While preliminary results are promising, further research is still needed. Larger-scale implementation and evaluation of the proposed model across different learning contexts could provide more robust evidence of its pedagogical effectiveness. Additional modifications may also be warranted based on continuous student feedback. Nonetheless, this study contributes meaningful insights into how task-based multimedia learning can potentially enhance Chinese listening outcomes for Thai undergraduates. It also highlights important considerations identified by experts to optimize

usage of this approach. With ongoing refinement and assessment, this learning framework shows potential to help more learners of Chinese achieve higher proficiency in comprehending the language.

In today's globalized world, the ability to communicate effectively in multiple languages has become increasingly valuable. Chinese, being one of the most widely spoken languages, presents numerous opportunities for personal growth and career advancement. Thai students are recognizing the importance of learning Chinese. The Chinese language, with its rich cultural heritage and economic significance, offers numerous benefits and opportunities for Thai students. China's position as a global economic powerhouse cannot be ignored. As the second-largest economy in the world, China presents vast opportunities for trade, investment, and job prospects. Learning Chinese gives Thai students a competitive edge in the job market, particularly in industries such as finance, tourism, hospitality, and international trade. Speaking Chinese opens doors to lucrative career options and enhances employment prospects. The importance of learning Chinese for Thai students cannot be overstated. From economic opportunities to cultural exchange, learning Chinese equips Thai students with valuable skills, broadens their horizons, and enhances their personal and professional growth. As Thailand strengthens its economic ties with China, the demand for Chinese language proficiency will only increase. Therefore, Thai students should embrace the opportunity to learn Chinese and seize the numerous advantages it offers in today's globalized world.

While developing overall proficiency in Chinese is essential, improving listening skills holds particular significance. Listening is the foundation of communication, and it is essential for any language learner. This is especially true for Chinese, where the tones and the characters require careful listening. Improving listening skills will also help learners better understand and speak the language. Therefore, it is important to focus on listening exercises to better understand and communicate in Chinese. The findings of this study suggest that multimedia learning can be an effective tool for improving Chinese listening ability. Further research is needed to explore the impact of multimedia on language learning. Additionally, the results can be used to inform the design of language learning strategies. Given the results, multimedia learning appears to be an effective tool for Chinese listening comprehension, prompting the need for further research into its impact on language learning. Furthermore, the findings can provide insight into the development of successful language learning strategies. For instance, using multimedia to provide meaningful contexts for language learning activities could help learners better understand the language and increase their learning outcomes. Educators can also use multimedia to promote learner engagement and motivation. By providing learners with an engaging and stimulating learning environment, they can be more motivated to learn and retain more of what they learn. Additionally, multimedia can be used to create immersive language learning experiences.

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