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Bridging the Curriculum Divide: A Proposal for Expressive Writing in World Language Content Courses

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Abstract—In 2007, the Modern Language Association (MLA) called for significant changes to world language programs due to a curricular bifurcation between basic language courses and upper-division content courses. Although significant inroads have been made in the last 14 years, the two-tiered curriculum structure still exists in many programs, and the urgency for curricular coherence has been heightened by a dwindling number of language majors coupled with institutional disinvestment in language departments. In practice, when language programs have not undergone a significant redesign, the general remedy for this divide is to include more authentic content in the target language in lower-level courses and to provide opportunities to continue to develop the full range of linguistic skills in upper-level content courses. In this proposal, I enter the conversation surrounding the curriculum divide in language programs and recommend a supplementary approach to previous solutions. I explore the advantages and disadvantages of expressive writing in advanced language courses and propose that including expressive writing assignments in world language content courses will help bridge the divide between lower-level and upper-level curricula. More specifically, I argue that expressive writing encourages students to continue to develop their voice from lower-level courses, to activate their background knowledge and facilitate reflection on course content, and to develop their linguistic skills in lower-stakes writing assignments. I also offer suggestions for adaptable, expressive assignment types for advanced language content courses.

Index Terms—expressive writing, world languages, content courses, curriculum divide

I. INTRODUCTION

In world language study in the United States, there is traditionally a divide in focus between basic language courses (beginning to lower-intermediate levels) and upper-division content courses, where the former focuses on developing linguistic skills (speaking, listening, reading, and writing)¹ at the expense of examining content, and the latter explores content, including literature, film, and cultural studies; linguistics; and world languages for the professions,² with limited focus on continuing to hone linguistic skills. According to Kate Paesani and Heather Willis Allen (2012), this is a “long-standing and well-documented bifurcation” (p. S55). Further complicating this matter is a significant downturn in the number of students pursuing world language coursework beyond the intermediate level despite a renewed interest in lower-level language study and government investment in world language programs following the wars in Afghanistan and Iraq. Disinvestments by universities in language programs, reducing or limiting language requirements, as well as a more general downturn in humanities majors are contributing factors (Flaherty, 2018). The urgency, then, of reinvigorating the curriculum for twenty-first century students remains apparent. The 2007 Modern Languages Association (MLA) inquiry into this question advocated for “replacing the two-tiered language-literature structure with a broader and more coherent curriculum in which language, culture, and literature are taught as a continuous whole” (Geisler, 2007, p. 236). In practice, when programs have not been completely redesigned, the general remedy for this divide is to include more authentic content or realia in the target language in lower-level courses and to provide opportunities to continue to develop the full range of linguistic skills along with provide relevant feedback to students in upper-level content courses.

Furthermore, the curricula of basic language classes tend to focus on expressive writing (and speaking) because the topics of study often revolve around student habits, preferences, and experiences with respect to topics like classes, family, food, hobbies, and clothing. Writing assignments often shift dramatically once students reach content classes, where literary analysis and research essays become the most common type of writing. In this essay, I will explore the advantages and disadvantages of expressive writing in advanced language courses and propose that including

¹ The common alternative to a skills-based focus in world language courses revolves around three modes of communication: the presentational, interpersonal, and interpretive.

² In the case of world language courses for the professions, there is a potential for overstatement about this divide. That is, this type of course can vary in terms of its content where some are essentially literature and culture courses with a theme related to a profession such as illness in literature (medical field) or business in different forms of cultural production. Other courses may be more oriented toward teaching vocabulary and developing conversational skills in a professional context. In the case of the latter, the question of the divide or two-tiered system may be less notable.

expressive writing assignments in world language content courses will help bridge the divide between lower-level and upper-level curricula. More specifically, it will encourage students to continue to develop their voice from lower-level courses, activate background knowledge, and facilitate reflection on course content, as well as develop their linguistic skills in lower-stakes writing assignments. In addition, I will offer suggestions for adaptable, expressive assignment types for advanced language content courses.

II. EXPRESSIVE WRITING AND ITS TYPICAL ROLE IN THE WORLD LANGUAGE CLASSROOM

Before delving into the role expressive writing can play in the world language classroom, it is important to establish what it is. Expressive writing is writing that focuses on the self, the personal, or features the “I.” It is recursive, and it can be process-oriented and collaborative. Expressive writing is useful for brainstorming, working through ideas, recalling something, or reflecting. Notes, letters, and journals are just a few examples of genres that could fall under the umbrella of expressive writing. In terms of pedagogy, it allows students to develop a voice, it can be motivating and empowering because it is student-centered, and it places the onus of writing on the student. Expressive pedagogy also “fosters a writer’s aesthetic, cognitive, and moral development” (Burnham and Powell, 2014, p. 113). In the classroom, in addition to writing, expressive pedagogy means creating opportunities for dialogue and adding a social dimension to writing or developing one’s own voice within a community. Gary R. Cobine (1996) argues that expressive writing “is potentially a vehicle for learning, in general, and for learning to write, in particular” (p. 3). That is, this property of expressive writing foregrounds the educational because it affords students the freedom to work out ideas as they write.

Expressive writing is relatively common in the lower-division world language classroom. Students often write mini-compositions describing themselves, their interests, and habits. Although perhaps more utilized in high school than college, assigning daily or weekly journals in the target language either on an umbrella topic or open topic, is another frequent form of expressive writing in the basic language classroom. An increasingly deployed writing form in comprehensible input (CI) classrooms—a form of second language pedagogy based on Stephen Krashen’s *i+1* concept or the idea that moving to a higher stage of language acquisition involves being exposed to and understanding input in the target language just beyond one’s level of comprehension (Krashen, 1982)—is freewriting, especially once students have been exposed to frequent input for several weeks if not months. Freewriting allows students to simply write for a period of time on a topic with significant freedom. It is worth noting that although this iteration of CI is becoming more important in the university classroom, high school teachers are more likely to use this teaching method at present. Beyond expressive writing, students may also begin writing persuasive essays and complete short research-based reports in basic language courses, especially at the lower intermediate level.

In upper-division courses, however, expressive writing is not particularly common with the possible exception of composition courses that may promote writing across several types of genres. The other possible exception is the use of discussion boards and blog posts, which may vary in levels of formality or promotion of developing a voice, where students respond to course materials in some upper-division courses. At the lower level, this type of writing tends to be more common in online or hybrid courses. Community-based learning courses and practice-oriented translating courses—course types that are still relatively uncommon in university language programs—may also involve reflective writing. Upper-division literature and cultural courses, which still make up the core of upper-division curriculum in most university language programs, usually require literary close readings (*explications de texte*) and research essays and minimal expressive writing.

III. THE CASE FOR EXPRESSIVE WRITING IN CONTENT COURSES: ADVANTAGES AND DISADVANTAGES

Despite some improvements in course integration since the MLA report in 2007, this difference in terms of writing expectations and pedagogical approach at different levels of the curriculum appears to be constitutive of the bifurcation between course types and levels. To help mend this gap, I would propose implementing expressive writing assignments in upper-division courses. Students will be familiar with this genre from their basic language curriculum, and that will help ease the transition into content coursework. As content courses can require a period of adjustment for students, incorporating a familiar genre would reduce the level of adjustment. Additionally, depending on the parameters of the assignment, expressive writing would likely allow students to activate their background knowledge on a topic, which will help lower their affective filter or anxiety level, and help prepare them to contribute to the class discussion in the target language. Furthermore, expressive writing also increases student motivation and potential for empowerment. This is key because motivation is a determining factor for students to make proficiency gains when learning another language. Numerous studies also suggest that expressive writing can be beneficial to health and well-being. In a study of bilingual students, for example, Youngsuk Kim (2008) found that there were social and psychological benefits for bilinguals who wrote expressively, with the most interesting outcome being that bilingual students who alternated between languages in their expressive writing (i.e., writing in one language one day, the other language the next) reported the greatest social benefits among study participants (p. 46). Although the literature on expressive writing in the foreign or second language classroom is not extensive, I will highlight the findings of a few additional studies that point toward its efficacy.

In “An Inquiry into Expressive Writing: A Classroom-Based Study,” Linda Bilton and Sivakumar Sivasubramaniam (2009) make a case for incorporating expressive writing into EFL/ESL (English as a Foreign Language / English as a Second Language) writing courses. Their plea arises out of what they deem “a current malaise” in EFL/ESL writing (p. 301). Their study featured a literature class where students were required to complete reader response activities where they would indicate whether or not they liked a text and explain why. The goal was to focus on their experience and expressing their thoughts rather than reading comprehension (p. 305). The researchers found that expressive writing was engaging and motivating for students, encouraged them to interrogate their place in the world, and promoted writing fluency and critical reading (pp. 315-316). The researchers did claim, however, that the expressive writing activities used generated a love for writing in the students. Specifically, they maintain that students eagerly attempted to personalize their writing. They posit that: “We do not believe that personalization of writing can happen in the absence of a love of writing” (p. 316). Although I generally agree with the authors when they go to great lengths to trouble the notion of rational, objective writing as the only or primary means of promoting second language acquisition through writing, this interpretation of the love of writing simply goes beyond the data. That is, personalizing writing alone does not necessarily mean students “loved” an assignment or writing more generally. This deficit of data could be amended by having students respond to the response activity (the object of study) or reflect on their experience during the activity in an evaluation to better determine how they felt about the writing assignments in the course. Despite this overstatement, this study points convincingly toward the effectiveness of expressive writing in the world language content course.

Additionally, Seyyed-Abdolhamid Mirhosseini and Roya Kianfar (2019) advocate for what they term *wor(l)d* writing in “Writing the World in a Foreign Language.” For them, writing is as much about the writer as it is about the writing (p. 6). They break down the relationship between the word and the world in writing by noting and advocating for the relationship between the self and the social or the writer and their context. They also offer examples of writing they think exemplifies *wor(l)d* writing in which the writers reflect on their own experiences, relationships to different cultures, as well as orientations to education and/or academic writing. In both of these scholarly examples (Bilton and Sivasubramaniam; Mirhosseini and Kianfar), then, the writing centralizes the writer’s voice and experience in relationship to the world around them. Mirhosseini and Kianfar do, however, complicate the notion of *wor(l)d* writing in their text by thinking about academic writing and the way that it can hinder the expression of the self (p. 7). In the last section, they encourage academics to offer the included examples of *wor(l)d* writing as possibilities for students writing in an academic setting. They maintain that this would “welcome writing that has a hybrid character, comprising a combination of lives and languages as well as a combination of genres or styles (narrative and analysis)” (p. 10). Their final plea asks that teachers not remove structure and technical concerns in writing from their context because it should include the writer’s world (p. 10). Although this article is framed in a somewhat unique way, it is advocating for expressive writing within a social context. In other words, expressive writing should be read, the writer should consider their context, and foreign language writing has the potential to expand the writer’s worldview and the possibilities of their writing.

There are, however, some potential risks or disadvantages of expressive writing in the language classroom. One relates to time and number of assignments. Simply put, instructors are limited in the number of assignments or projects they can assign due to the length of the semester, what is reasonable for student workload, and the number of assignments instructors can grade in a meaningful way (i.e., provide feedback). Certainly, however, expressive writing does not have to be the only form of writing in a course, and expressive writing could be used as a kind of reading check to make sure that students are reading and thinking critically about material rather than assign expressive writing in lieu of a research paper. Another potential disadvantage is student orientation toward other types of writing that may be relevant in the course. More specifically, if a student can complete response writings in a literature course that intimate their preferences and opinions surrounding a text, an instructor may fear that this type of engagement will carry over in an academic essay or a formal close reading of a text. To mitigate this, instructors should clearly state their expectations for different writing assignments, offer rubrics or check sheets, include opportunities for feedback before deadlines for heavily weighted writing assignments, and offer examples of the genre where applicable. At the same time, it can be said that this kind of commentary around a text is relatively common in classroom discussion, so expressive writing should not necessarily generate an opinion-based essay any more often than classroom discussion does.

An initially concerning potential disadvantage of promoting expressive writing in a content course concerns identity and community belonging. That is, one criticism of expressive writing is that it may force students who belong to a collective identity to write from a point of view that feels manufactured or to create a new self (Burnham and Powell, 2014, p. 118). At the same time, the expressive classroom can still promote dialogic opportunities for students to engage with a student community, which may mitigate the notion of an isolated self who has been removed from a collective identity. Relatedly, Victor Villanueva (2004) has written about the relationship between writing, conjuring memory, and identity formation for writers of color in particular (p. 12). He calls for a renewed interest in *memoria*, which referred to memory or the memorization of speeches in traditional rhetoric. As this rhetorical feature has been largely sidelined as a focus in academic writing, Villanueva advocates for it and relates it to both individual and collective memory, or the shared memory of a group of people:

And though Aristotle thought it not right to sway with emotional appeals, he knew that the greatest impact on listeners is in fact the emotional. The personal here does not negate the need for the academic; it complements, provides an essential element in the rhetorical triangle, an essential element in the intellect—cognition and affect. The personal done well is sensorial and intellectual, complete, knowledge known throughout mind and body, even if vicariously (p. 14).

The idea is that the personal can actually augment academic writing by adding an affective lens informed by experience rather than hinder its supposed objectivity. Therefore, even with more traditional academic writing like the research essay, the personal can reinvigorate the genre and be empowering, especially for writers of color. Arguably, this view of affect is all the more applicable in the second or world language classroom where many students may be heritage learners, especially in Spanish language study in the United States, who are seeking to connect with their identity and history through the study of the language and culture of their parents or forebears. Heritage learners may also identify as writers of color, and following Villanueva's point of view, expressive writing could benefit them in terms of empowerment and connection. Although heritage learners often come to a language class with significant prior linguistic knowledge and may be working to acquire a more formal register in their language,³ this can still be achieved through the kind of expressive writing Villanueva espouses, which is academic writing with a voice. Additionally, it is also typical for scholars focusing on postcolonial literature or the Global South to write using "I" and from a specific point of view that does little to obscure their voice. Although it would depend on the language, content, and constituency of a class, there are potential gains to an expressive infusion even in what is perceived as more academic-oriented writing (e.g., research essay) in some world language content courses.

IV. EXPRESSIVE WRITING IDEAS FOR CONTENT COURSES AND THEIR BENEFITS

The options for expressive writing assignments in upper-division content courses are many. A simple approach to incorporating expressive writing is to have students complete response writing when reading, reflective writing in response to course materials, or to annotate course materials as a class. This can be completed in a journal, blog, or discussion board format, depending on the level of interaction or type of relationship the instructor wishes to establish through the writing and how it corresponds to class discussion. That is, depending on the parameters set, a journal would be more personal and potentially read by only the instructor or another student, a blog would likely be more open in terms of the audience who could access it, and a discussion board would be more interactive.

Because of the aesthetic nature of the content, response writing may be a particularly apt way to incorporate expressive writing in a literary or film studies course. The student could respond to a particular theme or event in a story and relate it to their own life or prior knowledge. In a course on sociolinguistics, a student could reflect on how they relate to a particular reading. For example, on a reading treating perceptions of accents or language attitudes, the student may be able to offer a personal experience based on their origin or a linguistic example based on their personal variety/ies of the language in question. In languages for specific purposes courses, such as Medical Spanish or Business French, reflective writing could be beneficial as well. Given that languages for the professions often supplements another course of study such as business or nursing, freewriting on course topics could be generative for class discussion because it would allow students to activate prior knowledge in the target language. Combining personal response or reflection with annotations could also be productive toward promoting expressive writing in upper-division content courses. This strategy may appear to be most effective for literature, but it could also be used for linguistics and languages for specific purposes courses. Using collaborative annotation with comments would also be a way of adding a dialogic, social element to the expressive assignment so that the personal is not removed from the community.

There are many other potentially effective options for reflective writing assignments in upper-division content courses, and changing the parameters, such as genre, audience, or expectations for responses can breathe new life into an assignment type—such as journal writing—and render it more responsive to particular course materials or prepare students for a potentially higher stakes assignment. When developing these types of expressive writing assignments for the world language classroom, I find Gary R. Cobine's (1996) recommendations to be particularly helpful. He maintains that instructors should allow students some freedom of topic in their writing assignments so that they can develop their ideas and voice (p. 9). At the same time, instructors should provide some direction, so that students do not feel lost and can find a point of departure. Instructors should aim to develop an "expressive relationship" with their students; this can be achieved through a dialogue journal or through "the teacher's non-judgmental response" to expressive assignments, such as freewriting (p. 9). Instructors should also encourage students to write rhetorically, thinking carefully about and highlighting their intended audience and the purpose of their writing, even for many expressive writing assignments.

V. CONCLUSION

³ Certainly, the reasons that heritage learners pursue language study can vary. Additionally, heritage learners or heritage speakers enter language courses with a wide variety of proficiency levels and linguistic skillsets. Some are closer to balanced bilinguals, others are advanced speakers with limited writing proficiency, some can only understand spoken Spanish and feel inadequate with oral or written production, and others may have limited knowledge of more formal registers, whether in speaking or writing.

The two-tiered curriculum system in university language departments has not been in the best interest of students and needs revision to ensure an integrated, engaging approach to language education. This modification would also likely have the added benefit of encouraging students to pursue further language study, which is important in a climate of reduced humanities majors more generally and the shuttering of many collegiate language programs in recent years. Other than full program revisions, the predominant method of remedying this situation has been to include more authentic content in the target language in basic language courses and to provide additional feedback on linguistic concerns in different modalities in content courses. Moving beyond these options, another promising way of bridging the basic language-content divide is through expressive writing. As I have pointed out, this would allow students to build on a genre of writing with which they have familiarity from their basic language coursework. It would also help students activate prior knowledge, allow them to continue to develop their writing skills in the target language in a low stakes fashion, and provide opportunities for them to interact with the course material in new ways. Expressive writing has the added benefit of promoting interaction and dialogue, which are fundamental in basic language classrooms, but have sometimes been stifled in upper-level content courses because of the nature of the language (e.g., early modern literature in another language) and prior knowledge barriers. It also provides students the opportunity to write to learn, to develop an expressive writing relationship with their peers and their instructor, and to develop their sense of self in relationship to the world (Mirhosseini and Kianfar's wor(l)d writing) in a language that may not be native to them.

Ultimately, expressive writing has the capacity for empowering, motivating, and healing. It furnishes the opportunity to connect to others with a shared identity and story. Considering the movement from European languages and literatures to world languages and literatures and the way that writing about the Global South has incorporated specific points of view, including expressive components in traditional academic writing assignments (and beyond) in the world language classroom may also be more inclusive and appropriate than traditional approaches. In a field concerned with intercultural communicative competence, the self and its relationship to the world should be elevated in assignments, especially in writing assignments where students have the time and wherewithal to reflect on their ideas and their language use. In short, language instructors should not neglect their students' development of an "I" or a *yo*, *je*, *mwen*, *eu*, or *ich*—to name just a few of the many non-English linguistic forms that "I" can take—in their writing and its relationship to the world.

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Are Reading Difficulties Associated With Poor Verbal Learning Skills? Evidence From the Fast-Mapping Paradigm

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Abstract—The main purpose of the current study was to examine the effectiveness of the mechanism of learning new words among typical readers and those with developmental reading difficulties. Twenty-three poor readers and twenty-two typical readers performed a fast mapping word learning task. Three variables were measured; the learning rate, the identification ability after learning and the recognition of the referents of learned new words. The results revealed that the performances of the typical readers were significantly higher than those of the poor readers in all measures. The results were discussed in light of the verbal efficiency framework and the poor visual-phonological associations among the poor readers.

Index Terms—reading, verbal learning, fast mapping, word learning, Arabic language

I. INTRODUCTION

The process of reading acquisition is considered as a complex one which is contributed by the development of cognitive, psycho-linguistic, and perceptual processes (Catts, Fey, Zhang, & Tomblin, 1999; Deacon & Kirby, 2004; Fletcher, Francis, Carlson, & Foorman, 2004; Saiegh-Haddad & Geva, 2008; Schatschneider, Snowling, 2001). Different researchers associate the process of reading acquisition with the domain of written language acquisition, and assume that verbal efficiency can predict the effectiveness of acquiring different language skills, including the process of acquiring the written code of language (Nation & Snowling, 2004; Perfetti, 2007; Torgesen, 2002).

Various studies have shown that subjects with intact language skills were more able to acquire reading and writing skills than readers with impaired language skills. For example, children with specific language impairments (SLI) are at a high risk of developing reading disabilities, and the percentage of comorbidities of children with reading disabilities among SLI children is relatively high (Bishop, 2009; Nihart, et al., 2009; Vandewalle, Boets, Ghesquière, & Zink, 2010). However, some researchers try to distinguish between the linguistic bases of the two disabilities, but there is a qualification among different researchers that since the two disabilities are attuned to linguistic factors this can explain the source of the high comorbidity between them (Fraser, Goswami, & Conti-Ramsden, 2010; Wong, Kidd, Ho, & Au, 2010). Bishop and Snowling (2004), for example, argue that children with reading disabilities enjoy normal syntactic skills despite their phonological deficiencies, while children with SLI have difficulties with the syntactic aspect of language without difficulties in phonological processing. In addition, Bishop and Snowling (2004) assume that other children with reading difficulties who are not defined in one of the two abovementioned populations will not necessarily exhibit syntactic or phonological difficulties, and their reading difficulties are not related to aspects of language processing.

Anyway, verbal efficiency refers to different aspects of language acquisition and cannot be restricted only in terms of syntactic development or phonological processing. For example, the acquisition of new words, including the associations between the semantic and the phonological representations, is an important element in the development of the verbal efficiency among children (Dockrell & Messer, 2004). Children who demonstrate effective learning and verbal skills are those who are able to rapidly develop phonological-semantic associations and are considered to have more effective learning and verbal processes than children who are late in the development of their vocabulary (Gray, 2004). In other words, the efficiency of semantic representations which are related to the phonological representations of the acquired words is the main axis in the development of vocabulary among children. Various researchers describe the development of the phonological-semantic associations during the vocabulary acquisition among children as a

cognitive process based on mapping the meaning of the heard phonological pronunciation from several known and unknown alternatives (Dollaghan, 1985). The child will learn that the new phonological pronunciation will be connected to an unknown referent that is presented, since other referents, which are presented as alternatives are already familiar in terms of their phonological representations. In this way, the individual concludes that there is a high probability that the new pronunciation s/he hears may represent the referent s/he does not know among the number of alternatives presented. This process is known as the "fast mapping" during the learning new words (Bion, Borovsky, & Fernald, 2013; Carey, 1978; Carey & Bartlett, 1978). In order to successfully use the fast mapping process, a child must possess the ability to use "referent selection" and "referent retention" of a novel word. Accordingly, it was reported that fast mapping efficiency among preschoolers is related to intact language development (Rice, Buhr, & Nemeth, 1990).

With regard to the relationship between verbal efficacy, in general, and the efficacy of developing reading skills among children, various researchers believe that deficits in various components of verbal efficacy (i.e., phonological, semantic, syntactic, and morphological) are related to reading difficulties and can predict inefficiency in reading and spelling skills and comprehension (Nation & Snowling, 2004; Perfetti, 2007; Scarborough, 1990; Torgesen, 2002). Moreover, the slowness in the development of different linguistic skills among children with reading difficulties may also be affected by the difficulty of reading acquisition in a parallel manner (Cain & Oakhill, 2011). Therefore, the relationship between reading difficulties and lack of linguistic efficacy may be mutual. If this is the case, there is high probability that readers with atypical reading will exhibit difficulties at different levels of verbal efficacy. For example, it could be assumed that poor readers will exhibit low efficacy in learning new words compared to typical readers. It is important to note that most of the studies that examined the linguistic efficacy of developmental reading difficulties focused mainly on phonological processing (Vellutino, Fletcher, Snowling, & Scanlon, 2004) and morphological awareness (Deacon, Parrila, & Kirby, 2008), when very few studies were interested in the effectiveness of the development of semantic knowledge and vocabulary among readers with atypical reading. Accordingly, the main purpose of current study is to examine the effectiveness of the mechanism of learning new words among poor readers compared to readers with typical reading development.

II. METHOD

Participants: The study tested a total of 45 3rd grade typical and poor readers (*Typical readers*, $N=22$, *Poor readers*, $N=23$, which were sampled from five different Arab schools in north of Israel. Entering the schools was allowed after getting the approvals and consents of the parents and the school managers. All participants were speakers of the northern Palestinian vernacular of Arabic. See table 1 for age average and gender distribution within the different groups.

TABLE 1
AGE AVERAGE AND GENDER DISTRIBUTION WITHIN THE DIFFERENT GROUPS

Reading Group	Females	Males	Age \pm SD
Typical	10	13	10.39 \pm 18
Poor	10	12	10.4 \pm 19

Screening for the poor readers was based on "Low achievement models" (Fletcher & Denton, 2003; Jimenez, Siegel, & Lopez, 2003; Lyon, Fletcher & Barnes, 2002). Low achievement models as they described by Lyon, Fletcher, & Barnes (2002) are those models based on the use of achievement markers can be shown to have a great deal of validity. accordingly, If groups are formed such that the participants do not meet criteria for intellectual disability and have achievement scores below the 16th percentile, a variety of comparisons show that the subgroups of low achievers that emerge can be validly differentiated on external variables and help demonstrate the viability of the construct of reading difficulties. Based on this way of screening, the first step in the screening procedure was administering a random selection of students with intact and poor reading skills according to their reading fluency scores as were reported by their schools. Students falling below the 16th percentile of according to their schools reading fluency scores were selected as having reading difficulties. However, students with reading fluency scores that fall between the 25th to the 75th percentiles were selected as typical readers. Students who were reported to have emotional, sensory or neurological disturbances were excluded from the study.

Procedure and testing: In order to test the ability for learning new words, a testing tool was developed for the purposes of present study in light of the fast-mapping paradigm (Bion, et al., 2013). Each participant was tested during three trials as following:

The learning trail: At this level, the subject was trained in learning pseudowords that refers to unfamiliar presented image. For this purpose, 20 unknown images were used. The learning process was carried out according to several stages. In the first stage, the participant was presented with an unfamiliar image along with a familiar image. The unfamiliar image represents a new object image represented by an unknown word (pseudoword). Accordingly, the participant was required to infer the image that is suitable to the heard pseudoword. For example, the experimenter pronounces the following sentence "please point to the <Juri> and not to the chair", while the "Juri" refers to the name of the unfamiliar object which presented by the unfamiliar image, accordingly, the participant is supposed to conclude that the unfamiliar image is the suitable one. In the second step the process is trained two times but now each time with

another different familiar image. After completing the training trails, by using the other two familiar images, the experimenter moves to a new step of new pseudoword training. After completing the training with the "referent target images" that are intended for the learning process, the experimenter return from the beginning of the process in order to ascertain which words are still remembered. The process was repeated until the participant showed a complete learning of the all the pseudowords. The number of the repetitions of the learning trails was recorded for each student and constituted the "learning rate variable".

The identification trail: This level was performed 15 minutes after finishing the learning trail for each participant. The purpose of this trail was to check whether the students were still able to identify the new words they had learned. In each step, each participant was presented with two images that were part of the previous learning trails. The participant heard a pseudoword which represents one of the two images and was asked to identify the appropriate image that matches the heard pseudoword as it was learned in the previous step. The percentage of the accuracy performance was recorded for each student.

Retrieval trail: This step was performed immediately after the identification trail. This trail is actually testing the naming ability of the images that were learned. The participants were presented with the images that were used during the learning stage and in a random manner, while each participant was asked to name the presented image by its appropriate pseudoword as it was learned during the learning stage. The percentage of accuracy in performance is recorded for each student.

III. RESULTS

Analysis of variance was used for investigating the differences between the poor and the typical readers in performing the different trails. Table 2 presents the means and SDs of the performances in the different conditions within the two groups of readers.

The analysis of variance showed a significant difference between the two groups regarding the learning rate $F(1, 44) = 33.68$, $p < .001$ ($\eta^2 = .44$). In addition, significant differences were revealed for the identification trail $F(1, 44) = 16.77$, $p < .001$ ($\eta^2 = .28$), and for the retrieval trail $F(1, 44) = 240.64$, $p < .001$ ($\eta^2 = .84$).

TABLE 2
MEANS \pm SDS OF THE PERFORMANCES OF THE TWO GROUPS OF READERS IN THE DIFFERENT CONDITIONS

Reader	Learning Rate	Identification	Retrieval
Typical	3.17 \pm .43	19.8 \pm .4	11.81 \pm 1.43
Poor	3.93 \pm .43	18.5 \pm 1.41	4.75 \pm 1.59

IV. DISCUSSION

The study findings clearly show that poor readers exhibit lower performance on all the indices associated with the verbal learning task than children with typical reading development. For the poor readers group, more steps are needed to internalize the meaning of a new word through a fast mapping process. It seems that the lack of verbal efficacy that may explain their difficulty in learning reading is a broad basis for the lack of effectiveness in the learning and meaning of new words (Nation & Snowling, 2004; Perfetti, 2007; Scarborough, 1990; Torgesen, 2002).

The lack of verbal efficiency is reflected in the necessity of a large number of learning stages among readers with reading difficulties to internalize the new words. This situation is associated with the difficulties of those learners in learning new words also orthographically. Orthographic learning requires assimilation of the connection between the orthographic pattern of the decoded word and its phonological pronunciation (Snowling, 1998, 2001). Readers with reading difficulties have slow and inefficient demonstrations at this level of learning the orthographic-phonological connections (Vellutino, et al., 2004). Moreover, their difficulties are also evident in the spelling level when there is a lack of efficiency in the level of orthographic retrieval according to the phonological pronunciation that is heard and accordingly, spelling errors occur as a result (Abu-Rabia & Taha, 2004).

The findings of the current study show that the same state of lack of efficacy was also evident in the level of identification as an additional measure of the efficacy of verbal learning that was tested. Children with reading difficulties performed less well at the level of identification of the image representing the phonological pronunciation that was heard. By looking at this part of the identification of the image representing the word being used as an analogy of recognition the orthographic pattern according to the phonological pronunciation, it can be assumed that the ineffectiveness of the phonological-visual learning mechanism is another explanation that may explain the lack of efficiency at this level. Therefore, this finding may also explain the lack of effectiveness in the extent of the phonological-orthographic associations that can be expressed in the absence of increased reading and spelling efficiency among readers with reading difficulties (Abu-Rabia & Taha, 2004). The performance of the phonological retrieval task in accordance with visual stimulations, which is also significantly lower among students with reading difficulties, may add further support to the inefficiency of the phonological-visual learning mechanism and may support further explanation about reading and spelling difficulties among poor readers.

The claim of inefficiencies at the level of phonological-visual associations adds to the claim of verbal inefficiency among readers with reading difficulties and shed light from another direction on explaining the findings beyond the claim of general verbal inefficiency among those readers. Such an argument has been presented in the past by various researchers. For example, Breznitz (2006) postulated the lack of synchronization between the phonological and visual modules among dyslexic readers as an estimated source of reading difficulties among them. The absence of synchronization may impair the reading fluency and the rate of phonological retrieval according to the orthographic stimuli presented to the reader.

In addition to the above-mentioned postulation regarding the inefficient phonological-visual associations, recently different researchers postulates that the developmental reading difficulties among poor readers are associated with poor detecting of statistical regularities of written stimuli, because of poor statistical learning process (Arciuli, 2018; Vandermosten, Wouters, Ghesquière, & Golestani, 2019). Statistical learning (hereafter: SL) is defined as a cognitive process by which the individual learns about the frequencies of the occurrence and re-occurrence of events (Aslin & Newport, 2009; Romberg & Saffran, 2010). Recent research findings indicated that the acquisition of language skills, and even written orthographic regularities might be a result of implicit learning which is affected by the frequencies of the exposure to such regularities (Aslin & Newport, 2009; Romberg & Saffran, 2010; Taha & Khateeb, 2018; Treiman & Kessler, 2006; Treiman, Gordon, Boada, Peterson, & Pennington, 2014). Therefore, it was found that this cognitive tool has an essential role in learning letters shapes (Treiman, 2018; Treiman & Kessler, 2011, 2021). In addition, it was suggested that reading abilities among both adults and children are highly correlated with the ability to extract visual statistical structures from the environment such like orthographic regularities and grapheme written features (Deacon, Conrad, & Pacton, 2008; Gabay, Thiessen, & Holt, 2015; Kessler, 2009). Recent studies indicated that dyslexic readers showed poor performances in tasks which were designed to measure the effectiveness of the SL, suggesting that the difficulties of the dyslexic readers in detecting statistical regularities might explain their developmental difficulties in reading acquisition (Arciuli, 2018; Vandermosten, Wouters, Ghesquière, & Golestani, 2019). Therefore, it might be suggested that in light of the fact that SL plays an essential role in language acquisition, and while the developmental reading difficulties of poor readers might be associated with poor SL skills, hence it might explain the inefficiencies of such group of readers in performing language learning tasks which are based on detecting the occurrence and re-occurrence of events based on the frequencies of matching, such like the fast-mapping tasks. Further research is suggested to examine the correlations between the performances in SL tasks and word learning tasks.

In sum, the findings may support the claim that verbal inefficiency may be the basis for explaining the difficulties of poor readers in expanding their vocabulary beyond the direct result of their poor reading experience and their poor exposure to print and texts. However, the explanation about the ineffectiveness of phonological-visual synchronization processes should not be dismissed as an estimated source of the ineffectiveness of the learning of phonological-visual associations. Yet, the processes of phonological-visual associations are considered as important processes during the fast-mapping task, however, current directions of research, such like the above mentioned SL might shed the light about better understanding the difficulties of poor readers in verbal learning tasks in general. Accordingly, further research that will examine the effectiveness of verbal learning without relying on phonological-visual associations tasks is needed to better address the claim of verbal inefficiency among readers with reading difficulties.

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Factors Affecting EMI Attitudes of Engineering and Nursing Students

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Abstract—The internationalization of higher education has led to the increasing number of English as a Medium of Instruction (EMI) programs in contexts where English is not the first language nor the medium of communication, including Thailand. The introduction of EMI programs, however, is not without challenges. Therefore, a survey questionnaire was used to investigate the attitudes of engineering and nursing students toward EMI. Differences of attitudes based on the program of study, gender, nationality, year level, number of years studying English, the language of instruction in high school, Common European Framework of Reference for Languages (CEFR) level, and perceived proficiencies in speaking, reading, writing, and listening were explored. In addition, factors affecting the students' EMI attitudes were known using exploratory factor analysis. Findings have shown significant differences in various aspects of EMI based on the program of study, CEFR level, and perceived proficiencies of the four macro language skills. Also, eight factors were elicited, including difficulties of the English language, availability of resources and opportunities, personal goals in life, limitations of time when studying content courses in English, providing activities to improve English language proficiency, enhancement of career goals, supports needed, and motivation and intercultural ability. Finally, implications were outlined to support the implementation of EMI, dubbed as an “unstoppable train”, in similar contexts like Thailand.

Index Terms—attitudes, English as a medium of instruction, engineering, nursing

I. INTRODUCTION

Driven by the internationalization of higher education worldwide, a growing global phenomenon of English as a medium of instruction (EMI) has been widely implemented in non-English speaking countries (Byun, Chu, Kim, Park, Kim, & Jung, 2011; Huang, 2013; Dearden, 2015; Fenton-Smith, Humphries & Walkinshaw, 2017; Macaro, Curle, Pun, An, & Dearden, 2018). As a result, EMI has become a means of enhancing students' English language ability and increasing the competitiveness of higher education to meet the growing local, national, and international demands for English skills. In addition, employees need to have both English competence and subject knowledge in the global labor market. With various perceived benefits of EMI in a higher education context, many universities throughout Asia, including Thailand, are increasing the number of courses or programs they are offering students through English (Dounghummes & Chandransu, 2016; Luanganggoon, 2020).

Though EMI is widely implemented, several challenges encountered were reported. One of the most significant challenges in EMI courses and programs is English language proficiency (Macaro, Curle, Pun, An, & Dearden, 2018; Chen, Han, & Wright, 2020). Students encounter linguistic challenges when adapting to an English-only environment due to their inadequate linguistic skills (Galloway & Ruegg, 2020). Inadequate language proficiency among learners has been found to impact learners in different ways, such as difficulty in understanding lectures, difficulty in taking notes, problems communicating disciplinary content, difficulty in understanding academic texts as well as requiring more time to complete a task (Galloway, Kriukow, & Numajiri, 2017; Hellekjær, 2010; Andrade, 2006; Kırkgöz, 2005).

Students' attitudes towards EMI have also been identified as a challenge in the higher education context. Perceptions of low language proficiency could lead to negative attitudes towards EMI courses and programs as well as towards the English language itself, which is related to lower levels of student motivation (Lei & Hu, 2014; Studer & Konstantinidou, 2015).

In Thailand, previous studies have examined the attitudes of university students towards EMI. Choomthong (2014) found that Thai students had unsatisfactory English proficiency, and they are less proficient in English than other developing countries. Due to Thai students' limited exposure to English, it is difficult for them to master the English language. A study conducted by Hengsadeeikul, Koul & Kaewkuekool (2014) investigated the factors influencing students' attitudes towards EMI. The study revealed that the significance of the English language classroom learning environment, social support, and mastery and integrated goal orientations as major motivational factors influence Thai students' preference for EMI programs for their graduate studies and minimize their language anxiety.

Successful implementation of EMI courses and programs at the higher education level relies heavily on the perceptions of those involved in the implementation process, particularly students. Students' attitudes are considered a crucial factor for the effectiveness of EMI (Mehisto & Asser, 2007). Such perceptions can influence their learning behaviors and achievement (Koul & Kaewkuekool, 2010). In addition, discovering students' perceptions about EMI will help both students and teachers in the learning and teaching process. One of the significant predictors of success in EMI is English language proficiency. Several authors have noted that good command of English of students is fundamental for successful EMI implementation (Dearden, 2015; Galloway et al., 2017; Simpson, 2019). Similarly, Rose, Curle, Aizawa, and Thompson (2019) found that students saw success in EMI as maintaining the quality of content learning with successful lecture comprehension, improving English language knowledge, and enhancing long-term career success.

Even though the research into EMI is growing, little attention has been paid to those EFL learners who are undertaking academic studies in EMI. Most studies in the field of EMI have only focused on policymakers and teachers. In addition, the factors influencing students' attitudes towards EMI have remained unclear. This indicates an urgent need to understand the various perceptions of EMI that exist among students. Understanding the students' perspectives would contribute to the effectiveness of EMI.

In contexts where English is not the first language nor the medium of communication, EMI is adapted to suit the varying aims of the programs offered by universities. Some programs used EMI to teach all content courses. Others have opted to teach some parts of a content course in English, for example, 30 percent for English instruction and 70 percent for Thai. It is interesting to know the attitude differences of students with varying background variables, for example, full or partial EMI program.

This study, therefore, focuses on students' perceptions concerning EMI, which is an essential aspect of ongoing changes in higher education. It also investigates the relevant factors which influence their perceptions of EMI. The current research was conducted in a Thai context where the EMI courses and programs at higher education institutions are new. It addressed the following research questions: (1) Are there significant differences in students' EMI attitudes based on their differing background variables? (2) What are the factors that affect students' attitudes toward EMI?

II. LITERATURE REVIEW

A. *English as a Medium of Instruction*

In recent years, there has been an increasing amount of literature on EMI to meet the demand for internationalization and globalization. According to the definition of EMI by Macaro, Curle, Pun, An, and Dearden (2018), it refers to "the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English" (p. 37).

EMI has become a prevalent approach to teaching content courses at the higher education level in non-English speaking countries (Byun et al., 2011; Huang, 2013; Dearden, 2015; Fenton-Smith, Humphries & Walkinshaw, 2017). With the promotion of EMI in regional universities in Southeast Asia, the most significant number of EMI courses and programs are offered by local universities in Thailand (Kirkpatrick, 2017). In addition, many universities provide EMI to all programs or some departments with some sort of disciplinary distinction, for instance, science and engineering. In contrast, some programs prefer to have bilingual instruction, partly in English and in L1.

Swain and Johnson (1997) draw our attention to distinctive categories of EMI often observed in all education levels. It consists of full and partial EMI. Full EMI is a form of education in which the native language is not allowed to use. English is, therefore, the only medium of communication in class, while Thai (L1), for example, is not permitted. On the other hand, partial EMI refers to a bilingual program in which less than 50% of the curriculum is taught in English. Considering the use of English as the partial medium of instruction in specific academic disciplines, it has been suggested that bilingual communication such as English and Thai should be adopted (Poon, 2013). Unlike the textbooks, materials, and examinations in English, translating concepts in lectures into Thai is allowed (Poon, 2013). Having both full and partial models, EMI in Thailand's context aims to enhance their international outlook and generate a workforce with high English proficiency for the nation (Thitthongkam & Walsh, 2011).

B. *Students' Attitudes of English as a Medium of Instruction: A Review of Studies*

A relatively small body of literature is mainly concerned with students' attitudes towards EMI, compared to those of policymakers and teachers. As a result, students' perceptions are not well understood. Researching students' perceptions of the EMI in their academic studies is crucial since their views can influence learning behaviors and achievement. This is also related to the interest in English medium learning. Identifying students' perceptions toward EMI can reduce problems for students attempting to learn content in English and help them learn more effectively. This will provide more opportunities for students to develop both their English language ability and content knowledge (Pun & Thomas, 2020). Exploring students' attitudes about EMI will help both students and teachers in the learning and teaching process. Thus, their concerns should be taken seriously.

Factors influencing students' attitudes towards EMI have been explored in several studies concerning the perceived benefits of EMI, challenges of EMI, and perceived needs. However, little has been known about how students perceive EMI in the Thai context, specifically, among engineering and nursing students.

1. Perceived Benefits of EMI

To date, several studies have shown that there are many reasons why EMI has become dominant in higher education levels. As Tamtam, Gallagher, Olabi, and Naher (2012) states bilingualism is the root of 'career and studying opportunities' (p. 1423). Yen and Thong (2019) have drawn three significant perceived benefits of EMI: more exposure to English and more chances to acquire it, the increased employability chances of students, and resource availability.

Considering the English language improvement, Galloway (2017) believes that EMI enhances students' English proficiency. Since EMI provides the opportunity to learn the English language through the medium of instruction in content subjects, it can help students improve their English proficiency. Likewise, in the study of Rose and Galloway (2019: 195), many universities revealed the language learning benefits of EMI as an 'expectation that English language proficiency will develop in tandem with subject discipline knowledge'. Therefore, language skills are seen as an improvement of a 'by-product' of studying content in English (Taguchi, 2014, p. 89). The considerable progress in all skills: listening, speaking, reading, and writing skills of students in the Arabian Gulf was also found in a study by Belhiah and Elhami (2015).

Another significant perceived benefit of EMI is the enhancement of career goals. Being a proficient English language user supports students' employment prospects in the future. With an increasing number of foreign companies located worldwide, students' career prospects and employability in the labor market are available for students to acquire (Yen & Thong, 2019).

Regarding resource availability, EMI provides students with access to textbooks and other related materials not available in their native language. Most textbooks and materials are usually published in English, especially in the scientific field. Therefore, students are required to be proficient in English to access these resources (Alhamami, 2015; Yen & Thong, 2019).

Furthermore, motivation is one of the key factors affecting student performance and learning. Students' interest in the content and their perceived relevance and benefits of the English language can influence motivation (Hengsadeekul, Koul & Kaewkuekool, 2014). When students perceive some benefits to their learning, they will likely be more motivated to perform the task well, enhancing their knowledge and attaining their goals.

2. Challenges of EMI

Though various perceived benefits are presented, a considerable amount of literature has been published on the challenges of EMI. These studies point out several concerns about English language proficiency that students have expressed in EMI programs (Macaro, Curle, Pun, An, & Dearden, 2018; Chen, Han, & Wright, 2020). Previous studies have shown that EFL students in EMI classrooms encounter many linguistic challenges such as difficulty in comprehending lectures, difficulty understanding textbooks and course materials, difficulty in taking part in classroom discussions, and requiring more time to complete a course. These challenges may have a negative impact on students' success in their learning.

Concerning the challenges related to the difficulties of the English language, one study by Hellekjær (2010) found that EFL students in EMI programs struggle to understand lecture content delivered in English. Chang (2010) also showed that limited vocabulary and slow reading speed lead to the inability to understand the learning content. Likewise, the English language level of difficulty used in the materials causes students to have a low level of reading comprehension (Le, 2015). In corresponding with the problem in comprehending textbooks and course materials, students have to use a dictionary to translate the meaning of unfamiliar words and terminology, which is time-consuming. In addition, students with low English competence have difficulty expressing themselves, so they are unwilling to pose questions related to the discussion of the content taught (Ibrahim, 2001).

Many recent studies (e.g., Galloway, Kriukow, & Numajiri, 2017) have shown that academic English proficiency influences students' performance in many ways in non-English speaking contexts. This includes acquiring subject knowledge, requiring longer to complete courses, increased drop-out rates, and issues related to communicating course content. As stated in the large-scale study in Korea, Kang and Park (2005) reported that English proficiency levels impact students' ability to understand lectures. In this study, they also found that low proficiency was related to a higher level of anxiety.

In the same vein, Hengsadeekul, Koul & Kaewkuekool (2014) revealed that Thai students' perceptions of their linguistic abilities were negative due to their speaking anxiety, fear of negative evaluation, and fear of social comparison. It has been suggested that only confident English speakers were sufficiently motivated. Students with high levels of foreign language anxiety may impact their learning achievement and may exhibit avoidance behaviors such as missing class and postponing homework.

In an analysis of home and international students' variation, Kim, Tatar, and Choi (2014) found that international students had higher confidence in using English comparing with Korean as home students who perceived their level of English was insufficient to understand the content. Similarly, Chapple (2015) noted that the Japanese (home) students in

his study struggled with EMI, whereas some of the international students felt their time was being wasted to accommodate the relatively low proficiency of the Japanese students.

The challenges reviewed here seem to suggest to further investigate EMI in a particular context where it is implemented. As the difficulty of the English language is one of the significant concerns in EMI implementation, additional support for language skills should be promoted.

3. *Perceived Needs*

More recent attention has focused on the needs analysis that should be adapted to specific EMI contexts that vary according to the context, university, and discipline (Ellison, Araújo, Correia, & Vieira, 2017). It includes the provision of additional support needed for students' language and academic skills (Bradford, 2013; Galloway et al., 2017; Galloway & Ruegg, 2020; Ishikura, 2015; Kelo, Rogers, & Rumbley, 2010; Lassegard, 2006).

Previous research claimed that students fail to achieve English competency mainly due to insufficient communication language approach and supportive environment where there is little opportunity to practice English daily. This also resulted in a lack of confidence in using English. Similarly, Thai students have a limited chance of using English and have not had many feelings of success in their learning experience. Hence, it is necessary to offer the students a supportive environment for improving English, where teachers and students can share a space to use English.

In a comparative study of EMI provision in China and Japan, Galloway et al. (2017) revealed that student attitudes towards academic and language support varied. Nevertheless, most students reported that EMI content lecturers need to help them with their language-related needs. Therefore, the EMI content classes should also be supplemented with English language support classes. Likewise, another study in Japan undertaken by Bradford (2013) suggests that students enrolled in EMI programs should have access to academic writing support.

In addition, Galloway and Ruegg (2020) highlight the needed support in both the language and academic skills classes for students in EMI programs. This can be either pre-sessional or in-sessional classes and self-access support services to help students dealing with language or academic skills problems. Therefore, the context- and subject-specific support that responds to the needs of students in a particular institution or department is needed.

Overall, the evidence reviewed here suggests a significant role in how students perceive EMI and what relevant factors affect their attitudes towards EMI. Identifying students' perceptions toward English medium can reduce problems that occurred with students during their learning process. However, several aspects of factors influencing EMI students' attitudes remain, which relatively little is known and context-dependent. Hence, this study highlights the need for understanding the closely associated factors influencing students' attitudes of EMI that can lead to their learning effectiveness.

III. METHODOLOGY

This study employed a quantitative approach in collecting and analyzing data collected from a survey questionnaire on EMI.

A. *Research Context*

The study was conducted in a top-ranked science and technology varsity in northeast Thailand. The university offers international (English language is used as the medium of instruction) and Thai (Thai language is used as the primary medium of instruction) undergraduate programs in science, information technology, management technology, agricultural technology, engineering, medicine, public health, and nursing. However, in Thai programs, the university encourages lecturers to teach content courses in both English and Thai. For example, in one of the nursing content courses, 30 to 50 percent is taught in English by a lecturer who studied abroad, while another lecturer in Thai teaches 50 to 70 percent.

In this study, two types of programs – full and partial were considered. Full EMI means that all courses are taught in English. The mechanical engineering undergraduate degree was selected as an international program and fitted the description of complete EMI. On the other hand, partial EMI refers to a program where two lecturers teach some content courses in English and Thai. The nursing program was chosen as it fits a partial EMI context.

B. *Participants of the study*

Convenience sampling was used. In total, 102 university students in engineering and nursing programs volunteered to participate in the study. Table 1 summarizes 11 background variables included: program of study, gender, nationality, year level, number of years studying English, medium of instruction in high school, CEFR level, and perceived proficiencies in speaking, reading, writing, and listening.

TABLE 1
BACKGROUND VARIABLES AND FREQUENCIES

Type of EMI program	Partial EMI (<i>n</i> =37); Full EMI (<i>n</i> =65)
Gender	Male (<i>n</i> =36); Female (<i>n</i> =64); Prefer not to say (<i>n</i> =2)
Nationality	Thai (<i>n</i> =80); Foreigners (<i>n</i> =22)
Year level	First year (<i>n</i> =5); Second year (<i>n</i> =42); Third year (<i>n</i> =50); Fourth year (<i>n</i> =5)
Number of years studying English	2-3 years (<i>n</i> =6); 4-6 years (<i>n</i> =25); 7-8 years (<i>n</i> =19); More than 8 years (<i>n</i> =52)
Medium of instruction in high school	English (<i>n</i> =16); Thai (<i>n</i> =86)
CEFR level	A1 (<i>n</i> =14); A2 (<i>n</i> =23); B1 (<i>n</i> =27); B2 (<i>n</i> =24); C1 (<i>n</i> =10); C2 (<i>n</i> =4)
Perceived proficiency in speaking	Beginner (<i>n</i> =34); Intermediate (<i>n</i> =62); Advanced (<i>n</i> =6)
Perceived proficiency in reading	Beginner (<i>n</i> =14); Intermediate (<i>n</i> =72); Advanced (<i>n</i> =10)
Perceived proficiency in writing	Beginner (<i>n</i> =37); Intermediate (<i>n</i> =62); Advanced (<i>n</i> =3)
Perceived proficiency in listening	Beginner (<i>n</i> =21); Intermediate (<i>n</i> =71); Advanced (<i>n</i> =10)

C. Instrument

The survey questionnaire was adopted from an online-based EMI questionnaire. The items and questions were revised accordingly to suit the current context of the study. It was written in both Thai and English to ensure the comprehensibility of questions among Thai and international students. It consisted of seven sections on demographic data, perceived benefits of their chosen program of study (10 items), perceived difficulties of EMI (8 items), perceived personal challenges (9 items), perceived supports needed (6 items), perceived English activities needed (4 items), and attitudes toward learning content in English (9 items). The 46 survey items (see Appendix) contained a 4-point Likert scale, namely “Strongly disagree”, “Disagree”, “Agree”, and “Strongly Agree”. The survey questionnaire was administered online via Google form.

To establish content validity, eight lecturers reviewed the questions. After modifications were made, it was pilot tested to establish its reliability. Cronbach’s Alpha was used and was found at 0.81, high reliability.

D. Data Analysis

To know the differences of attitudes based on the participants’ background variables, t-test (to calculate differences between two means) and analysis of variance (to calculate differences of several means) were used.

To know the factors, exploratory factor analysis was conducted on the 46 items with oblique rotation (varimax). To measure sampling adequacy, the Kaiser-Meyer-Olkin was measured at .69 (indicating sufficient items for each factor). Bartlett’s test of sphericity showed <.001, suggesting a substantial correlation in the data. Eight components had eigenvalues over 1 and explained 75.28 percent of the variance. Four items were deleted as the correlation coefficient was less than .40. Thus, eight components were retained and reported in the study.

IV. FINDINGS

Two questions are sought in the present study. The first question was to find the differences in students’ attitudes based on their background variables. The second question was to explore the factors that affect students’ attitudes toward EMI.

A. Are There Significant Differences in Students’ EMI Attitudes Based on Their Differing Background Variables?

The table 2 shows significant differences in the following background variables – the program of study in aspect 1; nationality in aspect 1; CEFR level in aspects, 2, 3, and 6; perceived proficiency in speaking in aspects 2 and 6; perceived proficiency in reading in aspects 2 and 3; perceived proficiency in writing in aspects 1, 2, 3 and 6; and, perceived proficiency in listening in aspects 1, 2, 3, and 6.

TABLE 2
DIFFERENCES BASED ON BACKGROUND VARIABLES

Background variable	Aspect 1 Perceived benefits of their program of study	Aspect 2 Perceived difficulties of EMI	Aspect 3 Perceived personal challenges	Aspect 4 Perceived supports needed	Aspect 5 Perceived English activities needed	Aspect 6 Attitudes toward learning content in English
Type of EMI program	.000**	-	-	-	-	-
Gender	-	-	-	-	-	-
Nationality	.013*	-	-	-	-	-
Year level	-	-	-	-	-	-
No of years studying English	-	-	-	-	-	-
Major lg of instruction in high school	-	-	-	-	-	-
CEFR level	-	.000**	.003**	-	-	.001**
PP in speaking	-	.000**	-	-	-	.002**
PP in reading	-	.000**	.005**	-	-	-
PP in writing	.025*	.000**	.045*	-	-	.001**
PP in listening	.041*	.000**	.009**	-	-	.020*

* indicates <.05; ** indicates <.001

B. What Are the Factors that Affect Students' Attitudes toward EMI?

The factors (see Fig. 1) affecting the attitudes of engineering and nursing students in a Thai university are (1) difficulties of the English language having ten items, (2) availability of resources and opportunities with six items, (3) personal goals in life covering seven items, (4) limitations of time with six items, (5) providing activities to improve English language proficiency having four items, (6) enhancement of career goals covering three items, (7) supports needed with four items, and (8) motivation and intercultural ability having two items.

The first factor, "Difficulties of the English language," covers difficulties in learning and understanding the content in English, difficulties in speaking, reading, comprehending, writing, and thinking in English, difficulty in knowing the cultural component of the lesson, and the difficulty of the learning process when studying in English. The second factor, "Availability of resources and opportunities," involves preparing more resources in learning both content and language, making resources more interactive in using English, creating an environment where students are fully supported, and providing more opportunities for student-teacher interaction well as peer activities. Next, "Personal goals in life" covers developing cultural awareness, becoming a multicultural person, studying abroad, daily use of English, making friends from other countries, improving their English skills, and enhancing knowledge in a subject taught in English. The fourth factor, "Limitations of time when studying EMI content courses," is based on slow progress when studying the content in English, consumes a lot of time to learn content in English, a lot of time spent in looking for resources in English, difficulty in expressing thoughts when studying content in English, and learning to develop cultural sensitivity when studying content in English. The fifth factor, "Providing activities to improve English language proficiency," focuses on the activities which could develop speaking, reading, writing, and listening skills. Next, "Enhancement of career goals" covers enhancement of future employment opportunities and value of the degree, and becoming more self-confident in using English. The seventh factor, "Supports needed," underscores the lack of support to enhance English ability, lack of support to understand the difficult content, lack of environment to practice English, and unclear instructions in English. Finally, the last factor, "Motivation and intercultural ability," is based on lack of motivation for learning and lack of intercultural ability.

V. DISCUSSION, IMPLICATIONS, AND CONCLUSIONS

Findings from the survey questionnaire revealed several background variables and aspects that differentiate students' EMI attitudes. Concerning the students' perceived benefits of their program of study, significant differences were found based on the type of EMI program and nationality. Such result is not surprising as engineering and nursing students are fully aware of the nature of their program of study – the engineering group are expected to be exposed to English daily, become proficient in English, their EMI program enhances future employment and the value of their degree, and increase self-confidence in using English. Meanwhile, the significant difference between Thais and non-Thais could be attributed to the latter group's academic reputation. In the context of this study, international students are admitted based on their excellent academic records and high English language proficiency as they are offered full scholarships, including free housing and monthly allowance. Also, like Kim, Tatar, and Choi (2014) reported, international students have higher self-confidence in using English.

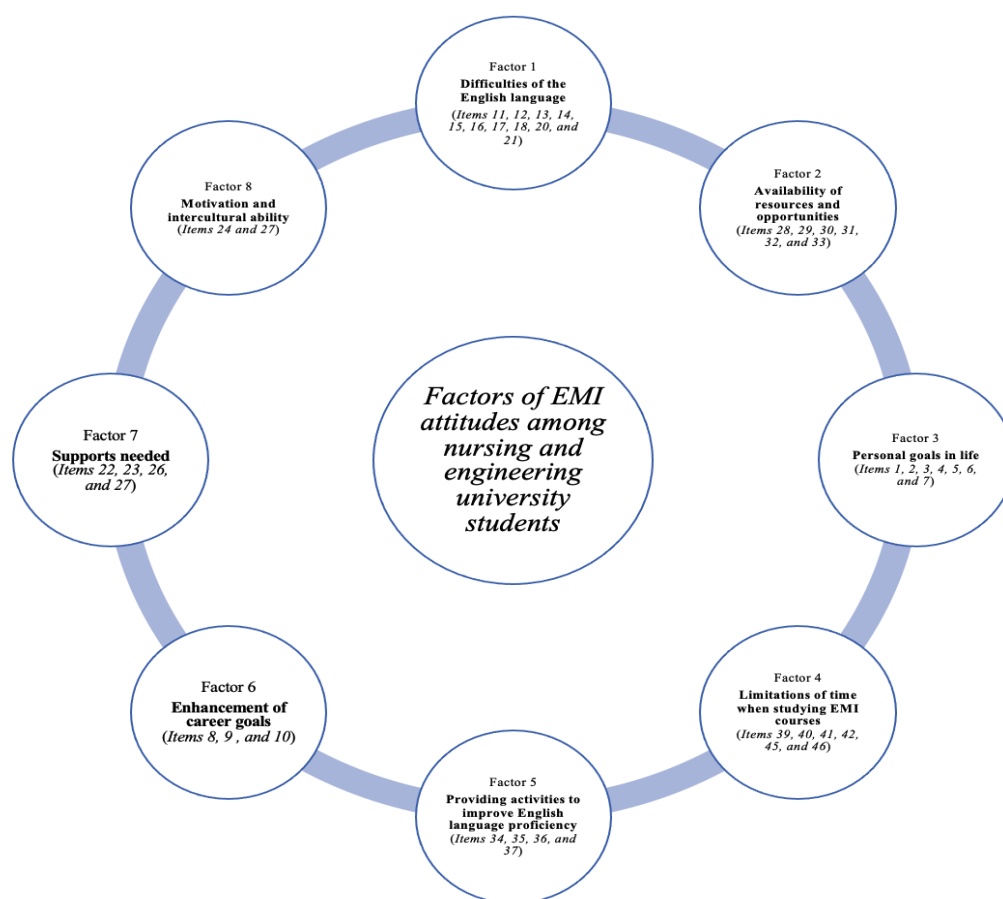


Figure 1. Factors of EMI Attitudes among Thai University Students

Further findings from the survey questionnaire have also shown that English language proficiency (see CEFR level and perceived proficiencies) impacts the students' perceived difficulties of EMI, perceived personal challenges, and attitudes toward content in English. Similar to previous literature (see Galloway & Ruegg, 2020; Galloway, Kriukow & Numajiri, 2017; Hengsadeeikul, Koul & Kaewkuekool, 2014; Macaro, Curle, Pun, An, & Dearden, 2018; Chen, Han, & Wright, 2020), it appears that macro and micro English language skills remain a challenge in EMI-driven, partial or full, programs in Thai university context. Also, factor analysis affirmed such findings (see Factor 1, Difficulties of the English language). Perhaps, the student's personal goals in life (Factor 3) and enhancement of career goals (Factor 6) are keeping the students on track despite language challenges and lack of motivation (see Factor 8).

The other factors elicited such as availability of resources and opportunities (factor 2), limitations of time when studying EMI content courses (factor 4), providing activities to improve English language proficiency (factor 5), and supports needed (factor 7) provide evidence that students enrolled in Thai EMI programs need supports to overcome linguistic challenges. Like in other EFL contexts (see Bradford, 2013; Galloway, Kriukow & Numajiri, 2017), language-related supports provided include providing resources, learning space, and activities.

Some teaching implications were drawn from the results of the study. Since the limitation of time when studying EMI courses is one of the factors affecting students' attitudes, teachers may provide more time for students to process the content. Simply asking students in class if more time is needed to accomplish the task could be of great help. Doing this could guide teachers to decide whether a task should be done in pairs, groups, or as homework. With sufficient time allotted for the students to find resources or express their thoughts, student outputs may be better. In partial or full EMI classrooms, teachers should find ways to identify students who struggle with the lesson and provide necessary assistance – in class or out of class, on-site or online. For instance, teachers may allow recording of the lecture for review purposes. If teachers are not comfortable with the recordings, they may share annotated PowerPoints or notes for the students.

Providing continuous support to improve student's language proficiency is highly recommended. Faculties and universities may devise appropriate plans to help students based on the factors derived from the present study. For example, continuous appraisal of students' perceived challenges may help create differentiated language programs suitable for each individual or group's needs. In addition, universities should be clear on any EMI-related policy, so students know what is expected regarding their program of study. For example, it would be unfair for students with low English language proficiency and enrolled in a Thai program to study in partial EMI content courses. While it could be

true that partial EMI programs may help students become better in L2, it may lead to negative attitudes, which affect other variables, for example, motivation in learning.

The students in the present study expressed concern about the difficulties in learning both content and language. It also revealed background variables that affect the attitude of students toward EMI. Further, findings offer insights on the aspects of EMI programs that should be considered or reconsidered based on the factors elicited from participants in this study.

APPENDIX

<i>Perceived benefits of their program of study</i>	<i>Nursing</i>	<i>Engineering</i>
	<i>M, SD</i>	<i>M, SD</i>
1. To improve my English skills	2.64, 0.94, <i>Agree</i>	3.55, 0.68, <i>Strongly agree</i>
2. To enhance my knowledge in a subject taught in English	2.81, 0.87, <i>Agree</i>	3.55, 0.61, <i>Strongly agree</i>
3. To study abroad (e.g., exchange program).	2.75, 0.89, <i>Agree</i>	3.33, 0.75, <i>Strongly agree</i>
4. To use English on a daily basis	3.05, 0.84, <i>Agree</i>	3.40, 0.68, <i>Strongly agree</i>
5. To make friends from other countries.	2.78, 0.97, <i>Agree</i>	3.01, 0.81, <i>Agree</i>
6. To develop cultural awareness	2.70, 0.77, <i>Agree</i>	2.83, 0.80, <i>Agree</i>
7. To become a multicultural person	2.97, 0.79, <i>Agree</i>	3.04, 0.79, <i>Agree</i>
8. To enhance my future employment opportunities	3.64, 0.58, <i>Strongly agree</i>	3.73, 0.53, <i>Strongly agree</i>
9. To enhance the value of my degree	3.51, 0.60, <i>Strongly agree</i>	3.58, 0.65, <i>Strongly agree</i>
10. To increase my self-confidence in using English	3.32, 0.74, <i>Strongly agree</i>	3.55, 0.66, <i>Strongly agree</i>
<i>Perceived difficulties of EMI</i>		
11. The content is difficult to learn in English	2.81, .070, <i>Agree</i>	2.44, 0.79, <i>Disagree</i>
12. It is difficult to speak English	2.70, 0.77, <i>Agree</i>	1.98, 0.64, <i>Disagree</i>
13. It is difficult to read texts in English	2.56, 0.64, <i>Agree</i>	1.95, 0.67, <i>Disagree</i>
14. It is difficult to comprehend spoken English	2.72, 0.76, <i>Agree</i>	2.06, 0.70, <i>Disagree</i>
15. It is difficult to write in English	2.89, 0.87, <i>Agree</i>	2.21, 0.69, <i>Disagree</i>
16. It is difficult to think in English	2.94, 0.74, <i>Agree</i>	2.18, 0.70, <i>Disagree</i>
17. The learning process when studying in English is difficult	2.75, 0.79, <i>Agree</i>	2.07, 0.73, <i>Disagree</i>
18. It is difficult to know the cultural components of the lesson	2.64, 0.85, <i>Agree</i>	2.26, 0.73, <i>Disagree</i>
<i>Perceived personal challenges</i>		
19. Low level of my English proficiency	2.72, 0.80, <i>Agree</i>	2.47, 0.70, <i>Disagree</i>
20. The difficulty of the content	2.97, 0.68, <i>Agree</i>	2.78, 0.78, <i>Agree</i>
21. My difficulty with understanding the content in English	2.97, 0.64, <i>Agree</i>	2.55, 0.68, <i>Agree</i>
22. The program's lack of support to enhance my English ability	2.48, 0.83, <i>Disagree</i>	2.66, 0.81, <i>Agree</i>
23. The program's lack of supports to understand the difficult content (e.g., supplementary resources)	2.48, 0.70, <i>Disagree</i>	2.56, 0.80, <i>Agree</i>
24. My lack of motivation for learning	2.32, 0.78, <i>Disagree</i>	2.44, 0.77, <i>Disagree</i>
25. My lack of intercultural ability	2.27, 0.69, <i>Disagree</i>	1.13, 0.68, <i>Strongly disagree</i>
26. The lack of environment to practice English	2.83, 0.86, <i>Agree</i>	2.80, 0.85, <i>Agree</i>
27. The instructions in English are unclear to me	2.54, 0.86, <i>Agree</i>	2.35, 0.71, <i>Disagree</i>
<i>Perceived supports needed</i>		
28. Prepare more resources for studying content in English	3.18, 0.65, <i>Agree</i>	3.24, 0.58, <i>Agree</i>
29. Prepare more resources for studying English language	3.18, 0.65, <i>Agree</i>	3.21, 0.57, <i>Agree</i>
30. Make the available resources more interactive in using English	3.08, 0.72, <i>Agree</i>	3.29, 0.60, <i>Strongly agree</i>
31. Create the environment where students are supported	3.24, 0.59, <i>Agree</i>	3.30, 0.65, <i>Strongly agree</i>
32. Provide more opportunities for student-teacher interaction	3.08, 0.72, <i>Agree</i>	3.23, 0.67, <i>Agree</i>
33. Provide more opportunities for peer activities	3.16, 0.68, <i>Agree</i>	3.30, 0.68, <i>Strongly agree</i>
<i>Perceived activities to develop English skills</i>		
34. Activities which develop speaking skills	3.37, 0.68, <i>Strongly agree</i>	3.52, 0.53, <i>Strongly agree</i>
35. Activities which develop writing skills	3.13, 0.82, <i>Agree</i>	3.38, 0.57, <i>Strongly agree</i>
36. Activities which develop writing skills	3.24, 0.64, <i>Agree</i>	3.15, 0.71, <i>Agree</i>
37. Activities which develop reading skills	3.29, 0.66, <i>Strongly agree</i>	3.47, 0.58, <i>Strongly agree</i>
<i>Attitudes toward learning content in English</i>		
38. My English skills have improved since I have started studying in this course/program	2.70, 0.66, <i>Agree</i>	3.10, 0.58, <i>Agree</i>
39. My progress in the content subject would be faster if studying it in my native language (e.g., Thai)	3.00, 0.84, <i>Agree</i>	2.83, 0.85, <i>Agree</i>
40. It's not time consuming*	2.29, 0.84, <i>Disagree</i>	2.49, 0.77, <i>Disagree</i>
41. I spend less time looking for the resources for learning content in English*	2.21, 0.85, <i>Disagree</i>	2.40, 0.72, <i>Disagree</i>
42. To understand content studied in English I often use resources in my native one (e.g., Thai)	2.94, 0.88, <i>Agree</i>	2.50, 0.85, <i>Disagree</i>
43. The resources I use develop my knowledge of content but do not help me with the language	2.75, 0.86, <i>Agree</i>	2.53, 0.70, <i>Agree</i>
44. It's not difficult to stay motivated*	2.51, 0.76, <i>Agree</i>	2.49, 0.97, <i>Disagree</i>
45. It's easy for me to effectively express my ideas when studying the content in English*	2.00, 0.81, <i>Disagree</i>	2.29, 0.78, <i>Agree</i>
46. When studying content in English I have learned to develop a cultural sensitivity	2.94, 0.74, <i>Agree</i>	2.87, 0.73, <i>Agree</i>

*Item was reverse-coded.

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Counterfeit Reality of Egalitarianism With Reference to Manju Kapur's *Brothers*

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Abstract—The purpose of the study is to analyze the presentation of egalitarianism in traditional and modern world as colored by the hands of the woman writer Manju Kapur in her work *Brothers*. It foregrounds the relationship between the real world and the fictional world of women which is more or less the same. The chief finding is that the present life of women has a turn and development when compared to the previous generation, but the hidden complexity burst out at certain stage which proves that the convention is still prevailing. The study can help the readers to see the real world through writings and can understand and read the mind of women who suffer from sexual harassment, patriarchal dominance, in due time of optimistic life of fulfilled desires and courage of modern women. This article excerpts the proposed gender study and presents the gender discrimination of two generations portrayed by the writer which clearly exposes the deep variation as well as the oneness, and results in the projection of the real world in words. The positive changes in women's lives and the sexual deviations too have been discussed. This study focuses on the traditional and modern livelihood of male and female through the novel *Brothers* authored by Manju Kapur, a well-known Indian women writer.

Index Terms—culture and value, egalitarianism, gender, patriarchal domination, tradition and modernity

I. INTRODUCTION

Egalitarianism is a widely spoken concept for decades. Egalitarianism might be upheld as a moral requirement, a component of what we fundamentally owe one another, or as morally optional, a desirable ideal that we might permissibly decline to pursue (Arneson, 2013). An egalitarian is one who maintains that people ought to be treated as equals –as possessing equal fundamental worth and dignity and as equally morally considerable (Arneson, 2013). Unlike early days, gender equality is given much importance at present. Women shine in all the fields and prove that they have multipotentiality than men and they are not slackers. This is a vast change we can talk about if we compare the present life with the last century life of women. Even it is a well-known fact that in early days women were not given rights to write and hence they wrote using pen names. A few centuries before women began their writing career openly and through that they exposed their feelings. Most of their works were based on women's life. Gender equality gave women an opportunity to express their feelings and emotions.

Most of the works of Indian women writers are about women education, marriage life, family bond, responsibilities of women, and their life in the hands of men and so on. Marriage life brings all these changes in the life of women. Marriage life is the second world to women when compared to men. Egalitarianism is an inherently normative view, and more specifically, a view about distributive justice—that is, about the appropriate distribution of benefits and burdens (Knight and Albertsen, 2018). The women writers create their protagonists either as traditional women or modern. Traditional woman protagonist represents the women tied in family bond, suffer under patriarchal domination, depending on others for each and every thing.

Modern women represent the independent women who think and act independently using the freedom given to them. Though writers pen about women's life, their feelings, success and career, there are characters portrayed by some writers about their suppressed life in patriarchal dominated family or society and their ups and downs in life. Apart from the general suffering of human beings, women suffer indifferent ways. This is the reality of the so called egalitarian society. Gender inequality is thought to show in a hierarchical view of genders, where men are above women, who are considered inferior and less valued by their gender. The gender theory and comparison method are applied in the work to evaluate the presentation of women in the patriarchal society based on the real life in our country. Gender theory explores the hidden deviations in the life of men and women of two different generations and is overviewed. This study focuses on Manju Kapur's portrayal of egalitarianism in her novel *Brothers*.

II. STATEMENT OF THE PROBLEM

Egalitarianism is an equal state of all people in a society. Human rights state the equality of people in many aspects. The title of this article represents the reality of this egalitarianism with reference to the Indian author Manju Kapur's work *Brothers*. Egalitarianism also indicates the equality between men and women in any society of the world, which makes a difference among one another.

Gender equality in turn shows in equal value and opportunities for both genders (Mikkola, 2005). Gender equality varies between two generations that makes a vast challenge and struggle in the life of women. This struggle was well known in those days and got changed in this century, as the life of a woman is not a reflection of another, i.e., each and every one's life in one particular society or even a family is completely opposite, in which one's regular and common rights become a dream in another woman's life. Still life moves on with one's own expectations and disappointments. Rights of men and women are even more difficult to equalize, though the world rotates with the concept of equality. The very general problem of this gender issues exists in reality as well as in fictions. This concept is analyzed with the work of Manju Kapur. Her work shows the counterfeit reality of the two generations and the feelings of women and their unpredictable life.

III. LITERATURE REVIEW

It is necessary to evaluate the concept with reference to the articles already published. An analysis was held in Netherlands to explore how education, secularization and the rise of women's labor force (Thijs, Grotenhuis, Scheepers and Brink, 2019) differ men and women. People should get the same, or be treated the same, or be treated as equals, in some respect (Arneson, 2013). The idea of equality stands as the central ideal of egalitarianism (Afolayan, 2015). Developmental scientists are concerned with how and why behaviors emerge and change over time, and gender developmental scientists narrow their focus to the study of the origins of gendered behavior and gendered thinking (Kristina M. Zosuls, et.al, 2011). Women have experienced increased rates of unemployment, heightened burdens of care, decreased access to health services and higher rates of domestic violence (Otto, 2020). Gender egalitarian values came out as the most important predictor. Specifically, more gender egalitarian values were associated with improved performance of boys with relation to girls in the same countries (Erikson, Björnstjerna, and Vartanova, 2020).

Many studies have been undergone based on the concept of egalitarianism. Those articles dealt with gender difference and gender behavior and values. This study is focused on the gender reality of two generation women in the aspects of education, freedom struggle, politics, family and sexual harassment, with reference to the literary work of the writer Manju Kapur.

IV. METHODOLOGY

This study has been done with special reference to Manju Kapur's work *Brothers*. Here the egalitarian aspect is applied on various concepts like marriage, education, politics, decision making, etc. Gender theory is applied to bring out and justify the concept. It looks at masculinity and femininity in a mutually created characteristic shaping the lives of men and women (Encyclopedia). It covers the fields like sociology, religion, education, health, philosophy, history, literature, culture, politics, and so on where men and women fix their feet and travel together. Through gender theory and studies, the role of men and women in all the above said fields are focused and their disputes are listed by applying on the work of Manju Kapur.

The methods discussed above are employed on men and women characters of the novel and hence the problem is associated with the reality of the world based on the gender issues. Gender study has been carried out on studying the two generation men and women portrayed as characters who were the representatives of the previous generation people in India. So this study projects the differences, improvement and hidden dissimilarities of two generations as well as two different genders. In gender identity, social factors are important than biological factors. In the childhood itself children learn to know that their concerned duties are many and more or less they are forced to do. The restricted system pertained in the olden days and has its mild reflection till now. The believed egalitarianism and the reality are well carried out by the author in her work.

V. MANJU KAPUR

Manju Kapur's novels deal with the family bond, middle class, upper class people, marital life, sexual life, human relationship and especially women's struggle in life. In all her novels one can find women characters under some sorts of dilemma, facing recurring problems, abandon present life, entering new life, dissatisfaction with the existing life, and keep moving on. So we shall say that Manju Kapur's works are women centered.

Manju Kapur's works are based on Indian society. Her novels deal with the women in society and in patriarchal world. She also deals with the child abuse, sexual harassment, traditional family life of women, realities of everyday life, social structure, politics, etc. Manju Kapur's female characters deal with emotional, intelligence, and spiritual crisis. In those days women lived within that structure, in which they were forced and denied of free life. They accepted the notions whether they like or dislike. They sacrificed their life for the welfare of the whole family. Their identity

depended on her family patriarchy, either father or husband or son. Changes in social condition change many things. Women started living their life not for others but for themselves. Their likes and dislikes become their own. They become more prominent in their life. To achieve their needs they come out of their beliefs, customs, and traditions and so on. It does not mean that they object the societal patterns but they frame their own pattern. Generally, the gender hierarchy shows in the family, inheritance laws and customs, the valuations of women's work as opposed to men's work, decision-making power in the society, the family, church and social networks (Mikkola, 2005).

The writer has portrayed her women characters representing both tradition and modernity. In her novels, the orthodox women protagonists flee from that life and try to adapt with a new life which is completely different from their culture. It doesn't mean that they are protesting against the society. They try to search their identity and prove themselves equal to men. Sometimes they succeed in their attempts and sometimes unfortunately they are caught in the hands of men. They have to depend on their husband or father. Nitonde (2014, p.27) says,

All protagonists in the fictional works of Kapur are women. She writes about every aspect of Indian women's life in India and outside. All of her protagonists struggle to take charge of their own lives. In the course of his struggle they suffer and their lives become difficult to live with. They seem to lose control over the patriarchal background in which they live.

Globally women's lives more than men's are centered at home (Mikkola, 2005). The concept of gender partiality is present in Manju Kapur's latest novel *Brothers* too. Manju Kapur has pictured men and women characters reflecting the society of two generation. Gender division and discrimination still exist in some places. This research article is about the gender difference and controversies between two generations present in Manju Kapur's novel *Brothers*. The title of the novel, *Brothers* makes us think that the story is about men. But the story focuses on the woman protagonist Tapti Gaina too. The difference between the two generation lifestyle of both genders is clearly depicted by the novelist. The generation gap brings a vast change in the life of men and women. Virpal and Dhanpal, the first generation brothers' lives are completely different from the lives of the second generation brothers' Himmat Singh Gaina and Mangal Singh Gaina. As well as the first generation women Gulabi and Mithari's life differ from the second generation Sonal Gaina and Tapti Gaina's lives. These differences are of changes in the society, advance thinking of mind, education, etc. Culture and values (Weil, 2005) differ from one generation to another.

VI. EGALITARIANISM

A. Education

Education is a powerful tool for both men and women to bring any desired changes in the society during the passage of time which is a universal fact accepted throughout the world (Karan, 2017). Education is part and parcel of our life. At the same time education teaches us what life is, that we cannot abscond. Once, the value of education was not understood by many. Later equal education was given to men and women and they learnt and got benefited. Now education becomes mandatory that no one is ready to avoid it. At least humans learn to read and write. As generation passes the concept of education also changes. Reformation did not free women either and consequently some of the traditions from those times still carry on even to the church of today (Tucker and Liefeld, 1987).

Education is vital for women as it makes women self-reliant. Writers do not fail to uncover anything, even education. In their writings they reflect the education system of past and present clearly. Women writers steadily present the education of women in contrast with the education of men. Education was not given much important in those days. People were not much aware of education. They did not know that education would give them a new perspective towards life. People lived in the same way as their forefathers showed the path. With more educated women, the old power of hierarchies of religious, economic and political nature is more likely to be confronted. Gender equality is intrinsically linked to the right to quality education for all and to achieve this, we need an approach that ensures that girls and boys, women and men, have access, complete and are equally empowered through quality education (Munhoz, Ndebele, 2020).

Manju Kapur has carefully voiced education on gender discrimination. The life of Dhanpal and Virpal was at the mercy of their parents. To them learning was a kind of amusement. In author's words,

When there was nothing more important to do, the brothers amused themselves by listening to the pandit give lessons under a tree. Such sporadic attendance was not unusual. The pandit received his fees in grain and ghee, and accepted the low priority studying had in the lives of his students. (Kapur, 2016, p.59)

Virpal had the urge to study a little than Dhanpal. But he never had the intention to go alone to pandit to get education. He accepted the words of Dhanpal and stayed back. They lack the knowledge of studies. To them even without education they can be powerful like their father. From the words of the author about the brothers,

We must learn, Virpal would urge Dhanpal, but Dhanpal saw no point in it. There were pandits and letter writers to deal with written word, why waste hours over such a useless enterprise? Their father, a sarpanch, was illiterate, and he was the most powerful man they knew. (Kapur, 2016, p.59)

Virpal got a chance to enter into Ajmer city. Gaur Sahib helped him in his education. But he failed twice in his eighth class. With that his education came to an end. Later he realized that education is very essential to lead a good life in the city. Himmat and Mangal, the second generation boys get good education and that changes their lifestyle. In the

beginning Himmat found it difficult to study in the city school. Virpal was very stubborn saying, 'Himmat was going to be educated, whether he liked it or not. It was a passport, a passport he was at present too ignorant to value' (Kapur, 2016, p.119). It means that without education there will be no identity for Himmat. Finally he cleared his LLB papers and got his degree. Mangal too passed his BA. The sons of a farmer are educated now and became the first graduates in the entire village.

Women education was to the lowest in the first generation mentioned in the novel. Social norms of early marriage, financial burden of school fees, and minimal opportunity for girls beyond marriage affect girls' education (Raj, Salazar, et.al., 2019). Gulabi and Mithari, the first generation women were completely illiterate. Women education was given less importance than men. Women were not given priority for education. Unlike them, the second generation women Sonal Gaina and Tapti Gaina were educated. They both know the worldly happenings. Tapti Gaina was also a degree holder. Even after her marriage she was allowed to take a job. In education, gender discrimination was a barrier in the life of Gulabi and Mithari, but gender equality lifts up the life of Sonal and Tapti. It doesn't mean that they attain what they want in their life. Equality in education helps many in gaining a degree and the next forwarding step in the life with that degree is closed for many women in the society. The best illustration for this is Sonal, an educated woman, who is denied to take up a job but sentenced to do her household duties. Here education is trapped in the mind alone and cannot be executed in any part of life.

Education is the key to eliminate gender inequality, to reduce poverty, to create a sustainable nation and to foster peace. This is true not only for our nation, but for countries around the world. And women and men are just like two wings of a bird, or we may say that they are the two wheels of a single chariot (Karan, 2017). Though education was not a precious thing for the older generation, it is prestigious for the present generation. Manju Kapur has clearly presented it in her novel. This novel is not solely about education, but education takes a vital role in this novel.

Gender discrimination has left its footprints in education too. Himmat and Mangal completed their education before they were entering into their family life. But Tapti got married when she was in her third year. She was not allowed to complete her course before her marriage. This was because they didn't care much about her education. Everyone thought that her life would be complete in her marriage. No one in the family knew the importance of women's education. The educated women should insist on exercising their civil, social, political and economic rights. This will help improve the overall condition of women in the society (Margaret, 2017).

B. Freedom Struggle

Freedom struggle of Indian independence cannot go without pinpointing women's participation in that. The effect of freedom was the team work of men and women. Women might not be given much importance at that time. At the same time people cannot deny the struggle of women during freedom struggle. A critic says,

Women were lauded as good satyagrahis (non-violent activists) but the real issues that concerned them as women were regarded by the men as of secondary importance. Participation in the Satyagraha movement gave women a sense of power, but it was localized power – for a particular historical struggle for independence. It was not the kind of power that challenged the deeply entrenched structure of Indian society nor did it challenge the dominance within the family or the community. (Singh, 2006, p.4)

Manju Kapur's novel *Brothers* describes the political life too. Before Independence, Indians lead a struggling life to get freedom. Our national leaders boldly came forward to protest and others followed them. Even women took part in that struggle. They took charge in the struggle when men were arrested and prisoned in jail. In the political sphere, women remain largely underrepresented (Millazzo, Goldstein, 2019). Manju Kapur has not failed to talk about freedom movement and politics in her novel. There is a gentle touch of both as a part of the novel. During the period 1930-1940, Gandhiji's march towards Dandi was held. Gandhiji was sent to prison for violating the salt law. But that was a milestone in the freedom struggle, and though he was arrested with many, the news has been spread to nook and corner of the country.

Virpal was aware of the independence movement, and Gandhiji's march to Dandi. With the hope of joining in the freedom movement, he left his house. But he was only twelve at that time and Gaur sahib turned his life upside down. In the later part of his life, he had a chance to take part in the freedom struggle. Their struggle was described as,

Gandhiji's message, Do or Die. At last the Mahatma was allowing the Indian people to take matters into their own hands. On the evening of 15th August thousands gathered before the police station in Gol Dak Khana Chowk. ... Some impetuous young men climbed on the roof of the police station, pulled down the Union Jack and unfurled the Indian flag. ... The four of them were thrown into jail. Among them was Virpal. (Kapur, 2016, p.89)

Virpal's childhood desire to become part of the freedom struggle movement was fulfilled. As a man, he could leave his wife and family and did as he wished. In contrast to Virpal, his brother Dhanpal never thought of taking part in any struggle. But a time came to make him take part in a war. In 1944, Dhanpal was wounded in war and was sent home. In our life, sometimes things will not happen as we think. It will make us to accept the way it is. This became true in the life of Dhanpal.

In the case of women, no character was involved in any struggle. While Virpal and Dhanpal were fighting against the enemies, Gulabi and Mithari were in their home doing their regular works. Gulabi was unaware of the word 'war'. In

this way most of the women were kept at home unaware about anything. Their home was their world. When Gulabi heard about 'bullet', 'war' for the first time, she was trembled. Dhanpal explained everything to her.

Likewise, Mithari could not be peaceful while Virpal entered into freedom struggle. She was afraid that 'her husband disappeared into the depths of unreachable place.' Men were characterized as bold and women were like meek and fearful creatures. During Indian freedom struggle, many women courageously fought against the British. In this novel, women were innocent creatures who didn't understand the meaning of war. But though they were not involving in the war physically, they were always thinking about the war, as their partners were involved. Normally this kind of mental involvement is far worse than physical involvement. Despite women constituting half the world's population, they account for less than a quarter of the membership of national parliaments globally (Iyer, 2019).

C. Politics

Manju Kapur has also dealt with the political issues. Politics began in our country around the time of independence. No one can predict anything in politics. Nothing is permanent in a political party or in its amendment. It will take a new direction in an unexpected way. To become a leader of a party is also not an easy task. The person has to undergo many struggles, insults, appreciations, blames, etc. Only a stubborn and furious person can withstand in politics. Gender equality is believed to be in politics too. But the majority leadership is still manhood where women are just a part of it. Political egalitarian deals with this concept where gender discrimination is found. The novelist Manju Kapur hasn't failed to look into this aspect. In *Brothers*, politics has been discussed through the characters Himmat, Virpal and Bishnoi Sahib. Being a villager was not an obstacle to become a leader in the case of male. Himmat proved it by standing firm in his political path. His thought to be leader was for certain purpose. He believed that by becoming a leader he can easily manage everything with that, even his studies. His fond of becoming a leader increased day-by-day.

Become a leader. Be known, and in the cauldron of college, where varying ambitions seethed and churned, it was possible. By now Himmat was sure that the key success lay in student politics. If you were the kind of person who could get votes, your life was made. Then you didn't have to bother with studies, there were different exams out there in the world. In classes he slept, in anything to do with politics, he was wide awake. (Kapur, 2016, p.152)

Himmat's dream was centered only on political life. When he became eligible for the post of union president, he approached his uncle to meet Bishnoi Sahib, the IPPP leader. Soon Himmat married Bishnoi's daughter. In the next election in the year 1985, Himmat stood in the election instead of Bishnoi and won.

In this novel, the political leaders and members are only men. There is no woman who dreamed to be a political leader, or member of a political party, neither MP nor MLA. Even in the students' union council, men dominated in all and grasped the post. Bishnoi Sahib, after his rule, gave that post to his son-in-law and not to his own daughter Sonal. Also, Sonal was not given any chance to think or speak about politics. She could only be the wife of a Minister and not a Minister herself. There were many great women leaders in India, who stood as Prime Minister, President, Activist, Poet, etc. They were exceptional, because many women were left at their home and kept silent. When Himmat was undergoing political dealings, Sonal was being at home unexposed to the situation. Her work, action or desire had not been discussed at any point when the story focused on Himmat's political movement. Singh (2006, p.8) says,

Women in the national imaginary were placed on a high pedestal but in reality, as we know pedestals are extremely precarious places. In the newly homogenized Indian tradition women were set up as emblems of it but unfortunately their difficulties and discriminations were hardly discussed.

D. Marriage

In Indian society, woman is unconditionally obliged to marry and once married, she loses her identity. Whatever identity she has in her father's family, she loses it and is unable to make space for herself on her own. Though marriage seems an adventure, she finds herself entrapped in an illusory biographical trap and finally evolves as a mature woman or at least realizes her innate potentialities to fight against oppression (Velmani, 2010).

Marriage is the union of two minds. It is the special moment in a man and woman's life. Marriage life is not just about the harmony of two souls, but their family too. Child marriage was very common in earlier days. Even before the maturity period, the bond was made and soon after that the girl will be sent to her husband's house. They did not know each other. Without knowing anything about family, husband, marital life, girls entered into their new home and started doing their duties to the family. When they were at their mothers' home, they were taught to cook because that would be their life in the future. Educational attainment and child marriage are inextricably linked. Promoting education for girls can prevent child marriage, while preventing child marriage can promote secondary school completion (McCleary-Sills, Hanmer, Parsons, & Klugman, 2015).

Marriage brings many changes in the life of a couple. The biggest change happens at this moment in the life of a woman. Her residence, family, habits, responsibilities, relationships, everything differ after her marriage. She is responsible for everyone in the family. But she should be under the control of patriarchal society. Unlike women's life men's life was what they decide. They expected their wives to do all duties for him. Women had to obey their words. They could not oppose even if they didn't like anything. In South Asia, unlike many other parts of the world, marriage is still the main context for sexual intercourse. Getting married therefore signals the start of exposure to the chance of becoming pregnant and the earlier a woman gets married, the longer she will spend exposed during her fertile years

(Marphatia, Ambale, and Reid, 2017). In the marriage bond, men and women were not given equal rights. Some considered women as breeding machine. Such an annoying condition prevailed in women's life. It required a profound change in the old patriarchal world where the roles of men and women were distinctly different - women's identity and roles centered on the child bearing (Miles, 2006).

Women in the national imaginary were placed on a high pedestal but in reality, as we know pedestals are extremely precarious places. In the newly homogenized Indian tradition women were set up as emblems of it but unfortunately their difficulties and discriminations were hardly discussed (Singh, 2006). Men had the rights to do remarriage even when the wife was alive. Women should lead a miserable life if her husband died. She should accept that and live throughout her life crying over the dead husband. At this juncture, if a woman chooses her life of her own, she cannot express it boldly, and in case if she does so, she must endure negative opinions from the surroundings. Her sacrifices in her marriage life are many. Everything is hidden and noticed by very few men. Women also have the power to build a home and to destroy it. A family's name is in the character of that family's girl. Women break the circle around her when she is suppressed. In India, marriage decisions remain within the purview of the family (Desai, 2010).

The novel *Brothers* presents the marriage life of both first and second generation as well as men and women's life after marriage. Gulabi and Mithari's marriage life was an ordinary one than Sonal and Tapti's. The first generation people got married in their childhood itself.

Virpal and Mithari, both children of a village, had been six and five when they married. Immediately after the ceremony the bride returned to her parent's home to wait out the years until puberty. When the girl became a woman, her father sent word to her husband's village... (Kapur, 2016, p.72)

They were married even before knowing what marriage was. Girls had to leave their house at a very young age and trained themselves to adapt with the new family. Especially they had to do all household works. Manju Kapur's women characters and their marriage life mirrors the society existed before independence. Gulabi started her new life with her husband Dhanpal after her physical maturity. Mithari was sent to her in-law's home, though her husband Virpal was not there. Virpal ran away from his house when he was twelve, and returned only after a few years. But Mithari waited in his house even without knowing whether he was alive or not. To her that house was everything. Saharan (2013) says, 'The Indian home is essentialized as a site of woman's seclusion and subordination but woman rearticulates it as a site of struggle and conflict to assert her right and control over her life.'

In *Brothers*, the author has not mentioned about any remarriage or break up in the first generation. This is because they lived in such a situation that they had to act as per the will of their parents and they should not disobey parents. Gulabi and Dhanpal did not have cordial conversations and they did not spend time sharing anything to each other. As a man, Dhanpal's duty was to do external works and Gulabi's work was household duties. The two sisters led a monotonous life every morning by preparing tea, rotis, food, and doing cleaning works, etc. Her life was to be dedicated to the service of her husband, family and the freedom of the country. She should be able to lay down her life for the sake of fidelity and chastity (Jandial, 2003).

Lack of education is both a risk factor and an outcome of child marriage (Klugman et al. 2014). Mithari's life in the beginning as a daughter-in-law was pathetic. There were no humble welcome, or warm and soothing words for her. Her father let her stay in that house and left. Her mother-in-law showed a place for her to stay. At night the darkness grew and the darkness in her life too grew. She couldn't think what her life was, why she was there, and what kind of life she was leading. Her only companion in that house was Gulabi. The people in that village made her life more miserable by passing wounding comments. She lived her life like a meek creature. Neighbors' poisonous words made her to think like this:

To be a wife without a husband, that was no life. She had to hear comments like man-eater, inauspicious, bad karma, etc. No reply was expected to any of this; all she could do was pull her ghunghat lower over her face.

From time to time Mithari wonders whether she is a widow. (Kapur, 2016, p.75)

Gulabi and Mithari were in the same condition when Dhanpal joined in the army. Through these two characters, Manju Kapur has nicely portrayed the life of women of those times. They did not get any rights to tell their opinions, take decisions, or deny something they dislike. They lived with what was given to them. Mithari's life changed completely when Virpal came. He took her to Ajmer. That was the life Mithari never imagined. Virpal loved and cared Mithari. His love was the medicine for all her wounds.

In this marriage life, Virpal and Dhanpal's life did not have much changes. Their life was same as before their marriage. They had no compulsion to leave their home like women. They did what they like. They played the dominant role in the family. In this way their life differed from women's life. Gender balance, and gender equality were not present in their life. For each and every problem in the house, women were blamed. Mithari suffered a lot in this. Even they couldn't meet their mother whenever they want. Only their pregnancy and delivery helped them to spend time with their parents. Women undergone a long suffering process to deliver the children, but the husband decided the numbers. Women valued the sufferings of men. They too suffered when their husbands suffered. But men did not feel to that extreme for their women. A critic says,

The success of marriage depends on the mutual understanding and mutual respect between the husband and wife. But in many societies which are deep rooted in tradition, still believe in gender inequality. Thus in a patriarchal society that is deep rooted in traditions, men have always used this belief as it suits their

convenience. This makes the male dominance over the women completely acceptable in this society. Even were made to feel that they need to function as subordinate beings to the opposite sex. (Tripathy, 2016, p.50)

The second generation women got their rights to some extent when compared to the first generation women. Sonal and Tapti, the second generation women had their rights to live their life as they wished in some aspects. Still, women's life is different from men's life. Sonal selected her partner of her own. Tapti got married around the age of twenty. Their life was refined than Gulabi and Mithari. Though these women had better choice, a few women were leading the first generation life. Himmat got married in his boyhood like his father and uncle. But he divorced his wife just to marry Sonal. His first wife, the unnamed woman led her pathetic life with her son in her in-law's house.

The second generation women had rights to decide about their life. Still directly or indirectly they were under patriarchal control. Sonal married the one she loved, but without her father's permission, she could not marry him. Fatherless Tapti married Mangal, whom Himmat introduced. Though she was not fully convinced with him at the beginning, she accepted him for the sake of her family. Women had to think about her family, society before thinking about her. But men did not. Himmat did not think about his first wife and his son while divorcing her. He wanted to get rid of her. He did it. Again his first wife sacrificed her life for his happiness. So sacrifices were meant for women and not for men.

Violence against women is ingrained in the patriarchal system and is responsible for the internalization of female inferiority through a process of socialization, customs, religious laws and rituals. The nature of family relationship forces women to struggle alone against violence where society supports the husband to assert to dominate and control the wife. (Saharan [Breaking the Silence], 2013, p.42)

Himmat's divorce made her wife to cry. Men expected their wives to be obedient. Himmat completely refused their definition of obedience and hated his first marriage to the core. He says, 'Obedience? Is that all I want from a wife? As for the son, I keep telling you. I was forced to do that' (Kapur, 2016, p.204). The nights he spent with his wife were just to prove his manliness. He could not accept her as his wife. But to her, he was everything. Till the end of her life she could never think about any other man in her life. Himmat easily got signature in the divorce paper and married Sonal. At the same time, when Virpal's son died, his wife became a widow. The sorrow she expressed in the privacy of her ghunghat could not be an interest to anyone. This shows the marital discrimination between men and women. Though years differ, though centuries differ certain things will never change.

Mangal's marriage life was different from others. Like his brother Himmat, he was not married in his boyhood. He waited till completing his studies. He married a woman chosen by his brother. Tapti was that girl. She was a virgin, but Mangal was not. It shows that women sexuality is to be ashamed of and male sexuality represents power. In all these aspects men are being in a step higher and women are still living within criticisms which depict the society of gender inequality. Girls may be more likely to come in contact with men outside their families, resulting in a potential love affair (Desai, 2010).

Post marital affair and sexual harassment are common in the present society which results in separation of the couples, divisions in family, disputes, and lack of peace. Lack of understanding between couples may also lead to post marital affairs. Sexual harassment is the shame of our society in which even children are victims. People cannot have good relationship and cordial moving with the family members, colleagues, known persons nowadays, as one cannot be sure that all are trustworthy. The novelist has presented an illustration for this through the character Himmat who forces Tapti to accept him. This results in loss of a life and destruction of the whole family. Himmat's domination over Tapti was solely of his power in the society as a man. Women's real achievement in this society is to live without any illicit tortures from the patriarchal men. That will be considered as the real equality along with the balanced achievements in all the fields.

VII. CONCLUSION

Women across the world continue to suffer from gender inequality, including child and forced marriage, gender-based violence, sexist policies, as well as barriers to participation in education and employment. Women's work more often than men's is invisible (Mikkola, 2005). Equalitarianism is like an illusion which is not present but believed to be present wherever we see. God created this world and human created the norms to live especially separate norms for men and women. Changes in the lifestyle made everyone to fight against the norms and began to follow equality in everything. But that equality is unfamiliar to many in the world. Educated women too believe that they live a life of liberty but without their conscience they are under patriarchal world. This is represented vividly by Manju Kapur in her novel *Brothers* through different characters and different generation. Kapur's portrayal of characters and incidents prove the presence of egalitarianism is a counterfeit in reality.

VIII. STUDY OUTCOME

The study shows how egalitarian concept is juxtaposed to the reality as represented by the novelist Manju Kapur in her work *Brothers*. The incidents, politics, marriage and all other concepts given in the novel clearly shows how men and women's lives are different from each other in the precious generation and also in the so called egalitarian present generation. Whatever discussion and status is given to women in this world, they are more or less dominated by men.

Even in this modern world not a single girl child can go alone safely. This means that the world is yet to change and give way for the independent and safe livelihood for women and female child.

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The Phenomenon of Expletive Infixation in Vietnamese Language From the Perspective of Pragmatics

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Abstract—Vietnamese has to date been considered to be a language without infixation. This study is an attempt to change that notion. Infixation does exist in the Vietnamese language, but in restricted discursal and social contexts. Our analysis shows that infixes have pragmatic functions and convey one of three implications. They can be used to (1) to express a complaint, (2) to express disagreement, or (3) to enhance a compliment. For each pragmatic purpose, the social context must be considered so that offensiveness and impoliteness can be avoided. Our results reveal that the majority of the Vietnamese words containing the infix *với chữ* express complaints and that *với chữ* is most often inserted into nouns. This study provides Vietnamese language teachers, learners, and translators with an in-depth understanding of the Vietnamese infix *với chữ*, as added into base words in certain styles of language play.

Index Terms— infixation, Vietnamese, expletive, social context, pragmatics, infix

I. INTRODUCTION

Infixation is not only a phenomenon of linguistics but also an expression of culture. Ultan (1975) claimed that infixes seem to be less familiar to students of linguistics than prefixes and suffixes even though all three belong to the phenomenon of affixation. According to Yu (2003, p. 2), infix can be defined as “an overt continuous morph that appears within a derived discontinuous morph that exists in a continuous form independent of the infixed form, and the individual parts of this resultant discontinuous morph must not be continuous morphs themselves.” More succinctly, Mattiello (2013, pp. 186-187) defined infixation as a process in which an affix (infix) is inserted in the middle of a word. This description implies that infixes are distinct from other affixes in the way that they stand in the body of a base word. Mattiello (2013, p. 186) also reported that in some Indo-European and Austronesian languages, such as Greek and Atayal, infixes have important grammatical functions, whereas English has infixes “only within extra-grammatical morphology.” In other words, infixes in English, for example, *bloody* in *abso-bloody-lutely* and *diddly* in *ac-diddly-action*, are employed mostly as expressive expletives for the purpose of additional emphasis.

Beljan (2015) stressed that infixation is a process that is not easy to describe due to its unpredictability and irregularity. As explained by Mattiello (2013), in most cases infixes function as intensifiers or emotive stress amplifiers. This implies that in English infixation serves a stylistic purpose. Thus, no difference is found between *important* and *im-bloody-portant*, or *violin* and *vio-ma-lin*. From these two examples, the only change that infixation conveys to the new word is related to its pragmatic meaning; in other words, this is a form of language play. It can also be seen from the examples that the infix does not change the grammatical category of the word or its meaning. Hence, after the infix *-bloody-* is inserted in the adjective *important*, *im-bloody-portant* still remains an adjective with the same semantic meaning.

II. LITERATURE REVIEW

A. A Bird's-eye View of Infixation Across Languages

As categorized by Beljan (2015), there are four relevant types of infixation in English: expletive infixation, *diddly*-infixation, Homeric infixation, and hip-hop *iz*-infixation.

It is widely known that expletive infixation is used most frequently in the English-speaking community. Expletive infixation is defined by Beljan (2015) as the process of inserting an expletive or a profanity within a word with the purpose of emphasis and intensification. Moreover, Zwicky and Pullum (1987, p. 7) concluded that expletive infixation has “clear applicability to phrases alongside words” and “highly expressive colloquial effect.” Beljan (2015) further observed that expletives are a phenomenon of both morphology and phonology. The following examples from McCarthy (1982) provide evidence for this case.

(1) English expletive infixation (McCarthy, 1982)

togeth ^ə	to- bloody -gether
adv ^ə ñce	ad- bloody -vance
Bhow ^ə ñi	Bho- bloody -wani
perh ^ə aps	per- bloody -haps
en ^ə ugh	e- bloody -nough
imp ^ə rtant	im- fuckin -portant
Kalamaz ^ə ó	Kalama- fuckin -zoo
Tatamag ^ə úchee	Tatama- fuckin -gouchee
Winnipes ^ə áukee	Winnipe- fuckin -saukee

(Yu, 2003, p. 6)

Regarding these examples, Zwicky and Pullum (1987) listed the most frequently used expletives in English as *bloody*, *blooming*, *frigging*, *f***in(g)*, *(god)damn*, *pissing*, *sodding*, etc. As can be observed from examples (1) above, the position of the insertion of an infix into a word depends on the stress pattern of the word. It can clearly be seen that the expletive occurs prior to the stressed syllable. This observation argues against the claim that infixation in English is unpredictable and irregular (Mattiello, 2013).

Considered as a form of expletive infixation, *diddly*-infixation is actually a novel language game since “it shares with other language games the characteristic of being easily generalized by speakers to be applied to a variety of environments” (Elfner & Kimper, 2008, p. 151).

(2) Canonical examples

w ^ə ðcome	wel-diddly-ðcome
áction	ac-diddly-áction
m ^ə úrder	mur-diddly-úrder
órder	or-diddly-órder
w ^ə ðcome	diddly-w ^ə ðcome
órder	diddly-órder

(Elfner & Kimper, 2008, p. 151)

It is observed from example (2) that “the process involves infixation of the nonsense word *diddly* into a base word with initial stress as well as a reduplication of the rhyme and the stressed syllable” (Elfner & Kimper, 2008, p. 151). Elfner and Kimper also explained that placing the infix *-diddly-* within the base with initial stress causes difficulties for stress assignment; therefore, the role of reduplication in these examples is to “allow the position of stress to remain faithful to its base form” (Elfner & Kimper, 2008, p. 151).

Popularized by the television show, *The Simpsons*, the Homeric infixation or *ma*-infixation has recently become common in vernacular American English (Mattiello, 2013). The process is simply understood as the insertion of the infix *-ma-* into words.

(3) *The Simpsons* example

Homer: Well, honey, what do you like? Tuba-ma-ba? Oba-ma-bo? That one? Saxa-ma-phone?

Homer: A hundred bucks? For a comic book? Who drew it, Micha-ma-langelo?

(Yu, 2003, p. 174)

Yu (2003) states that the main purpose of *ma*-infixation is humor. Yu also noted that the “meaning of this construction indicates roughly attitudes of sarcasm and distastefulness, although, it can also be used as a form of language play” (Yu, 2003, p. 174). Mattiello (2013) observed that Homeric infixation can be applied to words regardless of their grammatical categories, for example, noun (e.g., *tele-ma-phone*, *vio-ma-lin*), adjective (e.g., *wonder-ma-ful*), verb (e.g., *underesti-ma-mate*), participle (e.g., *unsub-ma-stantiated*), or even place/personal/river names (e.g., *Ala-ma-bama*, *Micha-ma-langelo*, *Missi-ma-ssippi*).

The final infixation that can be found in English is called *iz*-infixation. This phenomenon is derived from the American hip-hop community.

(4) Lyrics example

I'm still standin' **strizong** (strong)

And waitin' on my **thrizone** (throne)

And live for the **dizzay** (day) that God calls me **hizome** (home)

Until then I'll **rizzoam** (roam), the face of the **Izzerth** (Earth)
 And shoot for the **stizars** (stars), on days of my **bizzerth** (birth)
 —Playa Fly, “N God We Trust”
 (from *Original Hip-Hop Lyrics Archive*)

(Lindsay, 2010, p. 159)

Example (4) shows that the *iz*-infix is inserted before the stressed vowel. Therefore, if the word is monosyllabic, *-iz-* occurs between the onset and the nucleus, for example, *str-iz-ong*. If the word is disyllabic, *-iz-* occurs before the stressed vowels, as in *G-iz-ògle* and *beh-iz-àve* (Mattiello, 2013). Mattiello also states that *iz*-infixation rarely occurs in words that have more than two syllables.

From these four types of infixation in English, it can be concluded that infixation is a process involving both morphology and phonology. Infixation does not have any grammatical function, so it does not affect the grammatical category of the infixed word. However, it is considered a case of language play when it indicates certain stylistic and pragmatic meanings.

In some languages, however, infixation can function as a grammatical process, which means that the infix can change the grammatical category of the word.

(5) Uradhi pluractional reduplication

wili	wilili	‘run’
arja	agaga	‘dig’
ipijii	ipipijii	‘swim’
wamp	wampampa	‘float’
ikya	ikikya	‘speak’

(Crowley, 1983, p. 364)

Uradhi is a dialect of the Pama-Nyungan language in which the reduplicant copies the morphological and/or phonological unit of the base. In this language, pluractionality is marked by (C)CV reduplication, as shown in example (5). This implies that the infix changes the numeric feature of the base from singular to plural.

In other languages, infixation can result in changes in the part of speech of the infixed word.

(6) Mlabri nominalization (Rischel, 1995, p. 85).

a. guh ‘to be ablaze’	grnuh ‘flames’
kap ‘to sing’	knap ‘singing, song’
peelh ‘to sweep the ground/floor’	prneelh ‘a broom’
tek ‘to hit’	trnek ‘a hammer’
b. kwel ‘to be rolled up’	krwel ‘spiral’
gla? ‘to speak’	grla? ‘speech, words’
pluut ‘to peel’	prluut ‘layer’
klaap ‘to hold’	krlaap ‘forceps of split bamboo’
gwεεc ‘to poke’	grwεεc ‘finger’
c. chreēt ‘to comb’	chnreēt ‘a comb’

In all cases of example (6), the verbs become nouns after infixation, as also happens in the Mon-Khmer language. However, the process follows certain phonological rules. As in (6a), if the stem begins with a single consonant, the infix *-rn-* occurs right after that consonant. If the stem begins with two consonants, the infix *-r-* is used instead and inserted between the two consonants (6b). In the case of (6c), when the stem contains a rhotic in the initial consonants, the allomorph *-n-* is employed and inserted before the rhotic.

It can be seen from the literature review that infixation exists in many dialects of languages. It plays different roles in each dialect. As native speakers of Vietnamese, the authors of this study attempt to examine the phenomenon of infixation in Vietnamese, which has been overlooked. Based on our observations, Vietnamese infixation is common in literary works and daily conversations. However, it has never been considered in an academic way; in other words, there has been no study on infixation in the Vietnamese language.

B. Vietnamese Morphology and Term of Affixation

As addressed many years ago by Thompson (1963), Vietnamese is a language that appears to be devoid of morphology; as a result, the argument about what constitutes a “word” has been continuously raised by linguists. Noyer (1998) classified Vietnamese as a canonically “isolating” language. It is obvious that Vietnamese lacks morphological markings for case, gender, number, and tense; thus, it has no finite/nonfinite distinction. A Vietnamese word may consist of a single morpheme or more than one morpheme. Polymorphemic words are either compound words or words consisting of stems plus affixes or reduplicants. As estimated in Nguyen (1976), roughly seven-tenths of Vietnamese dictionary entries are idiomatic polysyllabic collocations. Consider the following examples.

(7) Vietnamese morphology

Vietnamese word	English gloss	Phonological form	Morphological form
(a) <i>mưa</i>	"rain"	monosyllabic	monomorphemic
(b) <i>bếp núc</i>	"kitchen chores"	disyllabic	monomorphemic
(c) <i>nhà tắm</i>	"bathroom"	disyllabic	bimorphemic
(d) <i>vội vội vàng vàng</i>	"hurry-scurry"	polysyllabic	polymorphemic (reduplicative)

In example (7a), the word *mưa* has only one syllable and one morpheme. Example (7b) is a case of a word that has two syllables but only one morpheme, since, if we separate this word into two morphemes, *núc* conveys no meaning. On the other hand, (7c) shows a word that is both disyllabic and bimorphemic, since both morphemes have their own meaning. In this example, *nhà* means *house* and *tắm* means *to take a shower*. Thus, when they are combined, the meaning of the compound word can be understood as “a house (a room) where we can take a bath.” Example 7(d) is an example of reduplication, which is very common in Vietnamese. The word contains more than two syllables and morphemes.

As analyzed in Noyer (1998), examples (7b) and (7c) can be categorized as two types of collocations: separable collocations and inseparable collocations, respectively. For example, *bếp núc* can be separated by the “idiom” *với*, which means *and*, an overt conjunction. However, Noyer did not indicate the purpose of this linguistic phenomenon. In the case of (7c), it is claimed in Noyer (1998) that the word cannot be separated by any element. As native Vietnamese speakers, the authors of this study would argue against these two notions of Noyer. First, Noyer only used the term “idiom” in a general way to describe the function of *với*, which in this paper is argued to be an infix. Second, the word *nhà tắm* in example (7c) can be separated by an infix, as will be demonstrated in Section 4.

It is widely known that the Vietnamese language has prefixes and suffixes. These two phenomena of affixation are taught and discussed in any Vietnamese language teaching program. The following examples provide some cases of affixation in Vietnamese.

(8) Vietnamese affixation

Prefix/suffix	English gloss	Example
(a) <i>bán-</i>	"half, semi-"	<ul style="list-style-type: none"> bán thân (body): a body half (upper/lower) bán cầu (globe): semi-globe
(b) <i>phi-</i>	"non-"	<ul style="list-style-type: none"> phi pháp (law): illegal phi lợi nhuận (profit): non-profit
(c) <i>-hóa</i>	"-ize, -fy"	<ul style="list-style-type: none"> hiện đại (modern) hóa: modernization a xít (acid) hóa: acidify
(d) <i>-gia</i>	"profession, occupation"	<ul style="list-style-type: none"> phi hành (travelling to outer space) gia: astronaut sử (history) gia: historian

It can be seen from these examples that prefixation and suffixation in Vietnamese are expressed very clearly. They each have their own function in grammar and semantics. Consider example (8a). The stem is *thân*, meaning *body*, which is a noun. After prefixation, the new word *bán thân* changes the meaning of its stem and grammatical category to become an adjective. The same pattern can be found in the remaining examples.

As mentioned above, the authors' observation is that Vietnamese language does have infixation, but somehow the phenomenon has been ignored and never closely examined by linguists. The present paper is an attempt to give the phenomenon academic consideration. The following sections provide an analysis of why the issue is worthy of study.

III. METHODOLOGY

A. Research Design

This research mainly used a qualitative approach, but a quantitative method was also used. Examples of Vietnamese infixations were collected from social media and websites to form a dataset.

B. Data Analysis

After the data were collected, the samples were categorized into groups. The groups were then analyzed using descriptive statistics, and the size of each group was expressed as a percentage.

IV. FINDINGS AND DISCUSSION

A. Expletive Affixation in Vietnamese

As stated previously, infixation in Vietnamese is commonly used in less formal contexts, such as movies, literature, and daily conversations. It is true that infixes do not have any grammatical or semantic function with regard to the stem; the infixation does not change the grammatical category or literal meaning of the infixed word. Therefore, like English, infixes in Vietnamese function as expletives and can be considered aspects of language play or style. The four most common infixes and infix clusters are examined in this study, as shown in Table 1.

TABLE 1.
INFIXES AND INFIX CLUSTERS IN VIETNAMESE

Infix/Infix cluster	English gloss
(1) –vớ–	"–with/and–"
(2) –với chấ–	"–with/and + neither/not–"
(3) –với–cấ g ì	"–with/and–what"
(4) –với chấ–cấ g ì	"–with/and + neither/not–what"

Table 1 shows that an infix can be used as a single infix (1 & 2) that is inserted into the base, or it can be combined with other suffixes (3 & 4) to make up a cluster that is added to the stem. As the English gloss shows, the infixes have no clear “real” meanings. This means that these infixes are nonsense in terms of semantics, especially when they occur in collocations or clusters. The following examples show that infixes in Vietnamese are expletives. It should be noted here that all the examples of infixation in Vietnamese in this study were assessed by the first author, who is a native Vietnamese speaker. The data were then discussed with three other Vietnamese linguists to ensure acceptability. Therefore, the examples in this study are the best representatives of infixation in Vietnamese language usage.

Let us take a look at the following examples.

Stem	English gloss	Stem description	Infixed word
(5a) <i>c à ph ê</i>	coffee	Noun/disyllabic/ monomorphemic	c à vớ ph ê c à vớ chấ ph ê c à vớ ph ê cấ g ì c à vớ chấ ph ê cấ g ì
(5b) <i>vất vả</i>	tough/ difficult + reduplicant	Adj/disyllabic/ monomorphemic	vất vớ vả vất vớ chấ vả vất vớ vả cấ g ì vất vớ chấ vả cấ g ì
(5c) <i>học hành</i>	study + practice (meaning to study)	Verb/disyllabic/ bimorphemic	học vớ hành học vớ chấ hành học vớ hành cấ g ì học vớ chấ hành cấ g ì
(5d) <i>tắm tấp</i>	bathe + reduplicant	Verb/disyllabic/ monomorphemic	tắm vớ tấp tắm vớ chấ tấp tắm vớ tấp cấ g ì tắm vớ chấ tấp cấ g ì
(5e) <i>S ô c ô l a</i>	chocolate	Noun/trisyllabic/ monomorphemic	s ô vớ c ô l a *s ô c ô vớ l a s ô vớ chấ c ô l a *s ô c ô vớ chấ l a s ô vớ c ô l a cấ g ì *s ô c ô vớ l a cấ g ì s ô vớ chấ c ô l a cấ g ì *s ô c ô vớ chấ l a cấ g ì

Example (5) clearly demonstrates the phenomenon of infixation in Vietnamese. It can be observed that the infixes can be added in words with upwards of two syllables, regardless of the number of morphemes or grammatical categories. Explicitly, whether the word is monomorphemic or bimorphemic does not affect the use of infixes. One more argument to show that infixes in Vietnamese are expletives is that they do not change the grammatical category of the words; rather, they retain the original meanings of the words. Also, it can be generalized that the infix is inserted after the first syllable of the base.

As mentioned above, this section argues against the analysis of Noyer (1998) that some of the listed words are inseparable. The word *nh à tắm*, shown in example (6) below, was considered inseparable by Noyer. The examples Noyer provided could be true if the expletive is not considered an infix. However, if the expletive is an infix, then the word *nh à tắm* can be separated. Example (6) shows that all four infixes can be inserted into the word *nh à tắm*, which was considered impossible by Noyer (1998).

- (6) *nh à tắm*
nh à vớ tắm
nh à vớ chấ tắm
nh à vớ tắm cấ g ì
nh à vớ chấ tắm cấ g ì

In Vietnamese, the function of intonation is expressive. It adds to the cognitive meaning of the words in the utterance and indicates the attitude and emotion of the speaker. Moreover, the system of intonation, pause, and tone of voice can help to deepen understanding of speech. Diacritics are used to indicate the tones of Vietnamese. The tone markings are *a* (no mark), *à á ả ã* and *ạ*. They can be separated into two groups according to register: *a, á, ã* are realized in a higher register while *à, ạ, ả* are realized in a lower one. Therefore, of the four Vietnamese infixes that can be inserted into a word, the infix *vớ* is realized in a higher register and infixes *vớ chấ*, *vớ–cấ g ì* and *vớ chấ–cấ g ì* are realized in a lower one.

For example, a girl is walking on the street and a boy runs into her. She yells out in pain: “*Trời ơi! **Đi** với **đứng!***” (Bold letters indicate primary stress.) This example shows that the Vietnamese infix *với* expresses anger. Moreover, *đi với đứng* makes up a sequence *a-á-á* at a fairly high level because anger is expressed by a very high register and marked by a fast tempo.

From this evidence, it can be inferred that infixation in Vietnamese is very flexible and can be applied in many cases. As with English, infixation in Vietnamese has certain pragmatic implications that will be discussed in the next section along with the contexts for its use.

B. Vietnamese Infixation from a Pragmatic Perspective

The possibility of infixation allows us to note what the speaker's attitude is, which means that infixes in Vietnamese have a pragmatic meaning or play a pragmatic role.

The use of infixes depends greatly on the setting of the discourse. In particular, infixes are not used in contexts with a high level of formality. This means that social factors should be considered in the use of infixes. It is consciously understood by Vietnamese people that infixation can only be employed in certain situations and not in a spontaneous way. The issue implies that infixes do have certain pragmatic and social functions that show the user's language style.

In this study, the pragmatic functions of infixes are categorized into three groups by purpose: (1) to express a complaint, (2) to express disagreement, and (3) to enhance a compliment.

1. Complaint

Infixes are mainly used in Vietnamese to express negative attitudes. Infixation is a type of language play in which users emphasize their ideas or opinions. The most common use of infixes is to express a complaint. Consider the following example and its context.

(7) A mother is talking to her son.

Mother:	Con với chả <i>cãi!</i>	Học với hành chả ra gì
	child INFIX REDUPLICANT	Study INFIX practice not show what
	What a bad child!	Your study habits are really poor!

(8) Two friends are talking to each other.

Person 1:	Thời với chả tiết cãi gì	mà như chảo lửa!
	weather INFIX XXX SUFFIX	like pan fire
	The weather is as hot as fire.	

Example (7) shows the pragmatic function of infixes in Vietnamese. By inserting the infix into a base, we can clearly grasp the implication that the mother is complaining about her son's performance. This can be seen as an interesting linguistic phenomenon that can rarely be found in other languages. It should be noted that the context for using infixes in complaints is very limited. There should be a certain power relationship between the people involved. Infixes can only be used by people with a higher social status or familial relationship, or among people with the same social status. Those who are younger or of lower social status should be very careful not to use infixes with elderly people or people with higher status; otherwise, it could be considered offensive.

In example (8), the conversation takes place between two friends. This is slightly different from the previous example in that the speaker is trying to judge a subjective entity. It has no purpose to blame or offend on any subjective matter. In this case, without the infixation, the sentence already has its own implication of complaining about the weather. The inserted infix cluster emphasizes the level of seriousness of the matter. In other words, the infixation makes the complaint stronger. In this case, the sentence could be uttered by a son to his mother without offense.

Therefore, the implication of infixation can vary in different social contexts. Even though infixes show complaints, their use still depends upon the target of the complaint. This phenomenon requires Vietnamese learners to have a solid knowledge and understanding of the language.

2. Disagreement

Another interesting use of infixation in Vietnamese is to express disagreement without adding any structures of negation. Consider the following examples.

(9) A son is talking to his mother.

Son:	Mẹ cho con xin <i>t</i> tiền <i>nhé</i>	
	Mom let me insist some money	EXCLAIMER
	Could you give me some money, Mom?	
Mother:	Tiền với bạc cãi gì	Con xài nhiều quá rồi đó.
	Money INF coin SUF	you spend much so already
	No way! You have spent so much already.	

(10) Two friends are talking to each other.

Person 1:	Đi uống cà phê <i>không?</i>	
	go drink coffee	QUESTION WORD
	Wanna go to the café?	
Person 2:	Cà với chả phê	Đang bận rồi.

Coffee INF XXX Being busy already
No way! Busy now!

Examples (9) and (10) illustrate how infixation is used with an implication of disagreement. It is of interest that with only the infix inserted into the base, the implication of disagreement is expressed very clearly. It can be seen from the gloss that no words of negation occur in either example. However, the social factor should be carefully considered here as well. It would be very inappropriate if these two sentences were uttered by a son to his mother. This could imply that disagreement with infixation is very strong, and there seems to be no possibility that the speaker will change his or her mind. In short, infixation can be used to disagree with a suggestion or request, but it should be used in the right context; otherwise, the listener may feel offended.

3. Enhancement of a Compliment

Fortunately, infixation in Vietnamese conveys not only negative implications, but can convey a positive implication as well. Let us consider the following example.

(11) This is a comment on a video of a woman cooking.

Đảm với đang thế này mà người ta không thích mới là lạ.
Capable INF RED like this but people not like then to be weird
(reduplicative)

It would be weird if someone doesn't like a capable person like her.

(11) This could not be expressed with other infixes:

* *Đảm với đang thế này mà người ta không thích mới là lạ.*

* *Đảm với **chả** đang thế này mà người ta không thích mới là lạ.*

* *Đảm với **chả** đang **c ấ g** thế này mà người ta không thích mới là lạ.*

* *Đảm với đang **c ấ g** thế này mà người ta không thích mới là lạ.*

Example (11) illustrates how infixation is used to enhance a certain positive attitude toward a target object. It can be seen that, without the infixation, the sentence itself already has the implication of a compliment; however, the occurrence of the infix helps enhance the compliment. This means that the infix helps emphasize the positive meaning of the stem. In this case, the infix can be used to express a positive attitude toward those who are of higher social status, but only in informal settings. However, *–với–* is the only infix that can be used to imply enhancement. The other infixes shown in (11) are inappropriate for this purpose, which indicates that infixation is not flexible for this usage.

4. Quantitative Analysis

Despite being rarely used in formal writing, Vietnamese infixes can be heard in colloquial language, daily conversations, short stories, online news, and social networks nowadays. The dataset in this study was obtained from various online sources, including Facebook, TikTok, Twitter, YouTube, Instagram, Flickr, Forum, online news, online stories, and other websites.

The researchers collected 165 samples of infixations. The data consist of 4 samples of *với*, 146 samples of *với chả*, 13 samples of *với-c ấ g* and 2 samples of *với chả-c ấ g*. The research focused on analyzing the *với chả* sample data because mostly *với chả* samples were collected. Descriptive statistics were calculated and the results were expressed as percentages.

The researchers have collected the data of the actual process with 4 samples of *với*, 146 samples of *với chả*, 13 samples of *với-c ấ g* and 2 samples of *với chả-c ấ g*. Despite being rarely used in formal writing, Vietnamese infix can be heard and used in colloquial language, daily conversations, short stories, news online, and social networks nowadays. In this study, the researchers focused on analyzing the data of *với chả* samples which were handled using descriptive statistics expressed as a percentage because *với chả* samples were collected the most.

The data set used in this study were obtained from different online sources. The data specific to this research were collected from Facebook, Tiktok, Twitter, Youtube, Instagram, Flickr, Forum, news online, story online and other websites. The number of samples found was 165, within which 146 were identified as eligible for sample of *với chả*. Therefore, the results of this research were only based on 146 samples of *với chả*.

Hereafter Table 2 lists some Vietnamese words containing the infix *với chả* collected for this study.

TABLE 2.
A LIST OF SOME VIETNAMESE WORDS CONTAINING THE INFIX *Với Chả*

Ăn với chả nĩa	Chồng với chả con	Giận với chả hờn	Lần với chả xuống	Thầy bói với chả thầy búng
Ăn với chả uống	Con với chả cấ	Giàu với chả nghèo	Mưa với chả gió	Thì với chả cử
Anh với chả em	Con với chả cháu	Giày với chả dép	Nĩa với chả nĩa	Tiền với chả bạc
Áo với chả quần	Cứng với chả kiếng	Hẹn với chả hò	Ôm ấp với chả vuốt ve	Tóc với chả tai
Bạn với chả bè	Đáng với chả yêu	Hình với chả bóng	Ôm với chả ấp	Trà với chả sữa
Bé với chả bố	Đầu xanh với chả đầu đỏ	Hóng với chả hót	Ông với chả bướm	Tuyệt với chả vời
Bố với chả toán	Đi với chả đứng	Hứa với chả hẹn	Phím với chả ảnh	Xe với chả cộ
Cao với chả lùn	Đồng với chả phục	Hứa với chả hò	Quần với chả áo	Xin với chả xỏ
Chân với chả tay	Du với chả lịch	Khóc với chả lóc	Sách với chả vở	Xinh với chả đẹp
Chị với chả em	Giận với chả dỗi	La với chả hét	Thần với chả thoại	Yêu với chả đương
Chó với chả mèo				

(See the Appendix for the sources.)

When the Vietnamese infix *với chả* is inserted into a word stem, the original meaning of the word generally does not change. However, *với chả* influences the listener's emotions and expresses the speaker's attitude in a particular rhetorical situation. As discussed above, *với chả* can convey one of three implications in the infixed words: (1) to express complaint, (2) to express disagreement, or (3) to enhance a compliment. Figure 1 illustrates the frequency with which *với chả* is used to convey each implication in infixed words. Of 146 Vietnamese words containing the infix *với chả*, 80.14% express a complaint, 10.96% express disagreement, and 8.90% enhance a compliment.

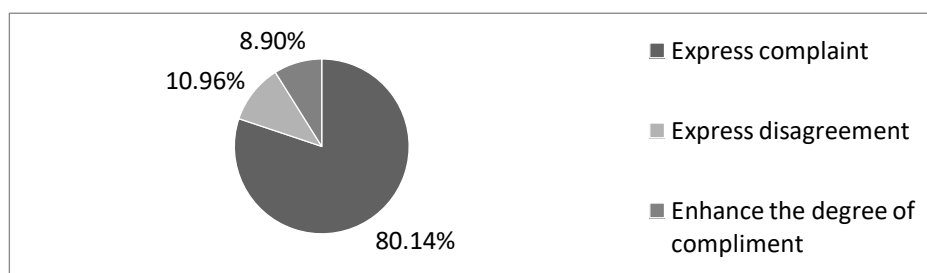


Figure 1. Use of the Infix *với chả* by Implication

As can be seen from the pie chart in Figure 1, the majority of the Vietnamese words containing the infix *với chả* are used to express complaints. Many people often post their status on Facebook to express a negative attitude toward some topic. For example, *thì với chả cử* shows the bad feeling of not getting good exam results. After complaining, their mental state may improve when their friends comment to encourage them. In contrast, only 10.96% of Vietnamese words containing the infix *với chả* expressed disagreement. Most of them include an expression of refusal and a reason. For example, the sentence, “*Ăn với chả uống g i tằm này nữa, trễ rồi,*” expresses disagreement very clearly, and the reason for it is late time. However, people can suffer from a sense of disagreement. Why are they so bothered by good friends refusing their requests or declining their invitations posted on Facebook? Why does it ruin their mood? Why would something so seemingly insignificant make them feel angry with their friends and relatives? The reason is that many people fear disagreement. If they have experienced it once or a few times, they probably remember how much it hurt and worry about it happening again. Finally, a minority of usages (8.90%) enhanced a compliment. The example, “*Xinh với chả đẹp như gia đình chị th ài chẳng th ết chị ơi,*” illustrates how the Vietnamese infix *với chả* is used to enhance a positive attitude toward *gia đình chị*. Thus, the infix *với chả* helps enhance a compliment. This example is from a comment on Facebook by a fan of a famous singer. This means that the infix *với chả* can be used to express positive attitudes toward those who are of higher social status, but, of course, only in informal settings.

Importantly, as illustrated in Figure 2, a significant majority of the Vietnamese words containing the infix *với chả* (47.06%) are inserted into nouns that refer to objects, people, and more sophisticated abstract concepts. Some Vietnamese nouns containing the infix *với chả* can change their implications depending on how they are used and what combinations they form. For example, the sentence, “*...chồng với chả con, cứ đẹp trai thế này ai mà chịu được...*,” illustrates how the Vietnamese infix *với chả* is used to enhance a compliment. On the other hand, *với chả* expresses a complaint in “*Chồng Với Chả Con, Chán Xiu.*” Therefore, expressing a negative or positive attitude toward some matter depends on the context.

A large proportion of Vietnamese words containing the infix *với chả* (41.18%) are verbs used in everyday conversations and emotional expressions. These uses can be easily categorized as complaints, expressions of disagreements, or enhancements of compliments. The phrase *ôm với chả ấp* provides an illustration. First, the writer of an online short story used the phrase, “*...ôm với chả ấp, còn không mau đỡ anh mày ngồi dậy...*,” to express a complaint. Second, a sentence, *Lớn rồi còn đòi ôm với chả ấp, em nó cười cho,* collected from a website exemplifies a disagreement. Finally, the phrase *ôm với chả ấp* is used to enhance a compliment. The writer posted this phrase with a picture on Instagram of herself hugging her boyfriend to show their happiness.

Finally, a minority of the Vietnamese words containing the infix *với chả* (11.76%) are adjectives. People always use adjectives to make their expressions more visual and vivid, so the implications that Vietnamese infix *với chả* can convey with the infixed words are clearer. Readers or listeners will get a better idea of what speakers or writers wish to bring to their attention or to picture in their minds when they read or listen to messages containing infixations.

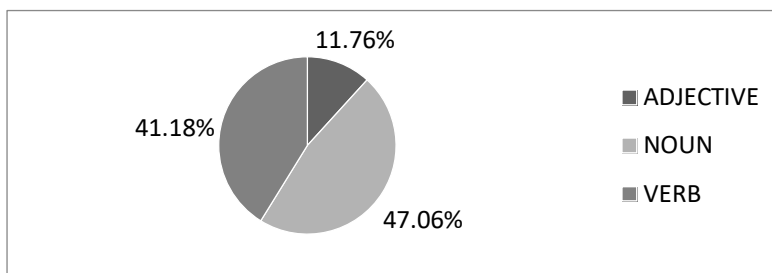


Figure 2. Percentage Use of *với chả* in Three Parts of Speech

V. CONCLUSION

This paper investigates the phenomenon of infixation in Vietnamese, which has been overlooked by linguists. The analysis shows that Vietnamese infixes are expletives added to base words in certain styles of language play. However, in terms of pragmatics, the functions of infixation in Vietnamese are more obvious. Infixes can be used to express complaints and disagreements, and to enhance compliments. It should be noted that the context in which the discourse takes place must be carefully considered; otherwise, listeners may take offense or feel the expression is impolite. This study has not considered the grammatical roles of infixed words in sentences, which we suggest as a topic of future research. Despite this limitation, this study challenges the traditional notion of affixation in Vietnamese, which we consider its main contribution.

ACKNOWLEDGEMENTS

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APPENDIX

1	https://khosachonline.com/sach/cinderella-12-gio	Gì mà mắng mỏ dạy dỗ, cắt khẩu phần bánh quy, xong lại ôm ấp với chả vuốt ve
2	https://www.facebook.com/tamsuhv/posts/333228803521292/	Ăn với chả nói đọc tởm gọn lại vẫn là hỗn xược
3	https://tinhte.vn/thread/an-voi-cha-noi.3189030/	Ăn với chả nói...
4	https://www.facebook.com/110906550361892/posts/593572772095265/	Bảo Lộc tới công chuyện, đã dịch còn bấ với chả to án.
5	http://hoicodo.com/511179/chet-do-an-voi-cha-noi-noi-vay-nhung-nguoi-viet-quoc-gia-ti-nan-cong-san-lai-khoc-len-gio/	Chết dờ. Ăn với chả nấ.
6	https://www.cuoida.com/p/an-voi-cha-uong-1	Ăn với chả uống
7	https://lazi.vn/photo/album/d/37017/an-voi-cha-uong-co-beo-len-can-nao-dau-co-chu-chi-map-len-thui	Ăn với chả uống, có béo l ần c ần nào đầu cơ chứ, chỉ mập l ần thôi
8	https://www.flickr.com/photos/77782854@N07/7844730920/	Bởi ăn với chả uống =))) phải ghi nhớ từng giai đoạn khi ăn LOL~ "Nh ừ" - "Bỏ miệng" - "Cẩn" - "Nhai"
9	https://www.cuoida.com/p/nghe-lo-chan-anh-voi-cha-em-nhin-mat-nhau-khong-chui-nhau-la-con-may	Anh với chả em, nh ừ mặt nhau, không chửi nhau l ần c ần may
10	https://forum.568play.vn/index.php?threads/haitacv1-%C3%81o-v%E1%BB%9Bi-ch%E1%BA%A3-qu%E1%BA%A7n.51356/	Áo với chả quần
11	https://comi.mobi/truyen/den-comics/ban-voi-cha-be/	Bạn với chả bè
12	https://xem.vn/ban-voi-cha-be-1362679.html	Bạn với chả bè
13	https://www.webtretho.com/f/tam-su-chuyen-doi/ban-voi-cha-be-lai-ban-than-227161	Bạn với chả B ề - lại b ản than
14	https://www.comico.vn/comicolours/title/555	Bạn với chả bè
15	https://kilopad.com/truyen-cuoi-c198/doc-sach-truc-tuyen-truyen-cuoi-dan-gian-viet-nam-b4918/chuong-9-phan-9-ti9	Cá đây, chứ đâu phải thịt mỡ đâu mà b ớ với chả b ớ!
16	https://www.facebook.com/neuconfessions/posts/1493325967383957/	Đấy b ớ với chả to án, hay phải có thờ mới có thi ờng, v ớ nh ờ ko thờ n ờn THẤY b ớ sai cho
17	https://www.otofun.net/threads/cac-cu-co-tin-vao-phong-thuy-k-a.1433773/	B ớ với chả to án số người ta sướng không phải l ần v ớ c ớ ăn có mặc d ần k ầu khổ chết là đáng!

18	https://www.nguoiduatin.vn/bat-ngo-voi-thu-nhap-khung-cua-thay-boi-via-he-a38123.html	Mất tiền thì lo, may mà có 20.000 đồng, bấ với chả to án, thế mà nhiều người vẫn lao vào", Việt than thở.
19	https://www.yan.vn/chang-trai-kho-tram-duong-vi-trot-thich-co-gai-me-boi-toan-157753.html	"Mất người yêu vì bấ với chả to án !!! Có ai hiểu cảm giác của mình không ?
20	https://anninhthudo.vn/boi-voi-toan-post67885.antd	nỗ lực, đoàn kết, t hị cực làm ăn thì phát chữ bấ với chả to án.
21	https://ask.bigbrothers.top/question/bai-tarot-boi-the-nao-duoc-nhi/	Vậy cái bài tarot mà người ta có thể vẽ được thì có cái mẹ gì đâu mà đòi bấ với chả to án, mấy ông cứ kh è thì ăn hạ đúng lắm đúng lắm.
22	https://books.google.com.vn/books?id=ZPrxCwAAQBAJ&pg=PT49&lpg=PT49&dq=1%C3%AAAn+v%E1%BB%9Bi+ch%E1%BA%A3+xu%E1%BB%91ng&source=bl&ots=bfhV24hODa&sig=ACfU3U0NPFvzud-w8eFhejzk61pB_i4Bhg&hl=vi&sa=X&ved=2ahUKEwjVgbLficzAhWH62EKHc5SDOgQ6AF6BAGkEAM#v=onepage&q=1%C3%AAAn%20v%E1%BB%9Bi%20ch%E1%BA%A3%20xu%E1%BB%91ng&f=false	Chân với chả tay thế đấy
23	https://www.youtube.com/watch?v=4QGUMaZUe7s	Chân với chả tay, hok chịu nghe lời bầm mông g ỉ cá
24	https://www.facebook.com/Sammishop.com86/posts/3579728625401151/	Ồ, chị với chả em, nghèo bay mà
25	https://xauon.com/content/274216-chi-voi-cha-em--3.htm	Chị với chả em
26	https://www.facebook.com/watch/?v=850983458598833	Ch ó với chả M ò
27	https://dantri.com.vn/tinh-yeu-gioi-tinh/chong-voi-cha-con-1355271194.htm	Chồng với chả con
28	https://www.facebook.com/watch/?v=541542776458662	Chồng với chả con
29	https://www.youtube.com/watch?v=eFdLJgOrRFo	Chồng Với Chả Con, Chấn Xiu
30	https://www.youtube.com/watch?v=5Kep7vWfyd0	Chồng với chả con
31	https://www.youtube.com/watch?v=1ZCNQsRrFe8	Ồi Là Trời Chồng Với Chả Con
32	https://www.youtube.com/watch?v=_jHSJ-pFmPc	Chồng với chả con
33	https://www.youtube.com/watch?v=XzmO2ebM2oQ	Chồng với chả con, chán
34	https://www.youtube.com/watch?v=Cum_Mw7dC3o	Chồng với chả con
35	https://www.cuoida.com/p/chong-voi-cha-con-chan-cha-buon-noi-hwanglong-welax-xem-them-nhieu-hinh-anh-cuoi-tet-ga-xa-stress-ta	Chồng với chả con. Chấn chả buồn n ấ
36	https://mobile.twitter.com/toantran20cm/status/1410114137762320387	Chồng với chả con
37	http://www.mamnon.com/newsDetails.aspx?topicID=51530	rồi anh Tiên quay sang người khách n ấ: Con với chả cái, bú sữa lắm bác a.
38	https://www.facebook.com/SpeakYourDream/photos/con-v%E1%BB%9Bi-ch%E1%BA%A3-c%C3%A1i-con-v%E1%BB%9Bi-ch%E1%BA%A3-c%C3%A1i-su%E1%BB%91t-ng%C3%A0y-ch%C6%A1i-c%C4%91i%E1%BB%87n-t%E1%BB%ADcon-v%E1%BB%9Bi-ch%E1%BA%A3-c%C3%A1i-su%E1%BB%91t-ng%C3%A0y-/622102731560126/	“Con với chả cái suốt ngày chơi điện tử” “Con với chả cái suốt ngày đàn đúm bạn bè” “Con với chả cái suốt ngày nhót mình trong phòng chả phụ bố mẹ được việc gì”
39	https://thanhnien.vn/thoi-su/lav-72-ti-dong-tu-ngan-sach-den-ong-chan-con-voi-cha-cai-571853.html	“Con với chả cái!”, những người lớn tuổi, các bậc sinh thành đôi khi hay dùng câu này nói về lớp con cháu mình, khi chúng không làm cho họ hài lòng.
40	https://giadinh.net.vn/gia-dinh/con-voi-cha-cai-20130925100127412.htm	con với chả cái, bú sữa lắm bác a.
41	https://www.trungtamphuchoichucnang.com/am-ngu-tri-lieu/32-cau-noi-cua-mieng-cua-phu-huynh-khiem-tre-ton-thuong-tam-ly-nang-ne.html	Con với chả cái, càng lớn càng hư, không coi bố mẹ ra gì
42	https://nhandan.vn/truyen-ngan_1/toc-dai-276392	Tất nhiên là mẹ trách, con với chả cái, tiếc chi mà không báo trước cho mẹ
43	https://www.facebook.com/watch/?v=1966219313518415	Con với chả cháu tặng bà con này ai mà ăn nhận.
44	https://cand.com.vn/Phong-su-tu-lieu/Ruoc-hoa-dau-nam-vi-tin-thay-boi-i510343/	Cúng với chả kiếng, tôi đã báo đưa con đi viện mà không nghe
45	https://m.facebook.com/groups/2173232296086082/posts/T%C3%A1o-khuy%E1%BA%Bf-posted-in-H%E1%BB%99i-C%C3%A1c-M%E1%BA%B9-B%E1%BB%89m-S%E1%BB%Afa-H%E1%BA%A3i-Ph%C3%B2ng-/4144779442264681/	Đậu xanh với chả đậu đỏ!
46	https://www.facebook.com/watch/?v=795482504171741	Đi với chả đứng kiểu này đây
47	https://www.cuoida.com/p/di-voi-cha-dung	Đi với chả đứng
48	https://www.facebook.com/saintsup.vnfc/posts/709223209445527/	Đi với chả đứng kiểu g ỉ chà hiểu?
49	https://www.webtretho.com/f/tam-su-chuyen-doi/chuyen-vo-van-thuong-ngay-o-huyen-324055	Tiên sư mày, đi với chả đứng.
50	https://www.facebook.com/PerthsaintVN/posts/430880887670785/	Đi với chả đứng
51	https://dep.com.vn/dong-voi-cha-phuc/	Đồng với chả phục, sốt ruột!
52	https://truyen4u.net/bangpink-vi-ngot-tinh-yeu-63-nhat-ki-gian-hon-719798242.html	cô Manoban xuống dưới nhà gặp t ôi mau, giận với chả dỗi
53	https://www.facebook.com/watch/?v=770829793334725	Giận với chả hờn
54	https://truyenfic.com/doc-chuong/series-nct-couple-markhyuck-nomin-3-	Ồ đây còn giận với chả hờn.

	end/602466424.html	
55	https://www.instagram.com/cuongtonyvy	Có sống ở đời mãi đầu mà giận với chả hờn
56	https://truyenkul.net/chapter/vkook-text-classmates-kth-jik-25-messenger/626492676.html	Ngủ rồi hả? Bớt ồn ào ... Giận với chả hờn
57	http://forum.ngocrongonline.com/app/index.php?for=forum&do=list&uid=18764525&p=0&sz=15	Giàu với chả nghèo, sự thật là t chưa nạp 1 xu nào vào game mà đồ sãn boss đồ các kiểu
58	https://www.facebook.com/blogtamsu.fanpage/posts/2002752273315588/	Giày với chả dép, chỉ muốn cời n óra rồi đốt nó ngay v àu l ớn.
59	https://www.youtube.com/watch?v=sPJl3GrWv9I	Hống với chả hót
60	https://www.youtube.com/watch?v=AQ1P-BKefB4	Em b ế l ắm chuyện. Ăn không lo ăn mà hống với chả hót. Ồn à
61	https://www.facebook.com/2363196613944916/posts/2549095118688397/	Hống với chả hót
62	https://www.youtube.com/watch?v=HidT9P3dujE	Hứa với chả hẹn <:
63	https://www.facebook.com/100016704968748/videos/630355464197947/	Hứa với chả hẹn
64	https://www.cuoida.com/p/hua-voi-cha-hen-the-nen-chi-em-cu-phai-di-choi-nhieu-vo-sau-do-moi-lay-chong-nhe	Hứa với chả hẹn, thế n ền chị em cứ phải đi chơi nhiều vô, sau đó mới lấy chồng nhe
65	https://www.cuoida.com/2020/04/hua-voi-cha-hen_16.html	Hứa với chả hẹn
66	https://www.facebook.com/yenhtplus/videos/293068485307264/	Hứa với chả hẹn
67	https://www.youtube.com/watch?v=OASHFFbOQL4	Khóc với chả l ớc:)))
68	https://www.facebook.com/vtcnewsvn/posts/1451789881607967/	Khóc với chả l ớc, thanh n iền sức d ầ vai rộng...
69	https://www.facebook.com/watch/?v=1492027724317244	Buồn th ìnhậu l ắm đ ể l ắm gì mà phải khóc với chả l ớc
70	https://www.facebook.com/permalink.php?id=111061336905861&story_fbid=445531276792197	Đừng tự nghĩ rồi tự kh ớc với chả l ớc ai đẹp poster th ìcho em chứ em c ờn kh ớc c ó m à đẹp
71	https://www.xaluanvnn.com/modules.php?name=News&file=article&sid=2738509	Mẹ đ ể kh ớc tiền t ấ l ần xe hoa, mẹ chồng l ườm: 'Khóc với chả l ớc, l ắm như đi chết kh ớc bằng'
72	https://tamsucongso.com/lop-1/	Hứa với chả hẹn...Khóc với chả l ớc...
73	https://iuhers.com/cdm/ngay-be-giang-khoc-loc-hua-hen-khi-20-11-ru-7-dua-khoc-to-nhat-dam-thi-diu-dua-nao-ve.html	Hứa với chả hẹn...Khóc với chả l ớc...
74	https://datviet.trithuocuocong.vn/van-hoa/tin-tuc-giai-tri/lo-tin-nhan-thu-minh-goi-la-nathan-lee-laon-cho-2364148/	Điên à, vậy thì hát bài khác, khóc với chả l ớc!
75	https://guu.vn/diem-tin/hom-nay-chia-tay-buon-thi-cu-khoc-di-chuyen-hop-lop-de-ngay-sau-roi-tinh-5d099ca45242f41b79199ebf.html	'Lúc ra trường th ìkh ớc với chả l ớc rồi chóng mặt lên xem đến lúc gọi họp lớp được bao nhiêu đ ứa thêm đi.'
76	https://o.voz.vn/showthread.php?p=59084539	Khóc với chả l ớc, nhớ với nhưng
77	https://trochuyenvn.com/hom-nay-ngay-10-iui-em-thu-que-1v-buon-hai-vo-chong-khoc-luon-chang-muon-lam-gi-nua-may-ban-oi.html	C ó g ì m à kh ớc với chả l ớc chứ.
78	https://ngontinhz.com/truyen/dinh-cap-thieu-nien/chuong-102-2/	Lại th ền một người, hôm nay là đám ma ai vậy, kh ớc với chả l ớc.
79	https://soha.vn/nhay-vao-be-ca-rong-choi-nguoi-chong-mat-50-trieu-ngay-tuc-khac-va-cai-ket-khoc-het-nuoc-mat-20191001145314519.htm	Giờ th ìngồi đ ẩy m àkh ớc với chả l ớc.
80	https://thethaovanhoa.vn/video/giai-tri/xem-nguoc-chieu-nuoc-mat-tap-16-khan-gia-phat-ngan-vi-mai-chi-biet-khoc-loc-n20171110144730076.htm	Tr ền thực tế, chả c ó b à v ợ n ào thấy chồng ngủ hết người n ày tới người khác m àngồi y ến ph ần t ế h ồi rồi kh ớc với chả l ớc
81	https://www.youtube.com/watch?v=zT7mqK4S8SA	La với chả h ấ
82	https://www.facebook.com/watch/?v=709457359634824	Ăn học kh ớc lo suốt ngày l ần với chả xuồng
83	http://f319.com/threads/len-voi-cha-xuong-nhuc-ca-oc.284655/	L ần với chả xuồng, nhức cả óc
84	https://click49.vn/lam-dong-xuyen-dem-giai-phong-cay-nga-chan-ngang-deo-chuoi/?fbclid=IwAR23pjmzFHSsBQOhz5ggIxZVPqJDTumiY0Fe0rLqPzoqI37z5CVuHLM_GM	Mưa với chả g ỉ ó, nguy hiểm quá
85	http://m.baokontum.com.vn/toa-soan-ban-doc/mua-mua-ha-15393.html	mưa với chả g ỉ ó cứ th ế h ồ là mưa
86	https://tinhte.vn/thread/mua-voi-cha-gio-nam-nao-cung-lut.3200543/	Mưa với chả g ỉ ó. Năm nào cũng l ụt
87	https://www.instagram.com/@hoang.tranvietbao	"Mưa với chả g ỉ ó, chỉ muốn ở nh à Netflix and chill, hoặc thức đ ầy ăn ...
88	https://www.cuoida.com/2020/12/loi-voi-cha-nangtodanpho69-dieucay.html	N ấ với chả n ắ
89	https://www.facebook.com/todanpho69/posts/5041500442534434/	N ấ với chả n ắ
90	https://truyenwiki1.com/chuong-truyen/239902-562609458/	Ôm với chả ắp
91	https://afamily.vn/hang-tui-bau-sap-de-ma-chong-van-nghien-me-met-dinh-vao-om-mot-cai-nhung-thay-canh-ngang-trai-danh-ten-to-di-ra-20201008235349517.chn	Mà cũng chả c ờn ch ỗ n ào nằm m à ôm với chả ắp
92	https://www.youtube.com/watch?v=qPVL7eZIVZ8	Ồ trường m àc ờn ôm với chả ắp
93	https://kenh14.vn/mua-dong-khong-nhan-thinh-he-lo-phien-ban-loi-cua-trao-luu-vong-tay-om-gay-sot-mang-xa-hoi-20171213173017461.chn	N ày th ìôm với chả ắp
94	https://zingtruyen.net/chapter/hankisa-sweetheart/282052135/bi-mat/1118643873.html	Hai th ằng con trai m àsuốt ngày ôm với chả ắp

95	https://gettruyen.com/thanh-dia-vui-thay.40613/chuong-66.7609128	Ôm với chả ấp, còn không mau đỡ anh mầy ngồi đây, tởm lắm bầm lẫu bầu liếc qua vai thằng Nam xem những người còn lại trong đội.
96	http://truyen99.com/doc-chuong/alljoon-doan-sugamon/562879902.html	Con lạy mấy bố! Đám cưới đã bắt đầu rồi mà con ôm với chả ấp cái gì
97	https://cungcongcong.com/sh-1/	Mới gặp mà ôm với chả ấp thế rồi đấy
98	https://123docz.net/document/4378415-tieu-pham-du-thi-phong-chong-bao-luc-gia-dinh.htm	Tởm không biết cô đi mà tìm Ông với chả Bướm... Hừm (với thái độ bức tức, hành động mạnh).
99	https://www.facebook.com/1027174914090090/posts/1876369089170664/	Ông với chả bướm Từ nay Đổi thật
100	https://www.facebook.com/buquadi/posts/254200125941591?comment_id=255237349171202	Quần với chả áo
101	https://www.facebook.com/SGUni.CFS/posts/609543079575155/	Sách với chả vở
102	https://m.facebook.com/Badaotv.vn/posts/269242091080864	Sách với chả vở
103	https://m.facebook.com/thanvoichathoai/photos/a.2790561594303691/3109387292421118/?type=3&eid=ARAlqK_49soJBjP05al3d4ptD-oAQqv0dE6xN8w8jblevoRhjxYjmsOkigC1v2LdjV-4MyIwyGfeYBNc	Thần với chả thoại
104	https://trainghiemsong.vn/thay-boi-voi-cha-thay-bungbac-si-bao-cuoi-la-cuoi/	Thầy bố ấ với chả thầy bùng... bác sĩ bảo cưới là cưới!
105	https://xaban.com/content/314604-3--thi-voi-cha-cu--ngoi-ve-cho-choi---d.htm	Thi với chả cử , ngồi về chơi chơi
106	https://donghaeeunhyuk98.wordpress.com/2012/12/13/toc-voi-cha-tai/	Tóc với chả tai
107	https://bestie.vn/2019/12/dua-doi-lam-toc-don-tet-chi-em-vo-mong-toc-voi-cha-tai-chi-phi-tien	Đua đôi làm tóc đón tết, chị em vô mong "tóc với chả tai chi phi tiền"
108	https://makeagif.com/gif/toc-voi-cha-tai-tea-theanh28video--Qwmev	Tóc với chả tai
109	https://ikanruri.wordpress.com/2015/09/08/toc-voi-cha-tai/	Tóc với chả tai
110	https://www.facebook.com/nem.thanh.huong.le/posts/2602547010024248?comment_id=2625845024361113&reply_comment_id=2625863051025977	Xe với chả cộ. Không đi thì thôi, hứa với chả hò làm nh ân vì ân chờ nguyên một ngày.
111	https://www.youtube.com/watch?v=vSHk4eGyIXI	Nhập được công hàng, xe với chả Cộ chạy như thế này hỏng hết hàng rồi
112	https://www.youtube.com/watch?v=p902fIXcxfS	Ế Qu á trời ơi xe với chả cộ cắt hết lỗ cũng bán
113	https://www.tiktok.com/@bp_thaonguyen1517/video/7014518863664565531	Đã nói hong có nhiều rồi mà cứ xin với chả xỏ
114	https://voz.party/d/308578-ca-lang-viet-don-xin-tha-chet-cho-dua-con-9x-mang-an-tu/32	Giết con người ta rồi mà còn xin với chả xỏ, nó còn muốn tự tử cơ mà,
115	https://www.cuoida.com/2020/05/cm-yeu-voi-cha-uong-chia-tay.html	yêu với chả đương. Chia tay :)
116	https://www.facebook.com/watch/?v=990653057945937	Yêu với chả đương cái gì nữa
117	https://m.facebook.com/honghottv1/photos/a.112952750106841/197978388270943/?type=3&_rd=	Bị đặt yêu với chả đương cái gì!
118	https://www.facebook.com/baithuocotruyenhay/videos/2067515976858966/	Ăn với chả uống nè nè ến nha
119	https://baotreonline.com/giai-tri/biem-hoa/an-voi-cha-uong.baotre	Ăn với chả uống gì tằm này nữa, trể rồi
120	https://www.dulichhoanmy.com/blog/chum-cuoi-gduq-voi-cha-qlichq	Du với chả lịch, hết thời gian
121	https://twitter.com/hthh1004/status/1152935483489435649	Hẹn với chả hò, còn đồng việc đây.
122	https://www.facebook.com/watch/?v=964009470764145	Ôm với chả ấp
123	https://doctruyenfull.net/doc-truyen/fanfic-than-tuong-thi-sao-dich-duong-thien-ti-tfboys/chap-4-om-om-om-568797488.html	Đã thể mấy lần trước gặp thì ikh ông ôm người ta đi, bây đặt chạy đi chỗ khác cơ xong giờ lại n ấ muốn ôm với chả ấp
124	https://www.wattpad.com/669360985-yoonnie-b%E1%BB%91-m%E1%BA%B9-%C4%91%C3%A3-g%E1%BA%B7p-nhau-nh%C6%B0-th%E1%BA%BF-n%C3%A0o-b%E1%BB%91-m%E1%BA%B9-%C4%91%C3%A3-g%E1%BA%B7p/page/3	Chân thì như cái que mà bày đặt ôm với chả ấp!
125	https://dbtgvn.net/tamly-giaoduc/detail/1922	Lớn rồi còn đòi ôm với chả ấp, em nó cười cho.
126	https://truyenhit.com/172162903-mau-vun/hai-muoi-sau-747852385/	Chỉnh cút ra, đã nóng thì chờ lại c ần ôm với chả ấp, h ôm nay tao cho m ầy đi theo anh Huy anh Phụng đấy
127	https://xamvn.me/threads/theo-chung-mai-thay-thi-nen-di-hgtg-massage-a-z-hay-la-di-kiem-gai.21633/ôm thì đẹp đi ôm với chả ấp kh ó chịu bỏ xù
128	https://truyenqt.com/tinh-yeu-lon-doi-toi/chuong-77	Th ấ cút ra, nóng khiếp l ần, ôm với chả ấp
129	https://www.facebook.com/hhsb.vn/posts/5248709031810754	đừng r ừ xem nữa nha, phim với chả ảnh sợ lắm
130	https://kenh14.vn/quan-niem-song-ve-tien-bac-qua-keenu-reeves-toi-da-kiem-duoc-rat-nhieu-tien-toi-cho-di-rat-nhieu-va-song-don-gian-ta-deu-biet-rang-suc-khoe-tot-moi-la-dieu-quan-trong-hon-20200115122404863.chn	Tiền bạc chả có ý nghĩa gì với t ấ cả.
131	https://www.facebook.com/permalink.php?story_fbid=4411211095662844&id=469869223130404	Tr à với chả sữa đây này, đừng r ừ nữa nh ế
132	https://www.facebook.com/Tin-469869223130404	Tr à với chả sữa, xin bỏ từ nay

133	https://nhandan.vn/tranghanoi-nho-nhe-nhac-nhau/%c3%90%c3%a1ng-bu%e1%bb%93n-qu%c3%a1!-565570/	Xin với chả xò. Chỗ đông người, đi đứng phải cẩn thận chứ.
134	https://www.facebook.com/anvoichauong/	Ăn với chả uống
135	https://www.facebook.com/watch/?v=995112104268067	Anh với chả em
136	https://www.facebook.com/watch/?v=693212451287428	Cao với chả lùn. Thế có ý à không ?
137	https://www.youtube.com/watch?v=BW6pwxFfHE	chồng với chả con, cứ đẹp trai thế này ai mà từ chối được
138	https://www.facebook.com/dongnhi/videos/769187583725495	Đáng với chả yêu thế này ai mà chịu nổi chứ.....
139	https://www.facebook.com/hhsb.vn/posts/5249239405091050	sang chảnh chưa, hình với chả bóng phải chụp zi mới đẹp nè hehehehe
140	https://www.facebook.com/watch/?extid=SEO----&v=447349726375343	Lên với chả xuống, quát lu lên cho anh đi
141	https://www.instagram.com.tradaodenda	Ài rảnh mà ôm với chả áp :))
142	https://www.facebook.com/thayhintavungocanh/videos/190985783150067	Động lực là đây chứ đâu, tiền với chả bạc thế này ai cũng mê và cố gắng hehehehehe
143	https://www.facebook.com/whozthatgirlEXID/photos/t%3C%3Bc-v%E1%BB%9Bi-ch%E1%BA%A3-tai-/1093699450735917/-v%E1%BB%9Bi-ch%E1%BA%A3-tai-/1093699450735917/	Tóc với chả tai!
144	https://www.facebook.com/watch/?v=610664353141188	Tóc với chả tai
145	https://www.facebook.com/tu yetdinhpowerpoint/photos/a.115217620147889/391429495860032/	Đúng là tuyệt với chả với là ở đây hết này... cảm ơn add nhe, rất hữu ích
146	https://www.facebook.com/photo?fbid=438130384340193&set=pcb.438132164340015	Xinh với chả đẹp như gia đình chị thì ai chẳng thích chị ơi,,, chúc chị hạnh phúc nhe
147	https://m.facebook.com/honghottv1/photos/a.112952750106841/197978388270943/?type=3&rdr	Bị đặt yêu với chả đương cái gì!
148	https://www.facebook.com/watch/?v=990653057945937	Yêu với chả đương cái gì nữa
149	https://www.facebook.com/chipboygametv/posts/3200133356672634	Khóc với lóc cái gì em ơi, chiều nay anh đưa em đi chơi :)))
150	https://www.youtube.com/watch?v=fSxMmK3YxJ4	Yêu với đương cái gì hả yêu với đương cái gì!
151	https://www.youtube.com/watch?v=51rSpe3kBc	Yêu với đương cái gì
152	https://www.goodies.vn/san-pham/2682-yeu-voi-duong-cai-gi-tshirt.html	Yêu với đương cái gì Tshirt
153	https://www.facebook.com/henho2com	Cà với phê cà g ì giờ này nữa.
154	https://www.facebook.com/groups/523456052157384	Khóc với lóc cái gì chia tay rồi thì thôi
155	https://www.facebook.com/TramCamXucSo1/videos/314262827179753	Đòi với hỏi cái gì vậy là được rồi
156	https://www.facebook.com/EmKhongLaNangThoMCU/videos/246114513826880	Khóc với lóc cái gì khi đã mất nhau
157	https://www.facebook.com/mautim.tinhyeu2014/videos/1424677127659862	Nhớ với nhưng cái gì nữa, hết rồi
158	https://m.facebook.com/photo.php?fbid=189497985762844	21 tuổi độ tuổi ăn chưa no lo chưa tới thì chồng với con cái gì
159	http://thuvientongthap.com/ebook/TO_QUOC_GOI/t%201%20p%202/files/basic-html/page62.html	Học với hành cái gì ở đây
160	https://dtruyen.com/em-dinh-tron-tranh-den-bao-gio/xin-chao-anh-la-chu-khanh-phong-815086.html	chớ đâu phải để học với hành cái gì
161	https://bau.vn/chong-kieu-nay-thi/	Không dễ dàng gì hết, đi làm cả ngày mệt đứt hơi còn con với cái cái gì”
162	https://www.facebook.com/cogaia.ngungthanvan	Than với v ăn làm chi, mắt cũng mắt rồi
163	https://www.facebook.com/pcstevndx/photos/a.115503356973312/119955929861388/	bớt than với v ăn lại nha
164	https://www.facebook.com/pageyeu.office/videos/4148360721935668	lừa với dối đây ra, chả muốn quen ai
165	https://www.facebook.com/pageyeu.office/photos/a.1851882951713123/3230194567215281/	hứa với hẹn cho lắm vào cũng chia tay

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An Inquiry Into EFL Teachers' Perceptions of Integrating Student Self-Assessment Into Teaching Academic Writing at a Saudi University

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Abstract—This paper aims to explore EFL teachers' perceptions of integrating student self-assessment into teaching writing to EFL students, in the preparatory year at an English language center at a Saudi university. Previous research has indicated that through reflection and metacognition, self-assessment can help students in EFL contexts learn to write and improve the quality of their writing. The bulk of this research, however, simplistically underestimates the socio-cultural context in which learning to write takes place, especially one where the symbiotic relationship between different affordances is far from problematic. Drawing on Vygotsky's socio-cultural theory, this study explores how these affordances play out in the context of this study and how they impact the quality of learning to write, in EFL contexts. The sample consisted of 53 EFL teachers, exploring their perceptions of, and experiences with, integrating self-assessment into teaching writing to students in the academic English track (ELIS). A mixed methods design was employed, and the findings revealed that although teachers have positive perceptions about self-assessment and encourage its implementation in their writing classrooms, they lack professional support for integrating self-assessment into the various stages of writing. The findings also suggested that the integration of self-assessment into teaching writing is a complex process, and the chaotic relationship between curriculum design, assessment policy, professional development initiatives, and students' and teachers' beliefs, might contribute to a lack of engagement when integrating self-assessment into teaching writing. Finally, pertinent recommendations for teaching writing and future research about integrating self-assessment into teaching writing are suggested.

Index Terms—formative assessment, self-assessment, reflection, metacognition, writing stages

I. INTRODUCTION

There has been a growing appreciation of the role of self-assessment in the attainment of learning outcomes. Educational reforms around the world stipulate the need to integrate self-assessment into education, born out of the belief that it promotes learners' autonomy and reduces teachers' workload. Informed by this vision, EFL institutes and curriculum designers have updated their standards to emphasize the need to promote autonomous learning (Brown, 2005; Gardner, 2000). Moreover, self-directed learning approaches have informed the discourse on the use of self-assessment as an essential component of formative assessment, or assessment for learning (AfL), rather than summative assessment, or assessment of learning (AoL). Self-assessment (hereinafter SA) is rooted in learner-centered approaches (Griffith & Lim, 2010) that encourage students to take responsibility for their learning (Harris, 1997), rather than relying on teachers as the sole source of evaluation. It thus enhances students' participation in the assessment process of their learning (Black & Wiliam, 1998), starting with developing the assessment criteria, reflecting on their work, and judging how well they have performed in relation to these criteria (Boud, 1991; Andrade & Valtcheva, 2009). Writing assessment in SA, therefore, is a bottom-up approach rooted in formative feedback that students can utilize to fine-tune their writing by producing multiple drafts based on a process of reflection, revision, and redrafting (Neilson, 2012). SA can also enhance students' writing performance through reflection and metacognition during the writing process (Neilson, 2012; Lam, 2010). The formative – rather than summative – nature of SA contributes to the learning process and involves both teachers and students in identifying the gaps between current and target performance, thus encouraging students to make plans for improvements (Falchikov & Boud, 1989; Black & Wiliam, 1998). Research has also suggested that SA can be used as an alternative method of assessment (Brown & Hudson, 1998) to replace traditional methods of assessment. Despite this rosy view of integrating SA into teaching writing, researchers (e.g., Gipps, 1999) have warned that SA cannot be implemented in isolation, but rather requires a confluence of key affordances, including curriculum design, assessment policy, and professional development in the context in which SA is enacted. As Lee (2007, p. 206) suggests, successful implementation of SA largely depends on the 'symbiotic relationship' between teaching, learning, and assessment. Elucidating this relationship to help teachers implement SA in their writing classrooms is the aim of this study.

Research Questions

The purpose of this study is to explore EFL teachers' perceptions of and experiences with integrating SA checklists into teaching writing. It aims to answer the following research questions:

- 1) What are EFL teachers' perceptions of integrating SA checklists into teaching essay writing to undergraduate students?
- 2) What are EFL teachers' perceptions of the perceived challenges of integrating SA checklists into teaching essay writing to undergraduate students?

II. LITERATURE REVIEW

A. Self-assessment (SA)

While the literature reveals competing definitions of the term SA, it generally refers to students taking charge of assessing their work in classroom settings (Brown & Harris, 2014). Rather than relying on teachers as the sole source of evaluation, SA encourages students' participation in the assessment process of their learning (Black & Wiliam, 1998). This can be accomplished by involving students in developing the assessment criteria based on which they gauge their performance and making judgments about how well they have performed in relation to these criteria (Boud, 1991). Another dimension of involving students in SA, as Andrade and Valcheva (2009) have asserted, is that SA requires students to reflect on their work, judge the extent to which they have met the stated criteria, and then make the necessary revisions. SA, therefore, is integral to self-regulation, which Zimmerman and Schunk (2001, p. 5) describe as students becoming 'metacognitively, motivationally, and behaviorally active participants in their own learning'.

The integration of SA into writing entails a decision to subscribe to the tenets of summative assessment or formative assessment. The term summative assessment, or AoL is defined as assessment conducted at the end of a defined instructional period to measure or summarize what a student has learnt (Abeywickrama & Brown, 2010). It usually takes the form of a graded test, measured formally against defined standards (Richards & Schmidt, 2010). Accordingly, SA use in summative assessment involves students in assessing their performance by assigning grades against a specific rubric or standards (Falchikov & Boud, 1989). In contrast, SA is formative when it is utilized by the students themselves to detect errors in their work, identify the gap between their current performance and the desired performance, and make plans for improvements (Black & Wiliam, 1998). Formative assessment, or AfL, as Falchikov and Boud (1989) suggested, contributes to the learning process and, as Black et al. (2004) suggested, maximizes the feedback process that can be used to modify teaching and learning activities in order to improve students' learning. It also involves peer assessment and SA in which students or peers are involved as active participants in making decisions about future learning needs, while teachers act as facilitators, helping students decide where they are in their learning, where they need to go, and how best to get there (Stiggins et al., 2004; Broadfoot et al., 2002). As Gardner (2000) posits, teachers can take advantage of the feedback generated by SA to fine-tune their teaching and identify how well their integration of SA into teaching writing, encourages students to reproduce well-drafted essays.

B. Sociocultural Stance on Learning to Write

The theoretical underpinnings of SA as an essential component of formative assessment, or AfL, can be understood in light of Vygotsky's (1978) socio-cultural theory, which argues that social learning comes before individual development (Lightbown & Spada, 2013). When beginning an activity, students mainly depend on the collaborative dialogues they have with the teacher and other peers involved in the lesson to construct knowledge. These dialogues involve students interacting with the teacher and other peers within their zone of proximal development (ZPD) and receiving instructional scaffolding, allowing them to make the most of their existing knowledge, while also acquiring new knowledge (Lightbown & Spada, 2013). In Vygotsky's theory, greater importance is attached to the cultural beliefs and attitudes that affect how learning occurs (Vygotsky, 1978).

Consequently, the formative use of SA in writing involves an interactive process between teachers and students, with students as active participants in making decisions about their learning needs (Stiggins et al., 2004). Teachers ultimately mediate students' learning through assessment and provide students with feedback that helps them fine-tune their writing, by producing multiple drafts based on a process of reflection, revision, and redrafting (Neilson, 2012). Learning to write is thus viewed as an integration of SA facilitated by the 'symbiotic relationship' of teaching, learning, and assessment (Lee, 2007, p. 206). In addition, the different affordances at play in the context in which SA is enacted, including curriculum design, assessment policy, and professional development, impact how teachers integrate SA into practice and how students utilize it to improve their writing (Gipps, 1999).

C. Integrating SA into the Writing Process

Some have argued that learning to write in a second or a foreign language is the most difficult skill (Nunan, 1989). Learners generally find it challenging to generate content organized into cohesive, coherent, and comprehensible texts. The difficulty is exacerbated by learners' inadequate language proficiency that may negatively impact how teachers encourage SA in teaching writing (Richards & Renandya, 2002). The evolution of research in teaching writing has undergone dramatic changes, ranging from focusing on the mechanics of composition, in which learners are viewed as

passive receivers of knowledge, to socio-cultural views of integrating SA into the writing process to promote independent learning. These changes have resulted in two key pedagogical approaches to writing, informing teachers' and students' decisions about the type of assessment to be used, and the pedagogical implications of each approach towards improving students' writing.

1. *Writing as a Product*

The product approach to writing emphasizes the final composed draft (Nunan, 1989). It regards writing as a product constructed based on a learner's knowledge of the structure of language, and developed through imitating texts provided by the teacher (Badger & White, 2000). Classroom perspectives on this approach have been derived from a combination of structural linguistics and behaviorist learning theories (Silva, 1990) and suggest that learning takes place through reinforcing correct forms of grammatical rules and patterns (Hyland, 2019). Learning to write in this approach consists of four stages: 'familiarization, controlled writing, guided writing, and free writing' (Hyland, 2019, pp. 3-4). The familiarization stage is concerned with teaching the learners specific grammatical rules and vocabulary. In the controlled writing stage, the learners practice what they have learnt through drills and exercises. Then, in the guided writing stage, the learners imitate or reproduce a model text. Finally, the free writing stage prepares the learners to use the language patterns they have learnt, to create their pieces of writing. One of the notable weaknesses of the product approach, however, is that it pays little attention to the stages of writing, and it tends to equate mastery of the language system with flawless writing (Tuffs, 1993).

2. *Writing as a Process*

The process approach to writing is a learner-centered approach focusing on how learners compose texts (Tribble, 2003). It acknowledges the cognitive processes of writing (Hyland, 2019) and the stages through which a text is created (Nunan, 1989). The most widely accepted model of writing as a process is the three-stage *planning-writing-reviewing* framework introduced by Flower and Hayes (Flower, 1989). This model regards writing as a 'non-linear, exploratory, and generative process' through which learners go back and forth between different stages of writing, to revise and edit their drafts before submitting the final product (Zamel, 1983, p. 165). In a process-oriented classroom, learners devote a sufficient amount of time to produce texts by completing a set of task-based activities (Tuffs, 1993) that support the learning of specific skills at each stage (Seow, 2002). The teacher's role is to guide learners through the stages of writing, facilitate their writing with emphasis on the flow rather than the form of writing (Hyland, 2019), and provide them with formative feedback on successive drafts as they get closer to their desired final products (Nunan, 2015). While the process approach is widely used in teaching EFL writing, teachers have often voiced empirical concerns about it since it regards all writing as being produced by the same set of processes, pays less attention to grammar and structure, and downplays the focus on the final product (Badger & White, 2000).

Apart from this, the shortcomings of the product approach discussed above have given rise to the appeal of integrating SA into the process approach. Neilson (2012) proposed that the process approach promotes integrating SA into writing through metacognitive activities, including evaluating the content, organization, and purpose of writing. It also enhances learners' reflective activities, enabling them to select writing strategies, monitor strategy use, and assess the effectiveness of those strategies throughout the writing process (Lam, 2010). Wong and Mak (2019) proposed key considerations for facilitating the integration of SA into the various stages of writing, described as the pre-, during-, and post-writing stages. The pre-writing stage involves planning, whereby students identify their strengths and weaknesses, outline the content of writing, and consider how their writing performance will be assessed. Then, in the during-writing stage, students predominantly focus on drafting and revising the first draft of their texts. In the post-writing stage, students are concerned with editing their drafts and proofreading their compositions, culminating in a final draft to be submitted as a summative assessment. In all these stages, teachers can provide scaffolding by offering formative assessment accompanied by annotated feedback concerning the application of the standards of writing agreed upon at the start of the lesson.

D. *Previous Research on SA*

Despite the growing appreciation for SA in the attainment of learning outcomes in different EFL educational reforms (Brown, 2005; Gardner, 2000), research has highlighted competing findings of teachers' perceptions about its efficacy in improving students' writing. Research has highlighted a shortage of empirical research addressing the lack of synergy between socio-cultural affordances of integrating SA into learning to write in EFL contexts and teachers' perceptions of and experiences with this. In response to the new educational system adopted in Algerian universities, Kadri (2017) conducted a qualitative study to explore EFL teachers' classroom assessment practices and their beliefs about SA. Kadri (2017) concluded that despite teachers' positive attitudes about SA, they admitted that students in their writing classes were not involved in assessment of any kind. Teachers perceived integrating SA into teaching writing to be challenging due to their lack of knowledge and skills on how to put SA into practice and their preference for traditional methods of assessment. Students were also perceived to be unmotivated to take responsibility for their learning and had limited linguistic proficiency. Other challenges pertained to the learning context, including a lack of training and time constraints. With similar objectives, Belachew et al. (2015) investigated Ethiopian EFL teachers' perceptions of integrating SA into teaching writing. They concluded that teachers had positive attitudes about SA and became familiar

with the concept of SA and its role in developing students' reflective habits and enhancing their skills of self-regulation. However, teachers reported that they lacked sufficient training and experience with implementing SA in writing classrooms. Teachers also reported that students in their classrooms lacked second language proficiency and tended to overrate their work compared to the marks they actually deserved; however, additional practice and guidance facilitated an improvement in their SA skills.

The empirical evidence suggests that teachers' perceptions of SA in writing in EFL contexts are relatively underexplored. Very little is currently known about how EFL teachers integrate SA into teaching writing and what challenges exist to its implementation. The present study, therefore, aims to bridge this gap and contribute more broadly to understanding the implications of this on teaching and researching SA in EFL contexts.

III. RESEARCH METHODOLOGY

A. Research Design

This study employed an explanatory, sequential mixed methods design, consisting of collecting quantitative data and qualitative data in two sequential phases (Creswell, 2012). As Creswell (2006, p. 71) suggested, this design entails 'a two-phase mixed methods design' starting with the collection and analysis of quantitative data, followed by a subsequent collection and analysis of qualitative data, and then culminating with interpretation based on the combination of both phases.

B. Participants

This research adopted a convenience sampling procedure to select participants for the study, based on potential participants' availability and willingness to contribute to the study (Dörnyei, 2007). In the initial quantitative phase, 53 EFL teachers (35 female and 18 male teachers) completed the quantitative questionnaire. These teachers taught writing to students in different levels of the academic English track (ELIS) and the general English track (ELIA). Six of these teachers (five female and one male teachers) opted to take part in the second qualitative phase and completed the qualitative questionnaire. This questionnaire, completed by teachers who were teaching writing to students of different levels at the ELIS, aimed to elicit their perceptions of the integration of SA into teaching writing, the relevant challenges, and the implications for their practices.

C. Instruments and Procedures

1. The Quantitative Questionnaire

A self-constructed questionnaire was designed by the researchers based on the literature review and then reviewed by an expert EFL teacher for clarity of the items, the suitability of each item to the dimension it belongs to, and the exact wording of the items. Prior to the online distribution of the questionnaire to the target sample, it was piloted with a similar group of teachers in order to increase its validity and reliability (Dörnyei, 2007). All ethical guidelines were considered and the approval was obtained from the case institution to collect the data. The questionnaire was divided into three main parts. The first part asked the participants to sign a consent form, while the second part collected basic demographic information related to gender, years of teaching experience, teaching track, and language level. The third part constituted the main body of the questionnaire, which was divided into three main sections comprising 24 closed-ended items using a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). At the end of the questionnaire, teachers who were teaching writing to students of different levels at the ELIS and were interested in taking part in a follow-up qualitative questionnaire, were asked to provide their email addresses.

2. The Qualitative Questionnaire

Since the data were collected during the COVID-19 pandemic, it was challenging for the researchers to meet the participants and conduct face-to-face interviews. Therefore, a qualitative questionnaire comprised of four open-ended questions was used. The open-ended questions allowed the participants to respond and express their viewpoints freely and in as much detail as they wanted. As a result, the researchers were able to obtain rich data (Cohen et al. 2017). Prior to sending the questionnaire to the target sample, it was emailed to an expert EFL teacher for feedback on the clarity and wording of the questions. This piloting stage helped the researchers ensure that the proposed questions elicited sufficiently rich data (Dörnyei, 2007). Teachers were asked to sign a consent form before responding to the questionnaire that was sent to them as a Word document via email.

D. Data Analysis

The Statistical Package for Social Science (SPSS) was employed to analyze the data gained from the quantitative questionnaire. Descriptive statistical methods, including frequencies and percentages were used to describe the sample according to their demographic characteristics. Furthermore, the mean and standard deviation (SD) was calculated to measure and interpret the responses to each item. The non-parametric chi-square test was also used to determine the differences between the expected and observed frequencies of the responses to each item. In contrast, responses to the qualitative questionnaire were thematically analyzed (see Table 4 and Table 5). The data were manually coded into

common categories, and identical categories were combined to categorize themes and subthemes pertaining to the research questions.

IV. RESULTS

A. Quantitative Data

Question 1: What are EFL teachers' perceptions of integrating SA checklists into teaching essay writing?

To answer this question, the mean values, SD, and chi-square test for the responses of each statement in the first and second dimensions were calculated.

TABLE 1
TEACHERS' VIEWS ON THE COURSE SYLLABUS

Statements	Mean	SD	Chi-Square	p-value	Agreement level	Rank
1. I am aware of different teaching methods for teaching writing.	4.04	0.88	45.0	0.000	Agree	1
8. I understand the rationale for including a checklist as a form of SA in teaching and assessing writing.	4.02	0.77	33.9	0.000	Agree	2
3. The course syllabus informs the use of the process approach to teaching writing.	3.58	1.10	35.6	0.000	Agree	3
5. The writing assessment methods, including SA are clearly explained to teachers.	3.45	1.12	16.7	0.002	Agree	4
2. The course syllabus informs the use of the product approach to teaching writing.	3.43	0.95	27.7	0.000	Agree	5
4. The course syllabus informs the use of the genre approach to teaching writing.	3.38	1.10	13.9	0.008	Neutral	6
6. The syllabus policy of integrating SA into teaching and assessing writing is clearly explained to teachers.	3.13	1.04	29.7	0.000	Neutral	7
10. The course syllabus allows ample time for teachers to provide guidance for students on how to practice SA.	2.72	1.06	16.9	0.002	Neutral	8
9. The course syllabus allows ample time for students to practice SA in the classroom.	2.68	0.98	26.3	0.000	Neutral	9
7. The assessment policy allows a percentage of the course grade for SA.	2.43	1.05	19.4	0.001	Disagree	10
Total	3.29	1.00			Neutral	

Table 1 shows that all chi-square values about teachers' views on the course syllabus were statistically significant (p -values < 0.05). This means that there were statistically significant differences between the expected and observed frequencies of the participants' opinions. The general mean value of teachers' views on the course syllabus was (3.29), which falls in the third interval ($2.60 < 3.40$) of the 5-point Likert scale, indicating that the general opinion of the teachers was equivalent to 'neutral'. Teachers agreed that they are aware of the key approaches to teaching writing. Teachers also agreed that the course syllabus informs both the product approach and the process approach and that the writing assessment methods, including SA, have been clearly explained to them. Although teachers also agreed that they understand the rationale behind integrating SA checklists into teaching and assessing writing, they were not sure about whether or not the syllabus policy of integrating these checklists into teaching and assessing writing has been clearly explained to them. In addition, teachers were not sure about items 4, 9, and 10. Moreover, teachers disagreed on item 7.

TABLE 2
TEACHERS' VIEWS ON THEIR TEACHING PRACTICES

Statements	Mean	SD	Chi-Square	p-value	Agreement level	Rank
6. I provide students with feedback that supports them in making appropriate revisions.	4.21	0.84	59.5	0.000	Strongly Agree	1
4. I encourage students to work through the stages of writing.	3.89	0.91	59.0	0.000	Agree	2
1. In teaching writing, I adopt the teaching approach informed by the course syllabus.	3.81	0.90	57.1	0.000	Agree	3
5. I guide students through the process of producing multiple drafts of their writing.	3.59	0.99	23.5	0.000	Agree	4
7. I encourage students to practice SA at every stage of the writing process.	3.58	1.01	24.3	0.000	Agree	5
2. I follow the textbook instructions word for word when teaching writing.	3.23	1.19	11.8	0.019	Neutral	6
8. I encourage students to submit SA as one indicator of their overall writing progress.	3.09	1.18	7.7	0.105	Neutral	7
3. I follow my own approach in teaching writing.	3.02	1.10	15.2	0.004	Neutral	8
Total	3.55	1.01			Agree	

Table 2 shows that all chi-square values (except for Item 8) about teachers' views on their teaching practices were statistically significant (p -values < 0.05). This means that there were statistically significant differences between the expected and observed frequencies of the participants' opinions. The general mean value of teachers' views on their teaching practices was (3.55), which falls in the second interval ($3.40 -< 4.20$) of the 5-point Likert scale, indicating that the general opinion of the teachers was equivalent to 'agree'. Teachers agreed that they adopt the teaching approach for writing informed by the course syllabus, encourage students and guide them to work through the stages of writing, provide students with feedback on how to improve their writing, and encourage students to practice SA at each stage of the writing process. However, teachers were hesitant about items 2, 3, and 8.

Question 2: What are EFL teachers' perceptions of the perceived challenges of integrating SA checklists into teaching essay writing?

To answer this question, the mean values, SD, and chi-square tests for the responses of each statement in the third dimension were calculated.

TABLE 3
TEACHERS' VIEWS ON THE CHALLENGES IN SA IMPLEMENTATION

Statements	Mean	SD	Chi-Square	p-value	Agreement level	Rank
4. EFL learners in my classroom believe that it is the teacher's responsibility to assess their writing.	3.79	0.91	41.4	0.000	Agree	1
6. EFL learners in my classroom have limited knowledge of how to assess their writing.	3.74	0.81	72.6	0.000	Agree	2
5. EFL learners in my classroom are unfamiliar with the concept of SA.	3.47	1.03	38.2	0.000	Agree	3
1. It is uncommon to practice SA in my EFL writing classroom.	3.08	1.05	19.4	0.001	Neutral	4
2. I lack sufficient training on how to implement SA in the classroom.	2.77	0.99	7.5	0.059	Neutral	5
3. I lack knowledge of how to guide and support students through the process of SA.	2.45	0.99	12.0	0.007	Disagree	6
Total	3.22	0.96			Neutral	

Table 3 shows that all chi-square values about teachers' views on the challenges in SA implementation (except for item 2) were statistically significant (p -values < 0.05). This means that there were statistically significant differences between the expected and observed frequencies of the participants' opinions. The general mean value of teachers' views on the challenges in SA implementation was (3.22), which falls in the third interval ($2.60 -< 3.40$) of the 5-point Likert scale, indicating that the general opinion of the teachers was equivalent to 'neutral'. Teachers agreed that students in their writing classrooms lack awareness on how to self-assess their writing and believe that it is the teacher's responsibility to assess their writing; additionally, teachers agreed that these students are unfamiliar with the concept of SA itself. However, teachers were confused about items 1 and 2. Further, teachers disagreed with item 3.

B. Qualitative Data

1. Use of SA in Teaching and Assessing Writing

All six teachers' responses indicated that SA is encouraged in classroom practice as one of the ways of assessing students' writing progress in the classroom; however, it does not count towards students' overall assessment of writing. As teachers' responses suggested, SA is used by the students to enhance their writing performance, but there were no clear guidelines on how it should be used, especially with regards to the formative and summative purposes. Table 4 below presents the themes, categories, and sub categories that emerged from data related to the use of SA in teaching and assessing writing.

TABLE 4
USE OF SA IN TEACHING AND ASSESSING WRITING

Themes	Categories	Sub-categories
SA integration into teaching writing	Different stages of writing	Students grade themselves
		Teacher gives feedback
	Post writing stage (editing)	Teacher assessment
		Students grade themselves
		Peer assessment
	SLOs + exam rating scale	
SA integration into assessing writing	SA checklists	Not provided in the syllabus
	Rubric	Teacher grades the final draft
	Teacher feedback	
	Writing assignments	
	Final writing exam	

All teachers reported the use of SA checklists as a classroom activity integrated into teaching writing. While three out of six teachers proposed integrating SA into the various stages of writing, others preferred to only integrate it into the post-writing stage. Teacher 6 said *'you will have students write a draft to a given prompt, then ask them to apply the checklist to their writing and award themselves grades or give feedback'*. Teacher 2 concurred *'students are asked to write a first draft and use the checklist to assess their writing'*. Teacher 3 added *'I guide students through the stages of writing and ask them to refer to the checklist in each stage'*. More importantly, teachers were confident about the impact of SA on reproducing well-drafted essays. As Teacher 6 indicated *'you might then have them write another draft after recognizing their mistakes and using the checklist once again'*. Teacher 2 also suggested that based on the outcomes of SA *'students are encouraged to write a second draft after revising the previous one based on the checklist and the feedback they got from the teacher'*. Contrary to this, Teachers 1 and 5 suggested the integration of SA checklists into the editing stage. Teacher 1 stated, *'students have to complete the writing task. Then, I revise their writing and spot the mistakes for them, or sometimes I ask them to try to assess themselves, then spot each other's mistakes'*. Teacher 5 clarified, *'the checklist has the ideas or points that the students should include in their writing. So, I ask them to check their writing before submission'*. While Teachers 1 and 5 encouraged the use of SA checklists, they might do so out of compliance with the course syllabus. Therefore, they do not require students to redraft their essays in light of SA outcomes. However, integrating SA into teaching writing for Teacher 4 is achieved by *'combining student learning outcomes (SLOs) with exam rating scales. When working on writing tasks in class, I explain the task (what to write), how to answer it (using checklists), and the marking process (how they will be rated on the task)'*.

Regarding the weight given to SA in the overall assessment of writing, it seems that it is not graded at all by students, and if any, its grade is not taken into consideration towards students' overall writing assessment. Teacher 6 suggested that SA is not considered as an institutionalized practice and, while the course syllabus encourages SA, the assessment policy focuses more on the integration of rubric assessment by teachers rather than students. As she said, *'we are provided with a rubric to follow and grade students' final draft. Sometimes feedback is given, others not'*. Teacher 5 added *'student writing achievement is measured by writing assignments and a final writing exam'*. Teacher 2 commented *'other than a reminder that students must include all "bullet points" when completing writing assignments, a checklist per say is not provided in the given syllabi'*.

2. Challenges in SA Implementation

The data suggested that all six teachers face different challenges when implementing SA in their EFL writing classrooms related to either the students or the affordances within their workplace context. Table 5 below presents the themes, categories, and subcategories that emerged from data related to the challenges in SA implementation.

TABLE 5
CHALLENGES IN SA IMPLEMENTATION

Themes	Categories	Subcategories
SA challenges	Challenges related to students	Lack of awareness
		Lack of motivation
		Lack of language proficiency
		Students' preference for teacher assessment
		Lack of training with SA
	Challenges related to affordances within workplace context	Writing is a challenging task
		Heavy workload
		Intensive course
		Lack of time for training
		SA is an uncommon practice

Teachers commented on different challenges to SA implementation that frequently occur in their writing classrooms. It appears that students' lack of awareness and motivation lead to improper integration of SA into teaching writing. Teacher 5 said *'students lack of awareness about the importance of SA and lack of motivation impede the successful implementation of SA'*. Sharing the same point of view, Teacher 2 commented *'some challenges may include a lack of self-awareness by the student. Another challenge is the lack of motivation to become a better writer'*. Teacher 6 concurred *'students are not possessing enough maturity or self-awareness to be able to judge fairly'*. Lower linguistic proficiency seems to be another issue that negatively impacts the proper utilization of SA in writing by the students. Teacher 4 posited *'if learners' proficiency level is low, it will become challenging to implement SA properly'*. Another dimension of the challenges of SA implementation pertains to students' perceptions of who should assess their work. As noticed by Teacher 3 *'students in my class think assessment is the teacher's job. They prefer to be assessed'*. SA implementation for Teacher 6 is associated with challenges related to lack of training. As she said, *'for students to be able to assess themselves, they need to be trained'*. The difficulty of the writing task itself is another challenge that renders SA challenging for students to utilize for better writing. Teacher 4 indicated that *'writing in general is a challenging task'* and yet *'students are required to produce multiple writing drafts. Although SA helps them revise their writing, they find it challenging'*. The huge course syllabus or *'heavy workload'* is another challenge that is negatively perceived by Teacher 1 as a hindrance to integrate SA into teaching writing. Teacher 6 added *'training students in SA takes time and effort, which is something lacking in the modular system, where I have the students for 6- 8 weeks and then they move on'*. Teacher 5 highlighted another challenge to SA implementation *'it is difficult to apply SA in the Saudi EFL context, where teachers and students are not used to doing so'*.

V. DISCUSSION

A. Misaligned SA Initiatives

The quantitative findings revealed two misaligned initiatives undertaken by the participants of this study and the writing course syllabus on one hand, and the assessment policy on the other hand. That is, the majority of the teachers had positive perceptions about SA and its integration into teaching writing, but they were undecided about the institutional policy towards this. This uncertainty can be discerned by means of the similar findings drawn from the qualitative accounts of teachers' reported practices. Teachers reported an atmosphere in which they felt encouraged to motivate students to use the checklist tables provided towards the end of the writing section in each unit of the textbook. However, the extent to which this encouragement materializes into classroom practice seems to be vague and not clearly identified. Although teachers claim that they encourage students to make use of SA through the checklists in the writing classroom, the course syllabus lacks instructional guidance on how SA should be integrated into the various stages of writing. It appears that teachers are driven by progressive views towards SA while institutional policies seem to be geared towards summative assessment. Official assessment policy seems to pay little attention to the weight of SA in the overall writing assessment. It appears that there is some sort of misalignment between teachers' beliefs, the curriculum, and the assessment policy of integrating SA into teaching and assessing writing. As Lee (2007) suggests, this lack of incongruence seems to be an indication of the lack of a symbiotic relationship between the different affordances that teachers drew upon to support SA implementation in writing classrooms. This finding is in line with the conclusions of Kadri (2017), who found that both Algerian teachers and the educational context do not support the implementation of SA in writing. In the same vein, it disagrees with Belachew et al. (2015) who suggested that Ethiopian teachers were aware of SA, but due to lack of expertise, they did not integrate it into teaching writing. It appears that the participants of this study and the curriculum designers valued students' utilization of SA highly; as Zimmerman and Schunk (2001, p. 5) said, they are *'metacognitively, motivationally, and behaviorally active participants in their own learning'*. However, both this study and Kadri's (2017) highlight that the context of SA implementation plays a major role in how SA is translated into practice. That is, the institutional focus on AoL tests measured formally against defined standards (Richards & Schmidt, 2010) may render the pedagogical process of catering to students' learning needs, maximizing feedback, and cultivating the role of teachers as facilitators of learning to write virtually ineffective (Black et al., 2004; Stiggins et al., 2004).

B. Integration of SA in Writing

The findings of this theme suggest that the type of pedagogy teachers follow informs how SA can be integrated into teaching writing. It seems that teachers find SA as the optimal fit to teaching writing as a process. The quantitative data revealed that the majority of the teachers agree on integrating SA into their own teaching practices. This includes their willingness to adopt the teaching approach informed by the course syllabus, which is predominantly a process approach. Similarly, the qualitative findings showed that teachers recommend guiding students through producing multiple drafts of their writing and providing them with feedback on successive drafts as they come closer to a desired final product. Teachers also reported that they encourage students to utilize SA checklists provided in the textbook to review their writing and make necessary changes before submission. This finding contradicts previous research (eg. Belachew et al., 2015; Kadri, 2017). Belachew et al. (2015), for instance, found that teachers did not allow time for students to practice SA in the classroom and that they reported no room for SA in their classrooms (Kadri, 2017).

C. Challenges of SA Implementation

The quantitative data revealed that the majority of the teachers were neutral towards the challenges they encounter when implementing SA in their writing classrooms. Teachers predominantly were undecided about several issues in SA implementation, such as the uncommon practice of SA in their workplace and their lack of training on how to integrate SA into teaching writing. Similar views were expressed in the qualitative questionnaire, in which teachers commented on two categories of challenges. The first category was associated with the students, including students' lack of awareness of the importance of SA, students' lack of motivation to engage in SA, students' lack of language proficiency, students' preference for teacher assessment, and students' lack of training in SA. The second category of challenges in SA implementation is associated with several factors related to the workplace context, including heavy workloads, intensive writing course that does not provide sufficient training on SA, and the uncommonness of SA practice in EFL writing classrooms. These findings substantiate findings from previous works, which have highlighted, that teachers negatively perceived factors hindering the successful integration of SA in writing related to the students and the learning context (Kadri, 2017). It seems that integrating SA is not a straightforward process into practice, and the mediating factors mentioned in this study, such as teachers and students' beliefs and knowledge about how to take SA into practice may surface as challenges to its potential benefits. However, the intervention of these factors plays a significant role in addressing these challenges. Students overrated themselves in SAs in Belachew et al. (2015); this was only mitigated by teachers' intervention, such as providing guidance on how students can use SA efficiently to improve their writing. However, teachers' lack of training on how to integrate SA effectively resulted in teachers developing negative perceptions of its potential for students. Guidance and training for students and teachers alike seem to be a prerequisite for smooth integration of SA in writing. As Wong and Mak (2019) posited, teachers can mediate students' challenges to SA during the stages of writing through mini-lessons on integrating SA into teaching writing. As Broadfoot et al. (2002) also suggested, professional development support can play a role in enhancing teachers' knowledge and skills in SA implementation.

VI. CONCLUSION

This study sought to investigate EFL teachers' perceptions of and experiences with integrating SA into teaching writing at a Saudi university. In general, teachers reported mixed views about how SA can be integrated into teaching writing in order to enhance formative feedback and improve the quality of students' writing. Teachers seem to have an overly optimistic view about the potential benefits of SA both to teachers and students, but their reported practices revealed several challenges that negatively influenced their perceptions towards SA. Teachers' perceptions of SA reflect the theoretical underpinnings of SA and its implementation in EFL writing contexts. In line with seminal works in the field (e.g., Boud, 1991; Andrade & Valtcheva, 2009), teachers agreed on the importance of students' active engagement in SA design and implementation. This entails individual self-reflective, pair, and group work facilitated by a supportive environment where teachers, curriculum, and workplace professional development collaborate to achieve the goals of integrating SA into teaching writing. Drawing on Vygotsky's (1978) socio-cultural theory, these mediating factors motivate students to take responsibility for their learning within a functional ZPD. However, teachers reported that their scaffolding was futile in part due to a dysfunctional workplace affordance. That is, although SA is encouraged into classroom practice, the syllabus policy does not provide sufficient information on how to integrate it into the various stages of writing. In addition, successful implementation of SA requires teachers to develop the necessary knowledge and skills (Broadfoot et al., 2002). This cannot be achieved without supportive professional development initiatives that educate teachers on how to translate their theoretical knowledge of SA into propositional knowledge rooted in practice. Another key finding of this study highlighted teachers' awareness of the various challenges in SA implementation and how these seem to be counterproductive to the optimistic views they hold about SA. The reported challenges pertained to syllabus policy, curriculum, and time constraints, rendered SA checklists at the end of writing sections of the textbook an aesthetic appendix. Whilst teachers felt rather powerless to change the dominant AoL practices, their perceptions revealed powerful self-esteem and agency to change the status quo and the institution at large. To cope with these challenges, teachers suggested collaborative collegiality to discuss ways to address these challenges and more effectively integrate SA into teaching writing.

Despite the usefulness of the findings about the complex nature of SA and how different parties involved in teaching and learning writing can mitigate this complexity, the study has several limitations, and the findings should be interpreted in light of these limitations. First, although this study employed an explanatory, sequential mixed-methods design, the small number of participants in both the quantitative and qualitative phases render the generalization of the findings of this study beyond its specific context almost impossible. In addition, robust findings regarding the integration of SA into practice could have been made possible by triangulating observations of live demonstrations of how teachers and students made use of SA checklists in writing classrooms. However, due to the limitations posed by restricted access to the participants due to COVID-19, further research is encouraged to address these limitations.

Based on the reported findings, several recommendations can be made to assist language instructors in integrating SA into teaching writing to EFL students enrolled in the preparatory year at Saudi universities. First, language centers and institutes may want to rethink the design of the English language curriculum in line with the tenets of the socio-cultural theory. In line with this theory, the integration of SA into language textbooks should move beyond the simplistic and aesthetic inclusion of checklists at the end of the writing sections, to explore the more complex nature of SA pedagogy revealed in this study. Second, the symbiotic relationship between the scaffolding provided by different affordances, such as the syllabus design, institutional policies about AfL, workplace professional development, individual teachers, and the teachers' community at large, should be enhanced. Finally, while writing as a process seems to be predominantly practiced in EFL writing contexts, the challenges posed by the limitations discussed in this study can be acknowledged and addressed to facilitate smoother integration of SA into teaching writing. If all these affordances work together, the effective and active participation of students in taking responsibility for integrating SA into the various stages of writing has great potential to improve the quality of their compositions.

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Addition With Reference to the Arabic Translation of “The Sniper”

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Abstract—The present study aimed to highlight addition as a translation strategy adopted by literary translators. It also aimed to examine addition with reference to an Arabic translation of the short story “The Sniper” written by O’Flaherty (1923). The researchers adopted the translation-by-addition strategy proposed by Dickins et al (2017) as the theoretical framework for their study. They also conducted a contrastive analysis and developed a taxonomy of types of addition which were identified as per the analysis. The findings revealed that the Arabic translation exhibited numerous examples of addition some of which did not change the meaning, some slightly changed the meaning and others changed the meaning. Based on the findings, the researchers recommend that further research be done on addition as a translation strategy followed by literary and non-literary translators to confirm or challenge the findings of this study.

Index Terms—translation by addition, addition cases, literary translation, The Sniper

I. INTRODUCTION

Literary translation has been given considerable attention within the field of translation studies due to its importance in the process of communication among different cultures. In fact, literature is an important component of culture, and it differs from culture to culture. Interest in translating literature has never waned or waxed. In the course of their career, translators of literary works sometimes find themselves obliged to add some lexical or/and syntactic items to their translation in an attempt to make it as intelligible as possible to the target readership. Translation scholars (Nida, 1964; Newmark, 1988; Ingo, 1993; Sharma, 2015; Abu Hatab, 2015; Dickins et al, 2017; Baker, 2018 and others) see addition as a necessary translation strategy or procedure, especially when translation is carried out between languages belonging to different families such as English and Arabic. Literary translation is “not only an exchange of linguistic codes; it is also and at the same time the transportation of a literary work of art into another literary context” (Van Den Broeck, 1978, p. 31). Ivir (1998) observes that translators sometimes translate culture-bound terms by adding more information to the target text especially when target text readers come from a culture other than the culture of source text readers.

Addition of items to target texts most likely arises because of linguistic and cultural differences between the SL and the TL, or because these items are necessary for the explanation of implicit ideas in the source text. In the first case, additions, especially those related to linguistic differences, are, most of the time, inevitable as they are necessitated by the norms and the structure of the TL. In the latter case, they are usually optional because it is, in most cases, up to the translator to add or modify depending on the translation situation, the purpose of the translation, and on the translator’s knowledge of his readers. Additions in such cases can be justified. “During translation, when the source texts are translated, to make it more comprehensive, the translator has to add few words to replace idioms, phrases and calques to the target-language translation” (Sharma, 2015, p. 5).

Newmark calls additions supplementary materials and says that they are needed to express the real depth of intention especially in the case “of words whose semantic range is totally different in the two concerned languages. If words are translated without additional explanation, the writer’s real intention may not be transferred and, as a result, there will be loss in meaning” (Newmark, 1988, p. 131- 132). Nida believes that the purpose of additions, omissions and alterations is essentially as follows: (1) permit adjustment of the form of the message to the requirements of the structure of the receptor language; (2) produce semantically equivalent structures; (3) provide equivalent stylistic appropriateness; and (4) carry an equivalent communication load. Nida tells us that the translator’s basic task is to reproduce what he has been given, not to improve it, even when he thinks he can do so.... The extent to which adjustments should be made depends very largely upon the audience for which the translation is designed (Nida, 1964, pp. 226-227). Different grammatical structures between the SL and the TL also require explanation in the translated text; a grammatical category may be used, such as the dual case in Arabic which English lacks, or the perfective tense in English which Arabic lacks.

When addition leads to gain in meaning, it is unjustified. This is the case when gain or loss in meaning is not inevitable and can be avoided. When there is an inevitable loss in meaning, additions are needed to help clarify such gain or loss and at the same time keep it to a minimum as ‘additions ‘are designed to produce correct equivalents- not to

serve as an excuse for tampering with the source- language message' (Nida, 1964, p. 226). Additions may be needed to clarify any ambiguity that results from the differences between the SL and the TL. Translators add or omit to explain the original and to avoid gain or loss in meaning as far as possible because any transfer of meaning from any literary text to that of its translation necessarily involves a certain degree of translation loss; many cultural features that are there in the original will be lost in the translation.

Thus, when literature is translated from one language into another, its distinctive literary features should also be retained in the target language so that it does not lose its aesthetic values and effects. Such features include style, language, lexical choices, semantic range, and associations among other things. Further, there is an important process that accompanies literary translation; target readers are usually influenced by their own culture and literary norms and there is a possibility of interpreting the text accordingly: translators can do nothing to avoid this latter case; choices are there for translators in the former case only. Literary translation is far from word for word rendering; explanations are needed in order to transfer the distinctive features mentioned above. Additions can be found in cases where the original text and the translated text follow different means in an attempt to achieve the 'same' end, or when certain elements, whether lexical or grammatical, are added to the translated text. Ingo believes that "additions, together with omissions, are the changes one most easily notices when comparing a translation with the original.... the changes are necessary because of differences in the linguistic or cultural environments of source and target language or because of other external factors influencing the translation" (Ingo, 1993, pp. 135- 136).

It is noticed that in almost every literary translation from English into Arabic in particular, the translator finds himself/herself obliged in certain cases, or tempted in others, to add certain items to his/her translation so as to make it easy to understand in the target language and culture. According to Hatim (1997), Arabic tends to use more words than English, and this can be reflected in the presence of additions in Arabic translations of English texts. Addition, on the other hand, may not be justified when a translator adds 'interesting cultural information which is not actually present in the meanings of the terms used in the passage' (Nida and Taber, 1969, p. 111).

A. Research Questions

The present study aims to answer the following two questions:

1. What kinds of addition exist in the Arabic translation of "The Sniper"?
2. To what extent do the translator's additions affect meaning?

B. Research Objectives

Based on the above-mentioned research questions, the study seeks to realize the following objectives:

1. To highlight addition as a translation strategy for literary translation;
2. To examine addition with reference to the Arabic translation of The Sniper;
3. To determine the extent of change in meaning as a result of addition in the Arabic translation of The Sniper.

II. LITERATURE REVIEW

In this section, the researchers provide a critical review of the literature available on topics that are related to the topic of the present study. It is worth mentioning that the researchers did not find any study on addition with reference to the Arabic translation of O'Flaherty's *The Sniper*. To begin with, Alrumayh (2021) carried out a study on omission and addition in English-Arabic translation of consumer-oriented texts. The study drew on theoretical support coming from Nida (1964), Dickins et al. (2017) and Vinay and Darbelnet (1995) with reference to addition as a translation strategy opted for by translators to produce translation easily understood by the target readership or audience. The researcher of the above study identified translation by addition at five levels which were word, phrase, clause, sentence and paragraph. Although the scope and objectives of the above study were different from those of the present study, the general finding that addition was a strategy followed by translators to produce a target-text oriented translation was in line with the main argument of the present study.

Al-Amayreh (2019) conducted a comparative study on two Arabic translations of Shakespeare's *Hamlet* with an eye to identifying the translation strategies adopted by the translators for producing their Arabic translations. The findings of the study revealed that addition, besides other strategies, was used to help maintain the aesthetic effects of the English literary work on the target readership or audience. Khanmohammad and Aminzad (2015) conducted a comparative study on addition and omission with reference to English translations of news headlines covering cultural, social and political topics. The researchers applied Baker's (1992) taxonomy of grammar and House's (2009) overt and covert translation models to the translations of the news headlines selected for their analysis. The findings of their study revealed that addition was more in the translation of political news headlines than in the translation of social and cultural news headlines. Although the scope, the objectives, the theoretical models and the methodology were different from those of the present study, the strategy of translation by addition adopted by translators of literary and non-literary texts is a common denominator between the above study and the present study.

The researchers found one comparative study of two Arabic translations of a literary work viz. Hemingway's *The Old Man and the Sea*. The study was conducted by Alwafai (2015) who aimed "to investigate problems and strategies of literary translation into Arabic and to suggest guidelines for better practices in the field of Arabic literary translation"

(p. 320). Although the above study is different from the present study in terms of the topic, objectives and findings, the idea expressed by the researcher of the above study that the target text should sound natural for the target readership and easy to read by the target readership resonates with the justification for addition by translation proposed by some translation scholars and emphasized by the present study. Both studies approach translation by addition as a target-text based strategy followed by translators of languages whose linguistic systems differ from each other greatly such as English and Arabic.

Kinga (1993) conducted a study on optional additions in translation and their “influence on the readability and naturalness of the translated texts” (p. 371). The study provided a discussion of two kinds of additions: obligatory additions and optional additions. With regard to obligatory additions, the study suggested that they are necessary as they observe the linguistic rules and aspects of the target language into which translation is performed. These kinds of additions are also caused by the linguistic and cultural differences in languages that are greatly different from each other as they belong to different families. As regards optional additions as per the above study, they do not affect the grammaticality of the translated text, nor they include errors of any kind, but they cause the translated text to sound “clumsy and unnatural. Optional additions are necessary not for the correctness of the sentence but for the correctness of the text” (p. 374). Although the above study is different from the present study in terms of scope, the language pair examined, and methodology, both studies agree that additions are target-text oriented and that if they are used cautiously and properly, they can create target texts which sound somewhat natural and intelligible for target readers or audiences.

III. METHODOLOGY

A. Data Collection

The data of the present study were collected from two sources; the first one was a short story entitled *The Sniper* by O’Flaherty published in 1923 during the Irish Civil War, and the other one was an Arabic translation of the English short story produced by Yousuf A’raj (n.d).

B. Data Analysis Procedure

After reading both the source text and the target text very carefully, the researchers conducted a comprehensive contrastive analysis which helped them identify the additions provided by the translator of the target text. Then, they developed a taxonomy of the additions which they spotted in the target text. The taxonomy proposed was based on the items added to the target text.

C. Theoretical Framework

The present study adopts the translation-by-addition strategy proposed by Dickins et al. (2017) as its theoretical framework. Addition, for these scholars, is defined as “translation in which something is added to the TT that is not present in the ST” (p. 21). This functional definition of addition in translation terms is the one adopted in the present study and applied to the target text under investigation because the definition is simple to grasp and easy to use as a guide to identifying examples of addition in target texts. The choice of this idea to be the theoretical framework of the present study was made as Dickins et al. (2017) discussed addition with reference to Arabic-English translation which is the other direction of translation with regard to the current study which examines addition with reference to English-Arabic translation of a short story. The above-mentioned scholars also believe that addition is a common translation strategy or option in Arabic-English translation as English and Arabic exhibit linguistic as well as cultural differences. For them, addition can be justifiable if this does not result in a change in the meaning expressed in the source text. The additions identified in the target text under study not only bear witness to this notion, but they also provide practical examples of this idea.

IV. DISCUSSION OF RESULTS

The researchers developed a contrastive table the purpose of which was to make it clear where addition was observed and identified in the target text. The table had two columns: one for source texts and the other for target texts. The items added to the target texts were underlined and made bold so as to make them easy to notice by looking at the table. Table 1 below shows the cases where added elements were identified in the target text, the Arabic translation of the short story.

TABLE 1.
CASES OF ADDITION IDENTIFIED IN THE TARGET TEXT

ST	TT
June twilight	ضوء الغسق ليوم حزيران
Dublin	مدينة دبلن
darkness	ظلام دامس
the Liffey	نهر (الفي)
and rifles	والبنادق الخفيفة
Were waging civil war	على بعضهما البعض
watching	يراقب الشارع
His face was the face of a student	كانت ملامح وجهه توحى
thin and ascetic	و تبدو على هيبته النحافة والزهدي
staring at death	التحديق في وجه الموت
finished the sandwich	انهي شطيرته
a flask of whiskey	زجاجة الويسكي الصغيرة
in the darkness,	في هذا الظلام المخيف
enemies	وأعين العدو
watching	تترصد أية حركة
He decided	أخيرا قرر
He had seen the flash	تمكن من رؤية مصدر البريق
fire	بطلق النار عليها
but he knew it was useless.	أدرك أن هذا العمل
fell with a shriek into the gutter	هوت قرب فوهة تصريف الماء
would wake the dead	انها قوية بما يكفي
ripped open the sleeve	ومزق كم ثراعه المصايب
On the other side	الطرف الآخر من الكم
The bullet had	أدرك أن الرصاصة
hanging lifeless	متدل فوق البرج بلا حراك
in the gutter	قرب فوهة تصريف المياه في الشارع
Morning must not find him	قبل أن يبرغ الصباح
like a thousand devils	وكانما يسكنها ألف عفريت
clattered on the pavement	الأسفل ومنه هوت لتصطدم بالرصيف
Then it lay still	ليتحول بعدها إلى جثة هامة تماما
The sniper looked at his enemy	نظر القناص إلى جثة عدوه
and he shuddered	فاعتزته رجفة خفيفة
he emptied it a drought	وشرب كل ما فيها جرعة واحدة
He decided	واعترف لنفسه

A closer examination of the cases of addition led the researchers to identify three main categories of addition based on their effect on the meaning of the source text. The taxonomy proposed in this regard was based on whether the addition identified changed the meaning expressed in the source text, did not change the meaning and/or changed the meaning slightly.

A. Additions Which Changed Meaning

Upon closely examining the cases of addition identified in the Arabic translation of the English short story, the researchers spotted three examples of addition which changed the meaning expressed in the source texts. Table 2 below lists the source texts and the target texts which include these additions. The first example is "يراقب الشارع" which is the translation of "watching". The translator added "الشارع" which is equivalent for "street" in English. This addition changed the meaning in the source text as "watching" did not refer to watching the street only. The context of the source text implied watching everything including the street. The second example of addition is the phrase "في هذا الظلام المخيف" which is the translation of "in the darkness". The translator added the word "المخيف" to "الظلام" although the source text does not have the adjective "scary/dreary" before "darkness" which is equivalent to "المخيف". The addition of this word changed the meaning of the translation as the source text did not say that darkness was scary or dreary as the translation suggests.

TABLE 2.
ADDITIONS WHICH CHANGED MEANING

ST	TT
watching	يراقب الشارع
in the darkness,	في هذا الظلام المخيف
He decided	واعترف لنفسه

The third case is "واعترف لنفسه" which is the translation of "He decided". The translator mistranslated the verb "decided" which is equivalent to "قرّر" in Arabic and added the word "لنفسه" which is equivalent to "to himself" in English. The meaning of the translation is quite different from the meaning of the original expression "He decided" which simply means "قرّر" in Arabic. However, the back translation of "واعترف لنفسه" into English is "He confessed to

himself' which is obviously different in meaning from the original expression "He decided". The translator added "لنفسه". This addition changed meaning intended in the original.

B. Additions Which did not Change Meaning

Upon closely examining the cases of addition identified in the Arabic translation of the English short story, the researchers spotted twenty examples of addition which did not change the meaning expressed in the source texts. Table 3 below lists the source texts and the target texts which include these additions. Only the first case will be discussed as a sample because the addition cases did not change the meaning expressed in the source text. The first example of this kind of addition is the Arabic translation "كانت ملامح وجهه توحى أنه طالب" of the English expression "His face was the face of a student". The translator added two words which did not have any equivalents in the source text. Those were "ملامح" and "كانت توحى" which mean "looks (n)" and "suggested" respectively. If we back-translate the Arabic translation, we get "The looks of his face suggested he was a student" which is equal in meaning to the English expression "His face was the face of a student". The same can be said about the other cases of addition which did not change the meaning expressed in the source texts.

TABLE 3.
ADDITIONS WHICH DID NOT CHANGE MEANING

ST	TT
His face was the face of a student	كانت ملامح وجهه توحى أنه طالب
Thin and ascetic	و تبدو على هيئته النحافة والزهة
Staring at death	التحديق في وجه الموت
finished the sandwich	أنهى شطيرته
enemies	وأعين العدو
watching	تترصد أية حركة
fire	يطلق النار عليها
but he knew it was useless.	أدرك أن هذا العمل
fell with a shriek into the gutter	هوت قرب فوهة تصريف الماء
On the other side	الطرف الآخر من الكم
The bullet had	أدرك أن الرصاصة
in the gutter	قرب فوهة تصريف المياه في الشارع
Morning must not find him	قبل أن يبرغ الصباح
clattered on the pavement	الأسفل ومنه هوت لتضطرم بالرصيف
Then it lay still	ليتحول بعدها إلى جثة هامدة تماما
The sniper looked at his enemy	نظر القناص إلى جثة عدوه
and he shuddered	فاعترته رجفة خفيفة
he emptied it a drought	وشرب كل ما فيها جرعة واحدة
ripped open the sleeve	ومزق كم ثراعه المصابة
hanging lifeless over the turret	متدل فوق البرج بلا حراك

C. Additions Which Changed Meaning Slightly

The third group or class of additions identified in the Arabic translation of the English short story changed the meaning expressed in the source texts slightly, most likely because the translator wanted to produce translations that would sound natural in the target language and provide the target reader with sufficient information even if the information was based on the translator's personal understanding of the source texts. Table 4 below lists seven cases of addition of this type.

TABLE 4.
ADDITIONS WHICH CHANGED MEANING SLIGHTLY

ST	TT
darkness	ظلام دامس
and rifles	والبنادق الخفيفة
a flask of whiskey	زجاجة الويسكي الصغيرة
He decided	أخيرا قرر
He had seen the flash	تمكن من رؤية مصدر البريق
the noise would wake the dead	أنها قوية بما يكفي لإيقاظ الموتى
like a thousand devils	وكانما يسكنها ألف عفريت

As for the first case, the translator added the adjective "دامس" to the noun "ظلام" which is the Arabic equivalent of the English noun "darkness" although there is no adjective describing the English noun. The meaning here is slightly changed as the degree of darkness is not specified in the source noun. The second case is the expression "and rifles" which the translator translated into Arabic as "والبنادق الخفيفة". The translator added the adjective "الخفيفة" which in English means "light" to the noun "البنادق" although its equivalent in the target expression does not exist. The meaning is slightly changed as the adjective added in the translation specifies and limits the meaning of "rifles" which can be either heavy or light depending on what they are made of and the person carrying them. As for the third case, the translator again added another adjective in Arabic "الصغيرة" to the noun phrase "زجاجة الويسكي" although there is no equivalent for

this adjective in the English expression. Adjectives in general limit the meaning of nouns, and so this addition changed the meaning expressed in the source expression slightly.

As for the fourth case, the translator translated the clause “He decided” into Arabic as “أخيراً قرر” which can be back-translated into English as “Finally, he decided”. It is obvious that the translator added the word “أخيراً” which slightly changed the meaning expressed in the source clause as it also emphasizes the time of the decision which is not emphasized in the source clause and suggests that the decision is reached after a long time of thinking. With regard to the fifth case, the translator translated the clause “He had seen the flash” into Arabic as “تمكّن من رؤية مصدر البريق” which can be back-translated into English as “He had seen the source of the flash”. The translator added the phrase “مصدر” which is equivalent to “the source of” to the translation which slightly changed the meaning expressed in the English clause as the clause does not include or refer to the source of the flash; it only mentioned “the flash”. As regards the sixth case, the translator translated the expression “the noise would wake the dead” into Arabic as “أنها قوية بما يكفي لإيقاظ الموتى” which slightly changed the meaning expressed in the source expression as there is no indication to the power or intensity of the noise which “قوية بما يكفي” indicates. As for the seventh case, the translator translated the phrase “like a thousand devils” literally and added the verb “يسكنها” to the translation. The English expression simply means that “his arm caused him severe pain” which is equivalent for “كانت تؤلمه كثيراً”.

V. CONCLUSION

The study has attempted to highlight addition as a strategy for literary translation. It has examined this strategy in an Arabic translation of an Irish short story entitled “The Sniper” by O’Flaherty (1923). The contrastive analysis of the source text and the target text with reference to addition showed that the translator of the short story adopted addition as a translation strategy. A close examination of the addition cases identified in the translation revealed three distinct types which were addition that changed meaning, addition that did not change meaning and addition which changed meaning slightly. With regard to the first type of addition that did not change meaning, the findings showed that this type was followed in three cases only. The translator added words to the target text which changed the meaning expressed in the source text. As for the addition cases which did not change meaning, the findings revealed a relatively big number of such cases. To be precise, there were twenty cases of addition which did not change meaning. In this class of additions, the translator added words to the target text to provide extra information he might have believed would help the target readers understand the story better and interact with it more. As regards addition that changed meaning slightly, the findings revealed seven cases. The translator added words such as adjectives, verbs and noun phrases which slightly changed the meaning expressed in the source text.

Based on the findings of this study, the researchers recommend that further studies on addition as a strategy for literary translation be conducted which can adopt the taxonomy of addition cases proposed in this study or any other taxonomy. It is also recommended that other studies use a longer literary work and its translation for their data collection such as a longer short story, a novel or a play in an attempt to identify addition cases and their types. Another study on addition as a translation strategy for literary translation can also be conducted on an Arabic literary work and its English translation to see if similar or different findings can be obtained.

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English Education and Large Classes: Unpacking the Challenges and Coping Strategies

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Abstract—The purposes of our study were to explore the perceptions of English teachers' on the challenges and the strategies in teaching large classes. Our participants were English teachers. We investigated the case in two large classes through a qualitative case study. We employed observations and interviews to collect the data. To analyze the qualitative data from observations and interviews, the thematic analysis was used. We analyzed the data first by putting all the data into computer files and the filed folders after transcribing the raw data into texts. Then, we began making codes for all of data and themes that are related to our research questions. The last, we presented the table of themes and codes into the findings and results. Based on the data analysis, we found seven important challenges encountered by our participants in teaching large classes including poor class conditions, difficulties or problems in controlling/monitoring the discipline of their students, the equality of attention to students, difficulties or problems in evaluating their students, ineffectiveness or uselessness of learning processes, deficient interest in learning English, the dominant use of local languages. In terms of strategies, we found six important strategies employed by our participants in dealing with the challenges including punishment, variety of games, quiz, pair work or group work, supporting media, and speaking test. In conclusion, our participants faced teaching challenges while they also found some approaches or methods to deal with the problems.

Index Terms—challenges, perception, teaching large classes

I. INTRODUCTION

Language is very important as a communication tool for every individual in his or her daily life. In the words of Finch (2003), for certain individuals or groups in delivering their thoughts in various activities, language is a system of communication. Additionally, language is used for having a communication with other people and it makes it easier for them to interact with each other (Marzulina, 2018). For example, English is as one of the international languages that are used by many people. Abrar et al. (2018) argue that it is extensively recognized that English is an international language as it has been generally spoken among foreign language speakers. Additionally, Herlina and Holandiah (2016) state that people from diverse nations communicate with each other by using English as their international language. Considering that English is very widespread, henceforth, it has an exceptional place in educational settings in numerous nations, including Indonesia. In Indonesia, schools are required their students to learn English from elementary to high school which finally may facilitate students to interact easily with other people from different nations (Hamra and

Syatriana, 2010) while Abrar and Mukminin (2016) also argue that English has an important position in Indonesian educational system in which it is one of the compulsory subjects that must be learnt by the students from senior high schools to a university level (2016 as cited in Marzulina, 2018). Furthermore, the 2003 Law on the Indonesian educational system places English as the first foreign language among other foreign languages such as German, Arabic, or Japanese (Abrar et al., 2018). Accordingly, in respect of the worldwide competitiveness, communication, relations, and information and of the dominant use of English all over the world, a number of innovative agendas engaging students have been presented by educational stakeholders around the world which may embrace a more promise of accomplishment for students' cognitive, linguistic, and academic achievement (Mukminin et al., 2019).

As the schools are mandatory to provide students with English subject, the role of the teacher in the English classes is very significant to ensure teaching and learning processes run well. Day and Sammons (2014) argue that a teacher is a person who has the key to help students have success in learning such as science, language, or others is a teacher while Habibi et al. (2018) argue that classroom management is particularly important in teaching English as a foreign language because it is one of the influential factors in students' success in learning English. Furthermore, Brown (2001) state that classroom management is related to the techniques that every teacher has to keep the students controlled, orderly, attentive and industrious for the duration of a class, as a consequence teachers must have knowledge of classroom management. He also adds that it also includes maintaining classroom discipline such as addressing misbehavior and giving rewards and punishment. Classroom management could be defined as a collection of techniques and skills allowing every teacher to manage students effectively so as to generate an encouraging learning setting for all students. Thus, teachers have to know about classroom management properly, since it influences the teachers to build and maintain workable system in the classroom.

Classroom management mastery in teaching and learning process is influenced by the class size. Wilson (2002) defines that class size refers to the number of students in a given classroom whether it is small or large. Additionally, class size will influence the activities in teaching and learning process. Brown (2009) states that class size will affect teaching and learning activities, such as on classroom management and assessment. Wilson (2006) also adds that different type of class sizes will also have different impacts on teaching. He states that all students who are in a small class will understand the material easily because the teachers can transfer their knowledge to the students one by one. On the other hand, teachers will face many challenges in teaching large class such as classroom management, student control and marking, planning and assessment. In short, the number of students in small and large classes can challenge the teachers in their classroom management and assessment. Based on explanations above, it can be concluded that large class is considered as one of the biggest challenges faced by teacher in the classroom.

Nowadays, large classes become a universal phenomenon. Brown (2001) affirms that the appropriate language classes should have twelve students. It means that a class which consists of more than twelve students is considered as a large class. Haddad (2015) adds that the number of more than 25 students taught by one teacher is considered large class. Based on definitions above, it can be concluded that large class is the class situation where the number of students are more than twenty five students per one teacher. Many teachers assumed that large classes bring many difficulties in teaching and learning process. Hayes (1997) states that the challenges encountered by teachers in teaching large classes are divided into five parts: (1) discomfort, (2) control, (3) individual attention, (4) evaluation and (5) learning effectiveness. Brown (2001) also adds there are four challenges that commonly present in teaching large classes: (1) students' proficiency and ability, (2) teachers' and students' attention, (3) students' opportunities, and (4) teachers' feedback. In short, large classes are the major problem in some schools faced by the teachers in teaching and learning process. The purposes of our study were to explore the perceptions of English teachers' on the challenges and the strategies in teaching large classes with the research problems: (1) What are the English teachers' perceptions on the challenges in teaching large classes at a private school? (2) How do the teachers of English at a private school cope with the challenges of large classes?

II. LITERATURE REVIEW

Teacher encounters many challenges in teaching and learning process. Younghusband (2005) states that there are several problems perceived by the teachers such as: (1) teachers are burdened with big responsibility in maintaining the classroom; (2) teaching difficulty related to class size; (3) students are misbehaved in the classroom; (4) inadequate supervision tools, teaching resources and professional training; (5) no specific skill is being taught; and (6) lack of time and evaluation in teaching and learning. Pickering (2008) supports that some challenges encountered by the teachers in the classroom are divided into three: (1) teachers have no additional time and resources in teaching; (2) teachers are unable to control the students in large classes; (3) the disruptive students are united in making some noise. Accordingly, those challenges will encounter the teachers with the result that teaching and learning process will not be effective.

Large classes are the part of class size which becomes a universal phenomenon nowadays. Rohin (2013) defines that large class refers to the number of students who are too many to learn in a given classroom. The problem of large classes have been also studied by Hayes (1997), Coleman (1989) and Ur (1996), they said that a large class is one where the students are more than the teacher wishes to manage and where pedagogical resources are inadequate in relation to the number of students. This view is also supported by Todd (2006) who adds that the teachers' judgments of the total number of the students in a classroom will mark the definition of large classes. Though large classes do not have the

exact size, some experts claim that it is measured by the number of students per teacher. Brown (2001) affirms that the appropriate language classes should have twelve students. It means that a class which consists of more than twelve students is considered as a large class. Haris and Plank (2000) claim that a small class size is described as a class with roughly 15 students, while a large class size is described as a classroom with around 24 or even more students. Haddad (2015) defines that the number of more than 25 students taught by one teacher is considered as a large class. It can be said that a large class is the class with the number of students that are more than 25 students that are taught by one teacher.

Large classes have created a number of challenges to the teachers. Hayes (1997) affirms that the challenges encountered by teachers in teaching large classes are divided into five parts: (1) discomfort, (2) control, (3) individual attention, (4) evaluation and (5) learning effectiveness. In supporting Hayes' statement, Brown (2001) adds that there are four challenges that commonly present in teaching large or big classrooms including proficiency and ability very are widely across students, individual attention is decreased, students' opportunities to speak are narrowed, and feedback from teacher on student's written work is partial. Rohin (2013) also supports that large classes create lack of communication, discipline, assessment, and individual attention. In addition, British Council's (2015) report indicates a set of challenges in teaching large English classes such as students' disciplines, students' motivations, students' attentions, and students' preparations. In short, those challenges will influence the quality of teaching and learning processes.

III. METHODOLOGY

A. *Research Design, Research Site, Sampling, and Participants*

We did our current study by using a qualitative case study as Mukminin et al. (2019) claim that it was an intensive and holistic description and analysis of "a bounded system" on matters such as a person, an institution, a program, etc. The most important motive of using a qualitative case study is that it is an appropriate method to search every day behavior of teachers and students in classroom and describe the phenomenon happening to the teachers during the teaching and learning process. Therefore, we investigated the English teacher's perception on the challenges in teaching large classes and the strategies of coping with the challenges. The participants were two teachers of English at a private school. These English teachers were representative participants that were considered by their role (as the resident teachers), perspective (those who approved the intervention), experienced level (as the senior residents), and diversity (gender, ethnicity, or other backgrounds).

B. *Data Collection and Analysis*

In this study, the data were collected from classroom observations and interviews. The first instrument we used in order to gain the data was classroom observation which is the process of gathering open-ended, firsthand information by observing people and places at a research site (Creswell, 2012). The type of observation in this study that we employed was a non-participant observation. Leavy and Biber (2011) state that a non-participant observation refers to the way of conducting observation without being participated in the activities that you are observing. In addition, this study was also completed by observation checklists in order to help us to focus on aspects we wanted to investigate in the classroom. The observation checklist was adapted from Hayes (1997). The checklist was in the form of table with the criteria adopted from Hayes (1997) and with yes or no scale by having extra column for the notes. Furthermore, the second instrument that we used in order to complete the data was interview. Creswell (2012) affirms that a qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The interviews were conducted by having semi-structure interviews with one-on-one interview type.

In order to analyze the qualitative data gained from the observation and interview, we used thematic analysis. First, we collected the detail data from observation (e.g., observation checklists and field notes) and interview (e.g., transcriptions). We put the data into computer files and filed folders after transcribing the raw data into texts. Then, we started coding all of data and gave some themes that are related to our research questions. The last, we presented the table of themes and codes into the findings and results.

C. *Establishment of Trustworthiness*

Trustworthiness was used for evaluating qualitative data analysis to make sure that the findings were accurate and credible. Creswell (2012) states that strategies such as member checking or triangulation can be used to maintain the quality of the qualitative findings. In our study, we used a methodological triangulation which was classroom observations and interview. If the data of classroom observation and interview agreed, the findings were judged to be accurate and credible.

IV. RESULTS

The findings were divided into (1) the English teacher's perceptions on the challenges in teaching large classes (2) strategies of coping with the challenges in teaching large classes.

A. English Teacher's Perception on the Challenges in Teaching Large Classes

We found that there were several challenges encountered by the teachers of English in teaching large classes including poor class conditions, difficulties or problems in controlling/monitoring the discipline of their students, the equality of attention to students, difficulties or problems in evaluating their students, ineffectiveness or uselessness of learning processes, deficient interest in learning English, the dominant use of local languages.

1. Poor Class Conditions

We found the first challenge encountered by the teachers of English in teaching large classes was poor class conditions caused by dirty and unorganized seating arrangements, and hot classroom conditions. The data gained from the interviews showed that two teachers of English felt uncomfortable in teaching large classes caused by dirty and unwell maintained classrooms. Teacher YS said,

"It also triggers discomfort in the class, especially when there is garbage inside. Therefore, before teaching, I always say "throw the garbage in the bin, please!... and trim the table first" to the all students."

The data from observations showed that the classroom conditions were dirty and not well maintained. The students kept their rubbishes inside their desks even under their chairs too. This condition created unpleasant smell coming from the rubbishes which influenced the teacher's comfort in teaching large classes. Meanwhile, the seating arrangement in every classroom was also not well-organized. It was because the school had small and limited room capacities so the students must be compacted in one room inevitably. As a matter of fact, the school also had lack of desks and chairs for the students because some of their desks and chairs were broken. They used desks which are made from wood while some chairs were plastic chairs. This challenged the teachers when they wanted to move around the classroom for monitoring their students and for conducting group meetings. Furthermore, another cause that made the teachers of English uncomfortable in teaching large classes was the hot condition. This hot condition was caused by lack of school facilities such as fan and also the fan system was not functioning properly.

2. Difficulties or Problems in Controlling/Monitoring the Discipline of Their Students

We found that the teachers of English encountered some challenges in controlling students' discipline when they taught large classes. They had a difficulty in controlling some students in large classes especially when they made loud noise. Teacher RU said,

"Actually, it is a burden for me as a teacher in teaching many students in one class. It is because the students like making loud noise, disobeying the teacher, behaving bad behavior even if I punish them, they still do it later."

Additionally, based on the observation, we found that students tended to make louder noise than their teacher; it made the teacher of English seemed to speak in inappropriate volumes when delivering the materials. Therefore, some students could not hear the explanations of teacher clearly especially if they sat in the back that was far from the teacher.

3. The Equality of Attention to Students

The data gained from interview also showed that the English teachers did not know all their students' names in the large classes. They also did not know the number of female and male students in their classes. This challenge affected the interaction between teacher and students in the classroom, because the teacher tended to interact with some well-known and active students in the classroom. Teacher YS claimed,

"It is very difficult for me to interact with all students in large classes because I do not even know all the students' name so that I just could interact with some students who are well known and active in the classroom."

Similarly, from the observation data, we found that the English teachers always mentioned several names when they delivered the materials, especially the names of students who were well-known and active in the classroom.

4. Difficulties or Problems in Evaluating Their Students

Based on data gained from interview, it showed that the teachers of English encountered some challenges in assessing their students. Some students did not complete their assignments such as exercises and homework on time. Moreover, they usually did their assignments by cheating, so their scores were not based on their knowledge purely. Teacher YS claimed,

"If the assignments are given like a written task, the students usually do not complete their assignments on time then, they usually cheat so, their scores are not based on their knowledge purely."

The data from observation showed that the teachers of English usually gave some exercises to their students after delivering the material in order to check their understanding. Unfortunately, some students often answered the exercises by seeing their friends' answers. When the time was up, most of students often did not complete their exercises on time so that the teachers asked them to do it as their homework. They felt unable to check all of the students' assessments such as exercise and homework due to lack of time. Teacher YS said,

"It takes a long time to check all the students' assignments such as exercise and homework because there are a lot of student assignments from another class that I have not checked yet and also time has spent for explaining the material."

5. Ineffectiveness or Uselessness of Learning Processes

Teaching and learning processes in large classes were not effective enough. It would influence the students learning outcome, most of students tended to be passive and did not make progress in learning, Teacher YS reported,

“Certainly not effective, because too many students in one class can make me difficult in controlling the students especially misbehavior students. It is also difficult in managing the time when I teach in accordance with the syllabus, and my concentration is also disturbed by some challenges. Moreover, most of students in large classes tend to be passive and do not make any progress in learning.”

The data from observation showed that teaching and learning processes in large classes were not effective enough. It was caused by some challenges appeared in teaching large classes that would affect the ineffectiveness of learning and teaching as learning objectives were not achieved in accordance with the syllabus.

6. *Deficient Interest in Learning English*

Our finding revealed that the students who were not interested in learning English in our study might be caused by the status of English as a foreign language in the country. Other consequence of this was that students became lazy to learn English and they did not pay attention when their teacher explained the materials. Teacher YS reported,

“Teaching English in large classes is not easy because English is a foreign language for the students. Therefore, they have less interest in learning English. And also, most of students do not know the vocabulary or meaning of words or sentences in English. They are also lazy to bring their English dictionary which means that they have less motivation in learning English too.”

7. *The Dominant Use of Local Languages*

Our finding revealed that the large classes affected the students’ preference to use their local languages. Teacher YS said,

“Since the students do not know the vocabulary or meaning of words or sentences in English, therefore, they often use Palembang language. In fact, the students have difficulty in delivering their ideas in English and they often make mistakes in pronouncing the words in English.”

The data gained from observation revealed that most of students preferred to use their local languages during teaching and learning activities in the classroom. When the teacher asked to use English, they directly felt shy and afraid of making mistakes. Therefore, they just responded the teacher’s questions by saying yes or no or even kept silent.

B. *English Teacher’s Strategies in Coping with the Challenges in Teaching Large Classes*

There were some strategies commonly used by the teachers of English in coping with the challenges in teaching large classes including punishment, variety of games, quiz, pair work or group work, supporting media, and speaking test.

1. *Punishment*

We found the strategy for coping with the challenges of controlling students’ discipline during teaching and learning processes in large classes. In this study, we found that teacher used punishment in order to maintain the students’ discipline in the classroom. Teacher RU said,

“I usually say “silent, please!” with a louder voice, if they still make some noise, I will call their name and ask them to re-explain the material I had delivered before as the punishment.”

The data from observation showed that when the students made a loud noise in the classroom, the teachers warned them to be silent. In addition, when the students misbehaved or even disturbed teaching and learning activities, the teachers gave them punishment such as asked them to re-explain the material in front of the other students and gave the students additional assignments to do outside the classroom.

2. *Using Variety of Games*

We found that the second strategy commonly used by the teacher of English in order to cope with the challenges in teaching large classes. This strategy was using variety of games in order to attract the students’ interest and attention in learning English. Teacher YS stated,

“I cope with the challenges of large classes by using some strategies in teaching English such as using game.”

In addition, there were three kinds of game that used by the English teacher in teaching large class. Teacher YS stated,

“The games I employed in the large classes were letter scramble, word categories and chalkboard acronym.”

The data from observation revealed that in the game of *letter scramble*, teacher asked the students to take a set of words that they had recently studied and wrote a scrambled form of each on the board. Then, teacher let the students to unscramble the words on their paper.

3. *Using Quiz*

We found that teacher used a quiz as a strategy for coping with the challenges in teaching large classes. This strategy was very useful in checking the students’ understanding related to the materials explained. The data from interview above were supported by the data from observation. It found that the use of a quiz in teaching large classes was a good way to get students’ attention and check their understanding about what they had been studying before. Teacher of English used short quizzes after explaining the materials to the students. In this strategy, teacher asked some questions

then had the students to answer her questions. If they answered those questions correctly, she would give additional score and appreciated them inside the classroom.

4. *Conducting Pair Work or Group Work*

The findings revealed that another strategy for coping with the challenges in teaching large classes was conducting pair work or group work. One of teachers of English conducted group work to provide interaction and cooperation among the students in the classroom. For example, Teacher YS claimed, "I cope with the challenges of large classes by using some strategies in teaching English such as using games, quiz, pair work or group work in large classes." In line with the data gained from interview above, the data from observation showed that during observations, one teacher conducted group work once. In this group work activity, the teacher divided the students into eight groups and each group consisted of five or six students. After that, the teacher explained the group work rules and also explained what they had to do. Then, the teacher gave the students time allocation of 30 minutes to discuss it together. During discussion, the teacher monitored the students' activity while interacted with them. If the time was up, the teacher asked representative student from each group to deliver his/her group ideas. In short, the use of pair work and group work as in large classes played an important part since they maximized students' participation and solidarity.

5. *Using Supporting Media*

We found that using supporting media was a strategy in coping with the challenges in teaching large classes. In this strategy, teachers of English used a projector display as a supporting media for delivering the material. They believed that it could make students more interested in learning English. Teacher YS stated,

"I cope with the challenges of large classes by using some strategies in teaching English such as using game, quiz, and pair work or group work in large classes supporting with media which can make the students interest, comfort in the class, pay attention to the teacher and instruction well, then interact with other students."

Additionally, during observations, we found that both of English teachers did not use any supporting media as they mentioned in the interview due to lack of supporting media. Therefore, it can be concluded that teachers suggested the others to use supporting media such as a projector display in order to make the students more interested in learning English especially in large classes.

6. *Using Speaking Test*

Based on the data gained from interview, we found that the last strategy used by the teacher of English in coping with the challenges in evaluating the students was using speaking test. The use of speaking test as an evaluation for the students could minimize cheating and also provide individual feedback at the same time. Teacher YS said,

"Because English is a skill, I automatically evaluate the students by using speaking skill. We can see clearly and easily whether the students have skill or not when they speak English. If the assignments are given like a written task, the students usually do not complete their assignments on time then, they usually cheat so, and their scores are not based on their knowledge purely."

V. DISCUSSION

There were several challenges encountered by the teachers of English in teaching large classes. One of the challenges was a poor class condition. The teachers felt uncomfortable in teaching large classes caused by a poor class condition which was dirty and not organized with a good seat arrangement, and also hot condition. Firstly, some students usually stored their rubbishes inside their desks even under their chairs. Subsequently, unpleasant smell was coming during teaching and learning process. Therefore, it could make teachers feel discomfort and lose their concentration in teaching the lesson to the students. A classroom is needed to accommodate every student and teacher comfortably by cleaning and maintaining the classroom before starting teaching and learning activity. The other factor of discomfort was students' irregular seating. The result was in line with the findings of Hayes (1997) and Wang and Zang's (2011) studies that revealed that the students in large classes could not move easily and some students did not do the activities. Thus, a classroom is needed to be spacious enough and seats are needed to be arranged so that students could work each other and also could make them move around easily.

Furthermore, the other factor of discomfort was lacking and non-functioning of facilities provided by school in each large class. Every classroom needed adequacy of facility such as fan or air conditioner in order to comfort the teacher and students in the classroom during teaching and learning process. Unfortunately, this study found that each large class was facilitated only one fan by the school and it was not functioning properly. Due to small room and density of students in one class, it created feeling of hot and steamy atmosphere especially when the students studied at noon until afternoon so that teacher and students felt uncomfortable during the process of teaching and learning. This result was in line with Epri (2016) who found that the school site was experiencing shortages of facilities, that was why school had to provide additional facilities such as teaching and learning resources, classroom furniture, classroom space and teaching stuff. In short, the school needs to provide additional facilities especially fan or air conditioner in order to decrease heat condition in large classes.

In addition, we also found that the English teachers encountered some challenges in controlling their students during teaching in large classes. Some students usually made loud noise and misbehaved in the classroom. Although the

teacher had tried to warn them to keep silent, his or her students stopped for a few minutes, but they made noises again. Once the students were doing so, they bothered other students. This result was in line with the studies of Lazear (2003), Rohin (2013), Plank and Candliffe (2011), British Council (2015), Sulistyowati (2012), Wang and Zang (2011) that claimed that it was difficult to keep good discipline going in a large class. Since there were many students in one class, too much noise could not be avoided. Hayes (1997) also argued that teachers felt unable to control large classes because too many students and they often made a loud noise.

Furthermore, the reason students in large classes often made a loud noise was that the teacher speak in inappropriate volume when delivering the material. Since the students could not hear the explanation clearly, they felt bored and misbehaved in the classroom especially if they were seated in back seat. This result was supported by Harmer (2010) and Zhang (2008) who claimed that making noise was a common problem in large classes which might come from students' tediousness as they were not able to comprehend the instructions of activities in the class and their teachers' voices were not louder enough. Ara and Hossain (2016) added that normally, students started making noises as they could not have their teachers' voices when they were sitting at back of the classroom and then they started talking, or even playing games among themselves with their smartphones. The factor that causes the teachers felt unable to control their students in large classes was because of narrow space. This result was in line with Hayes (1997) who stated that teachers felt that the physical restraints of a classroom with a number of tables and chairs often prohibited them from having interactive activities. Thus, the teachers had to consider which arrangement best enabled and allowed them to see and talk to the students, and also moved around easily to monitor their activities.

Subsequently, we also found several challenges faced by the English teachers in giving individual attention to their students. Hayes (1997), Brown (2001), Rohin (2013), British Council (2015), and Wang and Zang (2011) revealed that large classes made teachers in EFL class unable to pay individual attention to all learners since they did not even remember all the students' name. This result was in line with Epri's (2016) study that found that the teachers did not know all their students' names in their classes because the classes were too big and some students missed school often. Hayes (1997) added that calling students' name as one of the ways to control a class and it functions to establish good teacher-student relationships. Thus, using name is the initial step in showing students that teachers care about them as individuals. Furthermore, the English teachers also did not involve themselves in students' activity especially group work in the classroom. This result was supported by Epri (2016), Earthman (2002), and Hayes (1997) who reported that teachers in large size classrooms generally used the teacher centered teaching strategy. They stood in front, wrote, and explained things from the board. After that they put the students into groups, then gave worksheets to work while they spent much time on writing on the board. Therefore, most of students in large classes felt unnoticed by their teacher since they did not give individual attentions. Besides, the challenges that we had explained above, we also found some challenges encountered by the English teachers in evaluating their students during teaching and learning in large classes. Teachers of English thought that it was difficult to do assessment in large classes. This result was supported by Rohin (2013), Epri (2016), Hadi and Arante (2015), and Hayes (1997) who claimed that assessment was difficult to do in large classes. It was caused by the amount of time spent on setting assessment tasks. On the other hand, most of students did not do or complete their assignments such as exercise and homework on time. In this case, they commonly answered the questions by cheating. This result was in line with Hayes (1997) who revealed that there was big possibility of students copying or cheating in large classes.

In addition, English teachers also had difficulties in assessing the large number of students and providing positive feedback within the limited time. This result was in line with Wang and Zang (2011), Hadi and Arante (2015), Ara and Hossain (2016), Epri (2016), Brown (2001) who believed that teaching English in large classes would be difficult for the English teachers to assess the whole students learning progress and when they wanted to measure students skills, they would spend too much time because assessing those skills requiring personal feedback. Based on explanations above, this was believed that teaching in large classes would not be effective since the teachers encountered some challenges in teaching and learning process. Additionally, teaching in large classes would not affect to students' achievement. This result was supported by Epri (2016), Hayes (1997), and Khan and Iqbal (2012) who argued that large classes did not affect learners' achievement than smaller classes. Thus, teachers had to think creatively about how to make learning in large classes effective and create positive learning environments. On the other hand, since the status of English was a foreign language in Indonesia education system, the students were not interested in learning English. They felt lazy and did not pay attention to the teacher's explanation in the classroom. This result was in line with Hadi and Arante (2015), Wang and Zang (2011), and Thaher (2005) who stated that EFL teachers who find students having lack of interest in learning English would lead them to be lazy to learn English. Other concern of this is that students might not pay attention to their teachers' explanations.

Another finding was found that the students in large classes often spoke their local language (*Palembang language*). It was caused by lack of vocabulary and practice English in the classroom. Therefore, when the teacher spoke English, they did not understand what the teacher talks about and they just answered teacher's questions by saying yes or no or even keep silent. This result was supported by Hadi and Arante (2015), Wang and Zang (2011) who found that a large class size influenced the students' preference to speak local language for practicing English. Finally, we also found that there were some strategies which teachers of English suggested to cope with the challenges in teaching large classes. The first strategy was giving a punishment to control disruptive students in the classroom. This result was supported by

Ara and Hossain (2016), Sulistyowati (2012), and Trang (2015) who claimed that having a rule or punishment to monitor students' behaviors is vital in every classroom and for a large class, it is even more important. Furthermore, the use of games, quiz and pair work or group work in teaching large classes would be very useful in managing the classroom. This result was in line with Harmer (2007), UNESCO (2006), Trang (2015), Sulistyowati (2012), Hadi and Arante (2015) who claimed that using games or quiz and conducting pair work or group work were very effective strategies in managing a class with large number of students so that the teacher could make a good contact with every student and the students could receive individual attention from the teacher. Additionally, since the students in large classes had less interest in learning English, the use of supporting media would make them more interested in learning any subject especially English. This result was supported by Ara and Hossain (2016) and British Council (2015) who stated that in large classes, a teacher might be tired or unenthusiastic if his or her teaching way was unexciting. Therefore, using various teaching methods with supporting media would make the students more interested in learning English. In conclusion, since the students in large classes often did their assignments by cheating, the use of speaking test would help the teacher in minimizing cheating and also providing individual feedback. This result was in line with Ara and Hossain (2016) and UNESCO (2006) who revealed that speaking test involved giving students ample opportunities to practice English, minimize cheating activity and give feedback on the students' performance.

VI. CONCLUSIONS

Teaching English as a foreign language is not easy for a country like Indonesian having many local languages and large classes. The findings of our study revealed that several imperative challenges in teaching English in large classes such as poor class conditions, difficulties or problems in controlling/monitoring the discipline of their students, the equality of attention to students, difficulties or problems in evaluating their students, ineffectiveness or uselessness of learning processes, deficient interest in learning English, the dominant use of local languages. However, our participants tried to deal with those challenges issues in teaching big or large classes. They tried to prepare several strategies that would help them to manage their classes including punishment, variety of games, quiz, pair work or group work, supporting media, and speaking test. These strategies worked for their classes although challenges were still there for them. Our participants also revealed that their efforts to reduce the challenges should be continuous as they thought that teaching English as a foreign language is not easy and new students come every year, suggesting that new challenges will also emerge in teaching large classes.

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Pupils' and Parents' Perspectives Towards Using Smartphone Strategies to Improve Reading Skills

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Abstract—In this 21st century, reading skill is one of the most essential skills to achieve language literacy. On this basis, an early introduction to proper reading strategies shall develop good attitudes towards reading. Based on a study conducted by the Malaysia National Library in 2015, the rate of reading is lower among Malaysians, with only 15 to 20 books on average per year. Due to this, the researchers conducted a reading workshop, “Using Smartphone to Improve English Skills” in three districts in three different states. This qualitative study was embarked to explore the perception of workshop participants (pupils and parents) towards the reading workshop. Despite the pupils' and parents' perceptions towards the workshop which generally are positive, however, some suggestions are given to further improve the reading workshop. The participants in this study consisted of 79 people of different ages, races and socioeconomic statuses. The pupils are from primary schools with the ages of 10 to 12 years old (Year 4 to Year 6) and the parents are from the ages of 25 to 50 years old. They are residents of the Southern region of Malaysia which are Negeri Sembilan, Melaka and Johor. The research instruments employed were field notes, open-ended interview responses from Google Form and semi-structured interview responses. The findings suggested that the majority of the students and parents agreed that the various reading strategies introduced using smartphones are both interesting and exciting and may serve as the focus of future studies. The study implies that the smartphone reading strategy workshops should be carried out at different locations to enhance the pupils' reading skills in reading English materials. Both parents and their children should participate in this workshop to ensure the strategies could be practiced effectively at home.

Index Terms—primary school, reading strategy, 21st century learning, mobile learning

I. INTRODUCTION

In this 21st-century learning environment, it is imperative for parents, pupils, and the community to work collaboratively to encourage literacy via the internet. This change should be embraced as it is common across the globe (Fajri et al., 2020). In relation to this, collective efforts are required to change students' attitudes, thus, ensuring they comprehend English materials more effectively. Learning in the 21st century is no longer new to the community. Erdoğan, (2019) indicated that the 21st Century Skills alliance showcases four learning and innovation skills known as the 4Cs of communication, teamwork, imagination, and critical thinking. In the context of reading, the early adoption of reading habits with parents' assistance must be established. The parents and community play significant roles to ensure that children are encouraged to read as much as possible particularly in the context of Malaysia. The study conducted by the Malaysia National Library in 2015 showed that Malaysians on average read about 15 to 20 books per year. In developed countries, however, people read an average of 40 books per year (Meikeng, 2019). This figure indicates a wide gap in reading interest among Malaysians and the citizens of other developed countries. Malaysia received a score of 415 in reading literacy in the Program for International Students Assessments (PISA) scale as reported by the Organization for Economic Cooperation and Development (OECD) in 2018 (Chin, 2019). Despite having a long way to go as Malaysia's score is below average (average global score: 487), the local government has put conscious efforts in order to achieve the targeted literacy rate which includes primary school children to have a strong grasp of literacy at home.

Many studies indicate that effective parent-child communication is vital to ensure the children's education performance (Brown et al., 2019). Parents play a key role in introducing reading as a family activity. To ensure its effectiveness, teachers especially primary school teachers are also required to plan and organize lessons as well as create resources that focused on developing 21st-century learning skills. According to Gerald (2015), the teaching and learning process centered on the 4Cs is aimed to give all pupils equal opportunities on the stage of the learning hub as the reading strategies employed by the good and poor language learners differ. There are two groups of language learners; those who are skilled and unskilled (Ling & Hamidah, 2020). Since many studies indicate that teaching reading strategies at primary schools could enhance reading skills, the researchers conducted a reading strategy workshop using smartphones focusing on primary school students. Their parents were also invited to attend the workshop in an attempt to introduce 21st-century reading tools in their learning (Li & Qiu, 2018). Together with their parent/s' assistance, the reading workshop is aimed to help increase the children's interest in reading English materials. Additionally, the pupils could discover the effectiveness of the activities and strategies that have been taught throughout the workshop and eventually develop lifelong reading habits (Rajaram, 2021). Therefore, the researchers carried out this study in order to identify the pupils' and parents' perceptions towards the reading strategy using smartphone workshop and their suggestions to improve the workshop.

II. LITERATURE REVIEW

Reading is a complex cognitive activity. Therefore, reading is described in various ways by many scholars. In the past, some scholars regarded it as a cognitive process. Others argue that reading is an attempt to interpret printed symbols. According to others, the process of comprehending written language is what learning is all about (Purcell-Gates, 2020). Despite continuing disagreement over the specific mechanisms of reading, there are a few broad concepts that most scholars agree on. Reading for fun enables pupils to improve their reading skills. Reading also increases their vocabulary repertoire, general knowledge, and their views on other cultures (Bartik & Hershbein, 2018). In order to learn to read, children must attend to words, decode and interpret the written words on the page. New vocabularies and enhanced comprehension are of paramount importance as the children begin to read on their own. From the Theory of Cognitive Constructivism (Piaget, 1968), humans are unable to grasp and apply the knowledge that is instantly delivered to them. Instead, they must relate the new knowledge with their existing knowledge. They develop their reading skills as a result of gaining new real-world experience. Schemas are mental representations of the world that people develop as a result of their experiences. Two complementary processes, assimilation and accommodation, alter, expand, and refine these schemas.

Skills for the 21st century include collaboration, communication, creativity, and critical thinking. Primary and secondary school children must make the transition from learning to read to reading for learning because this is essential for their future success (Mo-Björkelund, 2020). Petscher et al. (2020) insist readers of adolescent age must be able to deal with increasingly difficult texts. This is important to learn more about the subjects they are studying. A student's ability to grasp the complex subject matter in higher grades is built on his or her ability to read proficiently. Students must be able to read English materials since primary school before they could master the 4 Cs: critical thinking, collaboration, creativity, and communication (Erdogan, 2019) skills. Without the ability to read effectively, pupils in primary and secondary school fall further behind their peers and are more likely to drop out before they complete their secondary school learning. Teachers must have access to a complete English language curriculum that integrates teacher-led and online learning in a blended learning environment, as well as continuing assessments, data analytics, and literacy assistance for teachers if they want to be efficient teachers (Pellegrino, 2017). In addition, according to Luka and Seniut (2019), by being able to read and understand more difficult texts, students will be able to produce better-written assignments as their reading skills improve. Immediate and positive feedback encourages students to improve their reading skills especially in reading English materials.

Reading strategy is a strategy that enables a reader to effectively interpret print materials to derive meaning. Singh, Ying and Muniandy (2021) proposed that to help improve pupils' reading comprehension and decoding skills, reading strategies that enhance students' reading capabilities are necessary to be taught for all pupils as classroom activities or reading workshops, particularly for struggling readers. Many studies indicate that there has been substantial progress in developing primary school pupils' reading strategies in the last two decades. Based on the pieces of evidence compiled by Erdogan (2019), pupils who can understand and use many words are better readers. These pupils could also develop their interest in reading and writing. Teachers' creativity is very essential to spark pupils' interest in reading. Teachers are obligated to conduct various reading activities, reading workshops, and produce materials that promote 21st-century skills (Anstey & Bull, 2018). In this era, primarily marked by the rapid evolution of technology, globalization, and the rising demand for creativity, equipping pupils with reading strategies using smartphones is one of the advancements needed to improve their reading skills (Intr & Ajaj, 2021).

Parental involvement is pivotal in assisting their children in reading (Gay et al., 2020). Samsuddin et al. (2019), added that young children should be exposed to parental reading. The findings of the study published by Lundstrom (2017), denoted that in order for students to be successful academically, parents should support and assist their children in becoming interested in reading and further develop their reading skills. As supported by Brown et al. (2019), effective parenting with regards to teaching children to read resulted in greater intellectual stimulation, better self-

concept, and aspirations for good education. It is difficult for these students to become good readers without direct interventions and frequent practices at home (Behtash, Barabadi & Eskandari, 2019).

The power of motivation plays a critical role in promoting reading (Tanaka, 2017). A major drive in achieving reading goals is motivation, which involves initiating, guiding, and maintaining goal-oriented behavior (Ushioda & Dörnyei, 2017). Human actions are propelled by motivation (Talmi, Hazzan & Katz, 2018). Teachers can encourage students to evaluate their cognitive processes by prompting them to scrutinize their thought processes (Duff, 2017). Developing positive mental models for how we learn, as well as our capacity and limits, are equally important.

An application that runs on iPhones, tablets, and other mobile devices is referred to as a mobile app (Masrom et al. 2016). These apps can be downloaded using smartphones. Some apps are free and others need to be subscribed to. With portable and accessible mobile devices, learning and reading materials are readily available. Parents do not have to spend much money on their children's reading activities as the apps suggested in this reading workshop conducted by the researchers are free. In language learning environments, mobile learning has been shown to optimize the potential of mobile devices as teaching instruments (Daud et al., 2015). Due to the rapid global growth of mobile technology, mobile learning is becoming increasingly popular and widespread in Malaysia. Kung-Teck et al., (2020) show that incorporating mobile learning into teaching instruction is highly useful, as it promotes interactive learning via Grammarly, e-dictionary, e-book, YouTube, Quizizz and MindMap via mobile devices. The use of mobile technology in education, sometimes known as "mobile learning," has piqued academics' curiosity to date. As the younger population becomes more tech-savvy, a rising body of literature has noted that mobile learning is becoming more popular and respected. Therefore, the researchers designed and carried out a half-day reading workshop using smartphones for primary school pupils.

Ismail et al. (2016) conclude that the increasing use of mobile devices by the present generation of students is one of the driving causes behind the implementation of mobile learning in educational institutions. Perrin and Duggan (2015) also remind that young pupils, particularly those between the ages of 10 and 18, have a favorable opinion of online games. For many years, teachers have wanted to increase their students' English proficiency levels by integrating mobile devices in classroom activities (Hashim et al., 2017; Govindasamy et al., 2019; Hasin & Nasir, 2021). As outlined in the Malaysia Education Blueprint (MEB), the Malaysian government encourages wider adoption and diffusion of information and communications technology (ICT) in education (MEB 2013-2025 (Ganapathy, 2016), reshaping education to be future-proof in line with the industrial revolution is part of MEB 10-year strategy. Niko Sudibjo et al.'s (2019) study is on utilizing smartphones to teach reading. According to them, mobile reading applications are appropriate and user-friendly for both individuals and group reading activities. The following is a list of mobile applications used in the reading workshop conducted by the researchers:

1. Online Dictionary
2. Visual Dictionary Online
3. Google Lens and Google Translator
4. Grammarly
5. Magic Keys Children's Story Book
6. www.kidsworldfun.com/ebooks.php
7. You Tube Story Watching

III. METHODOLOGY

A. *Research Design, Research Procedure and Research Instruments*

The research design for the undertaken study is a qualitative method in which the researchers gathered answers for the research questions through interview responses, field notes and open-ended responses via a Google form. Multiple case studies were employed since three research sites were used to collect the data for specific purposes (Yin, 2018). The primary research instrument in this study is semi-structured interviews. To triangulate the findings, the researchers used field notes and responses from open-ended responses via Google Form. The researchers wrote field notes of their observations and feelings throughout the reading workshop. The interviews were used to find out the participants' perceptions towards the activities conducted reading workshop and their impacts on the pupils' reading skills. The researchers conducted 15-30 minute interview sessions per family. The researchers approached each family who attended the workshop. Each family was asked similar questions. They responded honestly, and the interview responses were recorded via the MP4 player.

After the interviews, the researchers prepared the transcripts verbatim and asked the participants to counter-check the transcripts to make sure the transcripts are accurately transcribed and interpreted. The participants were interviewed in the Malay language as it is the national language. Some parents are not able to speak in English well thus they faced difficulties to express themselves in English. After that, the researchers translate the interview responses into English. Time constraints resulted in the researchers only asking a limited number of interview questions. A questionnaire consisting of open-ended items via Google form was employed as a part of data enhancement and for triangulation purposes. The questionnaire consists of 30 statements with a 3-point Likert scale response, ranging from disagreeing to strongly agree, to indicate their level of agreement to various statements. In order to ensure the consistency of the collected data, the questions on the Google Form are similar to the interview questions. The data were automatically

collected in the clouds and analysed. A Google Form was given to the participants (25 parents) so that they could complete the data collection process. In addition, data analysis could be generated automatically using the features in the Google Form. The data from the Google Form and semi-structured interviews are able to provide answers to the research objectives: to identify the pupils' and parents' perceptions towards the reading workshop and identify their suggestions to improve the reading workshop.

B. Setting

The participants were required to attend a 3-hour reading workshop using smartphones on the sites. During the workshop, they were introduced to some apps and needed to use the apps with their family members. After the reading workshop, they needed to answer some interview questions. During the semi-structured interview session, they were asked to give their perceptions of the workshop and give suggestions to improve the reading workshop. After 2 or 3 weeks, parents were given a Google Form with similar questions to confirm their suggestions mentioned during the interviews (Cohen et al., 2007). Consent forms were given to them to be signed and collected upon participants' arrival at the workshop. The observations enabled the researchers to uncover unnoticed aspects of a subject and gain access to perspectives that the participants might not openly express in the interview session (Driscoll, 2011).

C. Participants

The participants of this study were 79 people aged between 10 - 55 years. An age range of 25 to 55 applies to the parents, and 10 to 12 years applies to the children (primary school). Both parties, namely the parents and their children participated in the interactive workshop. The participants were from the southwest coast of Malaysia. Three districts involved were namely Port Dickson, Negeri Sembilan, Segamat, Johor and Jasin, Melaka. They were selected as the schools in this district volunteered to participate in the reading workshop. The participants were labeled as P for parents and PP for pupils. Pseudonyms were given to the participants to ensure confidentiality. This is to adhere to research ethics.

D. Workshop Structure

According to Royer (1987), the success for the long-term growth of any nation's education system is the development of high-quality reading workshops. Designing such workshops is a challenge because reading is a skill that must be taught directly. The workshop structure for these reading strategies was carefully designed to ensure the impact on the participants was optimal and positive. The researchers planned the reading workshop together with the schools involved, then it was submitted to get approval from the school authorities. After that, the workshop was advertised on social media such as Facebook and Instagram to the nearby schools. An invitation letter was also distributed to the nearby primary schools for the pupils to participate in the workshop. There are no registration fees charged. The workshop was a walk-in entry. The workshop was held in one and a half hours. After the workshop, the participants were gathered in groups and interviewed by the researchers. A week or two was given to them to practice the strategies at home and after that open-ended responses via a Google form were distributed to them in WhatsApp. Three Whatsapp groups were created. The interview responses were transcribed and analysed.

IV. FINDINGS

The findings are to provide the answers to two research questions:

- i) What are the pupils' and parents' perceptions towards the reading strategies taught in the workshop?
- ii) What are the participants' suggestions to improve the workshop?

Three research instruments were employed and they were given abbreviations. For example, the semi-structured interview is labeled as (INT), field notes (FN), and open-ended responses via Google Form (GF).

i) Research Question 1

What are the pupils' and parents' perceptions towards the reading strategies taught in the workshop?

Positive Perception

During the workshop, observations were carefully conducted by the researchers and recorded in the field notes starting with the first workshop in Port Dickson and ending in Jasin. The researchers' field notes indicate the participants' positive reactions when they arrived and while they were participating in the workshop. Their smiles, involvement, and concentration revealed a high sense of excitement as the participants were eager to be involved in the activities organized. Both parties, parents and their children were engrossed in using the taught apps during the activities. The researchers were there to guide the participants if they face any difficulties or they asked any questions. The interview responses also indicate the participants' excitement. The family members sat next to each other and started using Google Lens with excitement because they have never tried the apps before. They were happy to know that the application taught could be used to translate the targeted language within a few seconds. On the same note, despite some parents being lost trying to figure out the usage of the online dictionaries at the initial part of the workshop, the parents convinced their children to keep on trying until he/she succeeded in finding the meaning, pronunciation, word categories and how to apply the words in sentences. They were lost because they had never used the apps taught previously. Some parents had problems with the internet connection. Some internet providers were not good at that time,

thus, slowing down the process of retrieving and installing the websites/apps. The field notes record indicates that the participants helped each other while participating in the activities together. Parents tried to help their children to improve their reading ability. Brown et al.'s (2019) believe that the parents' role is important in actively engaging with their children reading process. They further added that parents' involvement and encouragement resulted in their children's positive effort and attitude towards learning. Surprisingly, similar scenarios were observed at all the sites that the reading workshops were conducted. The field notes confirmed the participants' confessions during the interview sessions and open-ended questions via Google Form.

"We used to buy books in our time. We make notes. Now we could just use the smartphone. The children love it. We have to get used to it. Internet, Google. If we don't know how to use it, we cannot teach our children about the apps. They sometimes teach us how to use the smartphone. In fact, they are good at this." (INT, JHR, P7)

"Parents were also mesmerized by the apps introduced and eager to help their children in exploring the apps." (FN, NSN, 10 am)

"The family seemed to enjoy the session and we could see their efforts to help each other." (FN, NSN, 11 am)

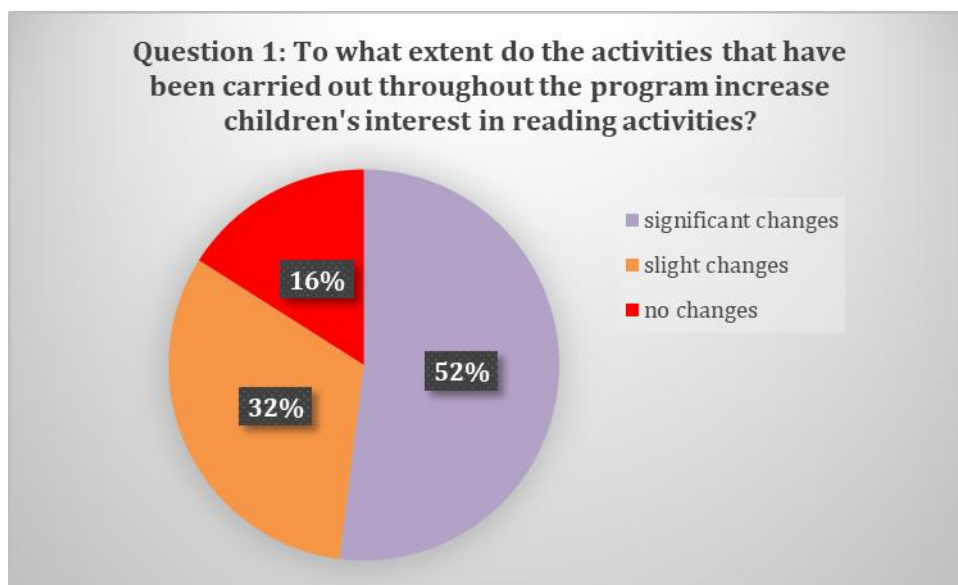


Figure 1: Significant Changes in the Pupil's Reading Habits from the Parent's Perspective.

Based on Research Question 1, from 25 parents' responses, 4 (16%) of the participants confirmed that there are no significant changes in their children's reading habits, 8 (32%) of them admitted that there are slight changes in their children's reading habits and 13 (52%) of them agreed there are huge changes in their children's reading habits.

The findings of this study support Swift's (1993) claim that pupils who are encouraged to believe in themselves and their abilities developed positive attitudes towards reading and boost their self-confidence. The pupils noted that there is a significant change of interest in reading which is in line with the parents' opinion based on their answers in the Google Form. This statement is derived from the interview responses and open-ended responses via Google Form as in Figure 2:

"I can understand more about the gadget and use the English Language more fluently" (INT, MLK, PP5)

"The lessons (applications) are all already in the smartphone" (INT, JHR, PP9)

Nevertheless, a small number of participants (3 of them) reported that they felt indifferent in regards to their interest in reading activities, this was concluded with Chin's (2019) opinion about reading habits for Malaysians. According to Chin, Malaysia received a score of 415 in reading literacy in the Program for International Students Assessments (PISA) indicates that Malaysians do not have reading as their habit like other developing countries. The details of the responses are displayed in Figure 2.

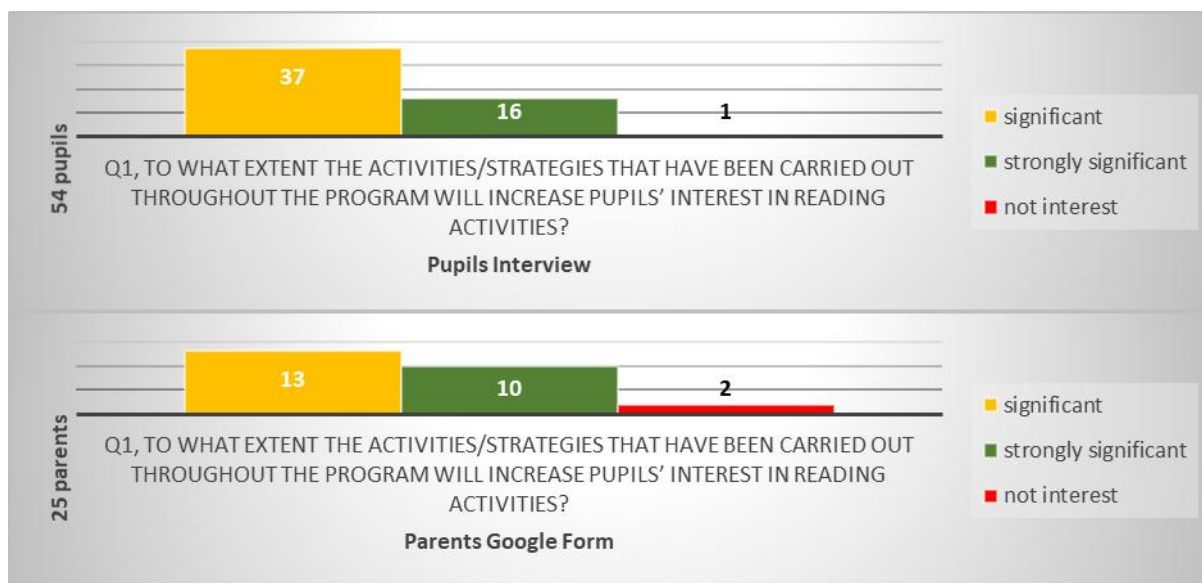


Figure 2: Pupils' Interest in Reading Activities after the Reading Workshop

Based on the data gathered in Figure 3, it is apparent that the majority of the participants (61.11%) agreed that the number of hours allocated for the reading strategy workshop is appropriate. The duration (3-4 hours) for each workshop was properly managed to facilitate the participants as well as give them ample time to fully participate and engage in all of the activities. The report from the field notes also coincides with the parent's point of view via Google Form, as demonstrated in Figure 2.

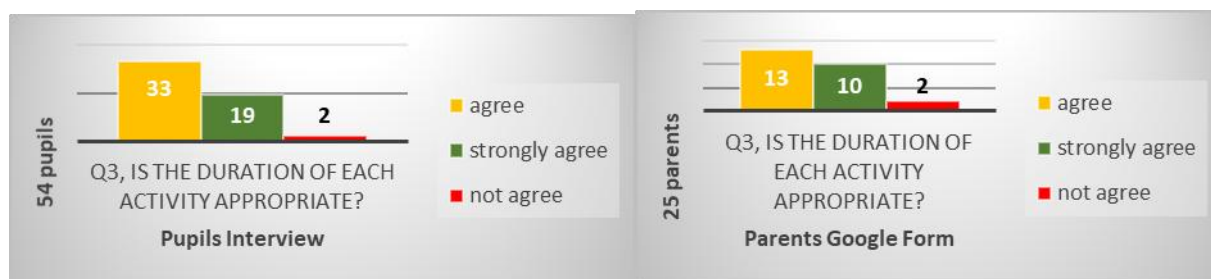


Figure 3: Participants' Perception of the Workshop Duration

The pupils were also asked about their perceptions about the various activities organized (Are the activities provided able to attract the pupils to read?). Among the questions related to the participants' perception that the researchers posted concerning the participants' future involvement in reading. When they were asked whether they agreed with the statement given in the question (Is the duration of each activity appropriate?), the majority of the participants (43 of them) nodded in agreement. They also mentioned that they would apply the activities that they have learned in the future. On a similar note, the parents' perception also concurred with the statement given by Ling and Hamidah (2020). They believed that the activities could help their children to be immersed in reading English materials. The data is shown in the following Figure 4.

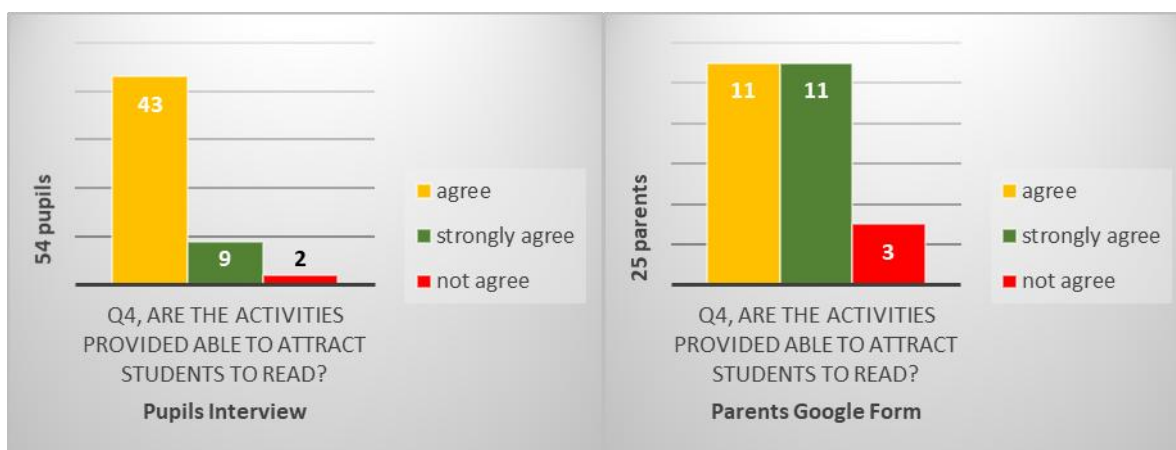


Figure 4: Participants' Responses on the Activities' Ability to Attract the Children to Read

The pupils and parents were asked about their perception of the suitability of the location for the reading workshop conducted. The workshop in Port Dickson was held under a tent in a public event. In Segamat, it was held in the school hall. Lastly, in Jasin, it was held at a resort. Both pupils and parents agreed with the venues of the workshop as shown in Figure 5.

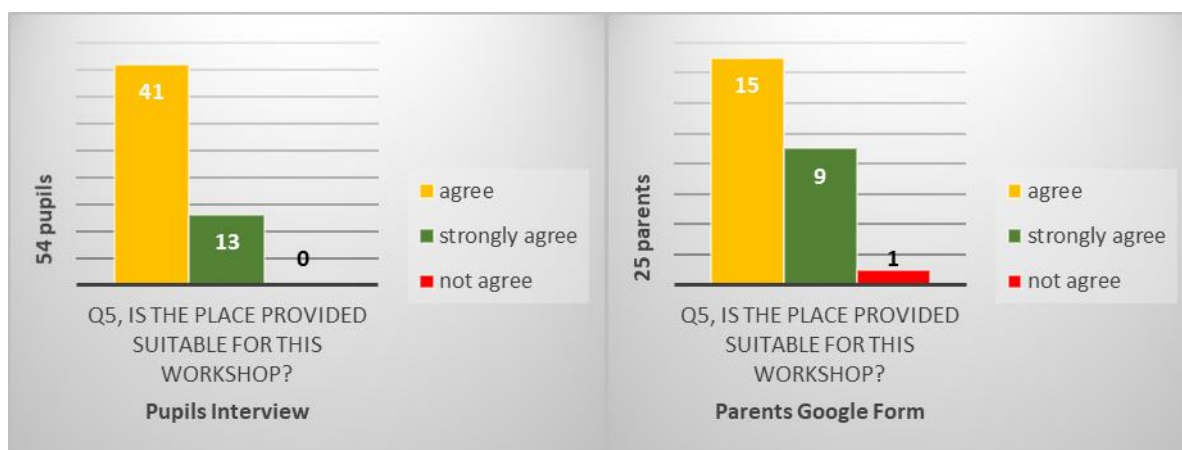


Figure 5: Participants Perception of the Suitability of the Places for the Workshop

The second part of the interview is related to the suggestions in improving the English reading strategy workshop, their responses are similar between the pupils and parents. According to Towle (2000), in order to promote effective reading strategies using mobile phones for each child, the reading workshop should fully utilise the pupils' strengths and needs. This statement is strongly agreed by Lause (2004), in order to promote reading, the activities must promote reading for both pleasure and personal interests. The new knowledge imparted to the pupils should offer the opportunity to pick and choose ebooks from a few of the introduced virtual libraries. One's ability to select and read one's books should be viewed as a necessity especially in Malaysia where English is used widely at many workplaces and many academic references are in English (Ahmad et al., 2020). Literacy and appreciation of literature are pertinent to the pupils' reading, particularly in the ESL context. The pupils are given a list of guided answers and they need to choose the most appropriate answers to enhance and improve the reading strategy workshop that would be conducted in the future. The list was provided to help the participants to answer the given question.

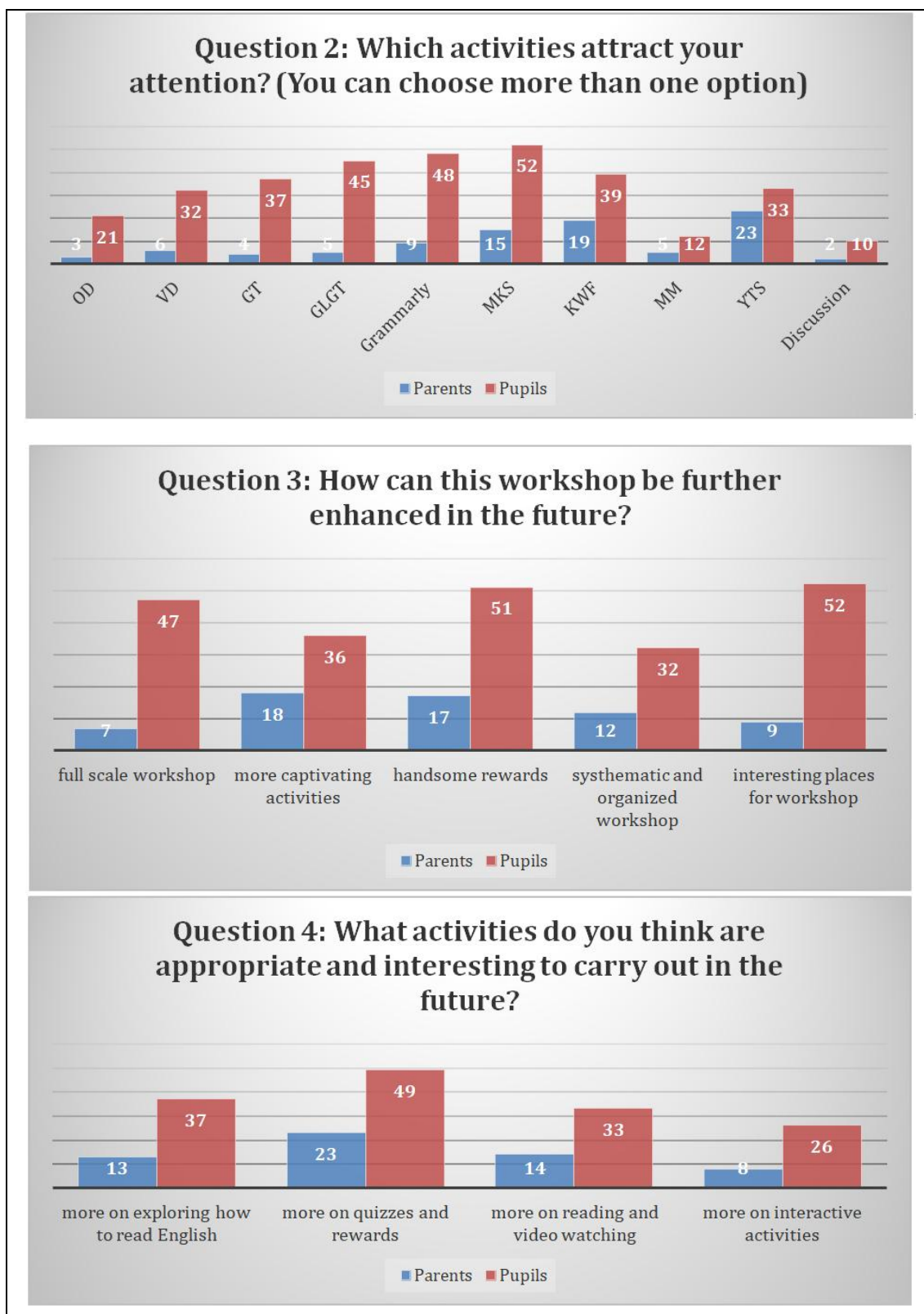


Figure 6: Snapshot of Guided Answer Chosen by Parents and Pupils

"The number of participants in this workshop is suitable and not too many. If the number of participants is too large, I could lose my focus during the workshop" (INT, MLK, PP4)

"In my opinion, the workshop should be promoted to various schools so they can participate in the workshop as well" (INT, MLK, PP8)

"The organizer should promote this workshop through social media such as Facebook and Instagram" (INT, JHR, PP7)

"Parents are also mesmerized by the applications introduced and eager to help their children in exploring their usage." (FN, NSN, 10 am)

"Some of the parents require help because the reception of the internet was quite slow in this area." (FN, JHR, 10 am)

"The parents show their ability to use the smartphone with the applications. Parents also helped their children in exploring the apps." (FN, MLK, 3 pm)

b) Research Question 2

This subsection provides the answer to research question 2 - "What are the participants' suggestions to improve the workshop?"

Before the workshop, the researchers had to brainstorm and discuss the possible answers in answering research question 2. So, most of the questions will answer Research Question 2, and it was improvised during the distribution of the open-ended questions via Google Form. Further amendments were also made to the open-ended item based on the interview sessions with other participants during the preliminary study. As a result, suitable and appropriate answers were adapted and written in an open-ended form (refer to the following Figure 7). The participants were instructed to choose and mark their preferred answers from the listed suggestions.

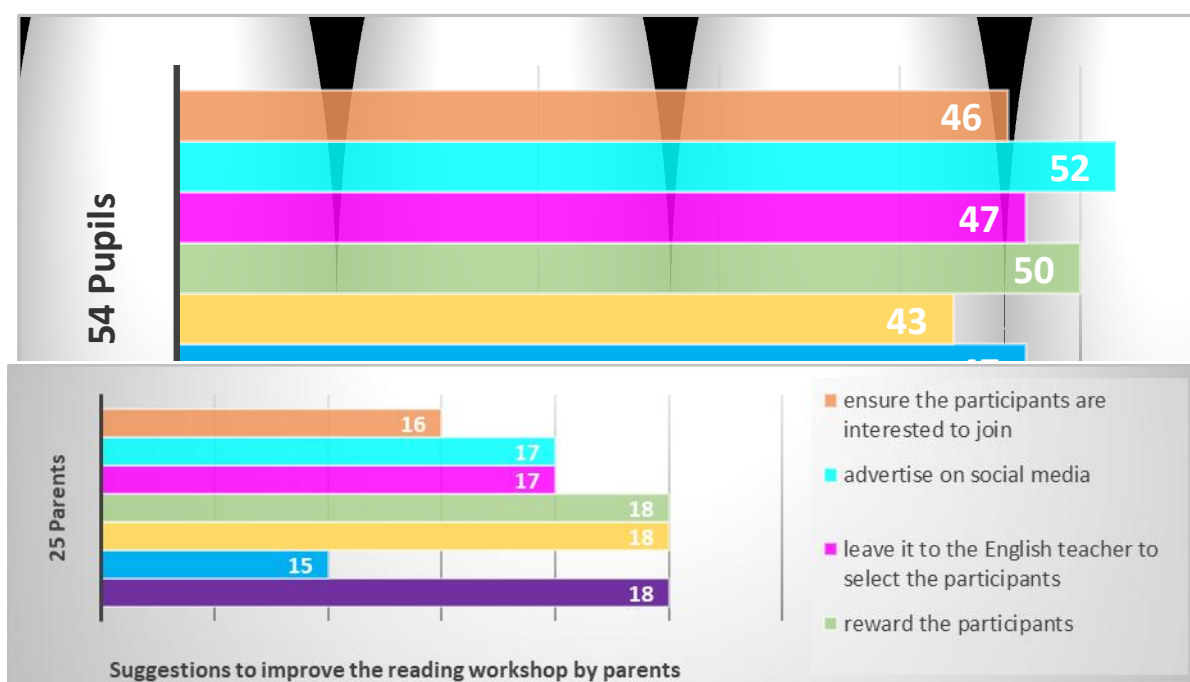


Figure 7: Feedback for Suggestions from the Participants

Figure 7 represents the feedback for suggestions from the participants in regards to improve the reading strategy workshop for future purposes. Despite the numerous suggestions, only suitable and practical ones are to be considered by the researchers. There are five to seven options in each question that they were required to answer (refer to Figure 6). The following suggestions are the most preferred ones marked by the participants. These are amongst the suggestions:

1. Make sure the participants are interested to enrol in the workshop and being actively involved in all the activities.
2. Advertise the reading strategy workshop on all social media platforms to ensure a maximum number of participants can be achieved before the workshop and also enable them to get updated information.
3. The English teachers are responsible for choosing the potential participants as they are familiar with their pupils' capabilities.
4. Reward the participants with suitable items or tokens as a sign of appreciation and to increase their extrinsic motivation.
5. Provide more interactive learning activities on ways to read via mobile applications and smartphones.
6. Provide a certificate of participation for the participants with the university emblem as a sign of appreciation.
7. Provide short quizzes and contests among the participants during the workshop to elevate their interest and promote active learning.

Overall, this reading strategy workshop is a success as the participants expressed their enjoyment throughout the workshop. They proposed the workshop to be carried out in a larger audience due to its benefits to pupils. From the interviews, they agreed that the workshop helps the pupils to improve their English Language proficiency level.

"I can understand more about the gadget and fluently use the English Language" (INT, MLK, PP5)

“The activities contains edutainment.” (INT, MLK, PP3)

“The usage of smartphone really helps me in mastering the English Language” (INT, MLK, PP11)

Koscik (2020) confirmed that a reading workshop is able to positively change the reading habits among the pupils in 7th grade. Another scholar, York (2020) firmly believed that parents’ attitude towards reading is changed after they participate in a reading workshop together with their children.

V. DISCUSSION

Based on the findings, it is evident that the reading workshop is effective to improve primary school pupils’ reading strategies, reading interests and English proficient level. It is vital for the community to pay attention to an individual’s reading strategy to help them become habitual readers (Bartik & Hershbein, 2018; Samsuddin et al., 2019; Luka and Seniut, 2019). Strategies that could increase students’ reading abilities should be introduced to ESL learners to help them improve their reading comprehension level. During the last two decades, significant progress has been made in establishing effective reading practices for children (Williams, 2017; Erdogan, 2019). When it comes to developing and aiding children in their reading development, parental engagement is crucial. Besides, early exposure to parental reading should be encouraged in young children (Lundstrom, 2017; Samsuddin et al., 2019; Gay et al., 2020).

Many of the current pupils’ activities are filled with the usage of smartphone applications (Ismail et al., 2016). Hence, this reading workshop which introduced the usage of many apps is deemed to be effective. In addition, the integration of mobile learning in many educational institutions is more common nowadays. Generally, young pupils, particularly those between the age range of 10 to 18 years old, are inclined towards using online games, especially for academic purposes. The findings of this study are parallel with Ismail’s findings that with the optimum integration of interactive multimedia and multimedia-capable gadgets, primary school pupils are empowered to read more effectively. If primary school pupils cannot understand their reading materials, they would fall further behind their peers (Erdogan, 2019).

VI. CONCLUSION

There is an obvious indication that this reading workshop is a success. The participants hope more reading workshops could be carried out on a greater scale of participation from the local community in the future. As reported by the participants, they perceived that the workshop is beneficial and helps the primary school pupils to improve their reading skills in reading English materials.

It is hoped that the local government could provide laptop/iPad/smartphone and internet facilities to underprivileged children for learning purposes. According to the Malaysia Education Blueprint, the government promotes the use of information and communications technologies in teaching and learning activities (Ganapathy, 2016). Nevertheless, poor internet services in rural areas in Malaysia make it difficult for pupils in rural areas to keep abreast with the current developments of language learning (Othman et al., 2019).

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Multi-Modal Discourse Analysis of Public Crisis Anti-Epidemic Documentaries—Take *The City of Heroes* as an Example

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Abstract—With the rapid development of multi-modal discourse analysis theory, discourse research is no longer limited to text analysis. The documentary brings together multiple modalities such as thematic text, subtitles, images, background music, etc., providing researchers with new ideas. This article takes the documentary *The City of Heroes* launched by Xinhua News Agency as an example, analyzes the discourse of visual, voice and image modality, and explores the meaning conveyed by the documentary in a public crisis, which is conducive to expanding the multi-modality in the documentary. By discourse analysis, we can understand the way it realizes the meaning of the text.

Index Terms—public crisis, documentary, multi-modal, *The City of Heroes*

I. INTRODUCTION

Multimodality refers to communication through multiple senses such as hearing, sight, touch, etc., with the help of language, image, sound and other means and symbol resources. That is, the transmission and communication of information is not the result of a single modality, but the result of multi-modal interaction (Zhang, 2018). Multimodal discourse analysis emerged in the 1990s, and its theoretical foundation is derived from systemic functional linguistics represented by Halliday. Functional linguistics theory regards language as a social symbol, and studies language from the interactive relationship between language and social and cultural situations. It believes that language has three meta-functions: conceptual function, interpersonal function, and textual function (Li, 2003). Kress & Leeuwen (1996) extended it to represent meaning, interaction meaning and composition meaning to establish a grammatical analysis framework of visual images, which corresponds to the three major functions of the system (Kress, Leeuwen, 1996). Li Zhanzi (2003) first introduced it to my country (Li, 2003). Other scholars in China have all carried out rich research on multi-modality.

As a cross-cultural, cross-temporal media form, documentary has an irreplaceable cultural mission (Zhang, 2020). The new pneumonia that broke out in 2019 has been positioned as a major public health emergency with the fastest spread and the most difficult prevention and control in my country since the founding of the People's Republic of China. In order to commemorate this epidemic prevention, Xinhua News Agency released the first panoramic documentary *The City of Heroes*, which recorded major news events from the complete closure of Wuhan to the release of the closure. By analyzing the three modalities of its multi-modal discourse media system and conducting discourse analysis, the author explores the meaning conveyed by documentaries during public crises, which is conducive to expanding the discourse analysis of multi-modality in documentaries and understanding its realization language and the way to the meaning of it.

II. TEXTUAL MODAL DISCOURSE ANALYSIS

A. Subject Textual Analysis

The subject text is the title of a film, a summary word for a certain segment. In *The City of Heroes*, with time as the axis and the development of character stories as clues, it is divided into six chapters in total. Connecting these six thematic texts together is the complete summary of the entire Wuhan closure to unblocking event. The text of each topic and the content of the scene are shown in Table 1.

TABLE 1
SUBJECT TEXT AND SCENE

Number	Subject text	Scene
No.1	Closing off outbound channels	The epidemic broke out and Wuhan was closed down.
No.2	Saving Lives	Airport: Military medical team and national medical staff support Wuhan; Hospital: Emergency treatment of lives.
No.3	Crucial Movement	Construction site: Construction of Huoshenshan Hospital and Leishenshan Hospital.
No.4	Everyone is a Hero	Qingheju Community: Temperature measurement, isolation, closed management, local resources to support Wuhan.
No.5	Great Love	Huoshenshan Hospital: 26-year-old granddaughter takes care of 89-year-old grandmother.
No.6	Spring Arrives After Winter	Wuhan: Patients are cured, new lives come, Wuhan regains life.

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The subject text is a theme of the scene. As shown in Fig.1, the four characters of the film name *The City of Heroes* are Xingkai font in Chinese character, which are always kept in the lower right corner of the entire screen. The purpose is to highlight the theme of the entire film and praise the heroic image of Wuhan. The picture is set with the silent Yangtze River Bridge and the dim Yangtze River as the background. In the middle of the whole picture, it says “Closing off outbound channels” which is also in Xingkai font, occupying the center of the whole picture, highlighting its main position. The viewer is told that the main message of this chapter is the suspension of various outbound channels. At the same time, it echoes the title of the movie *The City of Heroes* in the lower right corner. This indicates that the fight against pneumonia “Wuhan War” really started.



Figure 1

It can be seen from this that the function of the subject text is to summarize a certain segment, inform the viewer in advance of the main content of the chapter, so that they can interpret the subsequent picture with the known information. At the same time, it can also make up for the understanding deviation caused by incomplete or incorrect information acquisition caused by the excessively fast information transmission of the image.

B. Subtitle Discourse Analysis

Subtitles can allow viewers to accurately obtain the information that the producer wants to convey, and directly present the subtitles to the viewers with the simultaneous sound, so as to compensate for the information that may be overlooked by the image or sound.

Example I:

Many years from now, when people look back
at the battle against the novel coronavirus,
they won't forget a day in early 2020,
when a lockdown was imposed on Wuhan.
A lockdown that triggered off
a people's war against the epidemic.
And Wuhan is the eye of the storm in this war.

At the beginning of *The City of Heroes*, as in the above example, subtitles appear in the first 30 seconds. Through these subtitles, tell the viewer the time of the event occurrence “At the beginning of 2020”, the location “Wuhan” and the event “the battle against the novel coronavirus”. This subtitle is supplemented by dubbing, and the background is completely black. The viewer seems to enter Wuhan along with this, and return to February 2020 that unforgettable a people's war.

In summary, another embodiment of the text modal is subtitle. Its main function is to convey the information to the viewer most straightforwardly to make up for the information that may be overlooked in the picture. In the subtitles of the documentary *The City of Heroes*, a large number of specific digital descriptions are used, such as 346 medical teams, over 42 thousand medical workers, more than 4 thousand medical experts, 1 billion Chinese people. These numbers can

directly convey accurate information and most truly reflect the specific situation of the Wuhan epidemic. At the same time, it also reflects the determination and perseverance of the whole people to fight the epidemic and defeat the virus together in support of Wuhan from different power of the whole country.

III. IMAGE MODAL DISCOURSE ANALYSIS

Based on the Visual Grammar Theory of social semiotics, this chapter analyzes the discourse of image modalities from the meaning of representation, interaction and composition.

A. The Meaning of Representation

The meaning of representation corresponds to the conceptual function of systemic functional linguistics, which means that visual images can reflect the empirical events of the subjective and objective world outside of their own symbol system (Ding, 2020). According to the characteristics of visual images, Kress and Leeuwen (2006) divided the meaning of representation into narrative representation and conceptual representation (Kress & Leeuwen, 2006).

Narrative representation can be subdivided into action process, reaction process, and speech process (Ding, 2020). Fig. 2 is the action process in the narrative reproduction. The sender of the action is the takeaway deliveryman, and the receiving target is this electric car full of living supplies. It is a typical transitive behavior process, which recurrences the scene where the deliveryman is working at the risk of being infected by the virus when the closure is about to be closed. The deliveryman carefully prepared to start the electric car, and there were so many items on his electric car that there was nowhere to put his foot. It shows the panic of the citizens under the virus outbreak, and also shows the dedication of these unknown people who risk their lives to work.



Figure 2

Conceptual representation can be further divided into three types: classification process, analysis process and symbolic process (Pan, 2019). In addition to the action process (medical staffs swearing oaths), Fig. 3 also includes a classification process: five different teams volunteering in supporting Wuhan from various hospitals in Guangxi Province just represent five new forces. It can be seen that Guangxi Province medical staffs have confidence and determination in supporting Hubei Province; the symbolic process: the different color flags of each representative team symbolize the new power from different regions, and the red costumes represent the unified China, the one-hearted China. The gathering of different forces will definitely restore Wuhan to its former vitality and enable China to overcome this war without gunpowder.



Figure 3

In summary, the meaning of representation is the true recurrence of a certain scene, allowing viewers to feel the actions and expressions of the characters intuitively, and it is the enhancement of language. When the text and image describe a certain thing together, it can be maximized and to convey to the viewer the intention to express and the reproduction of the real scene.

B. The Meaning of Interaction

The description of video multimodal discourse mainly draws on the hierarchical classification of film and television works. According to the length of time, film and television works generally include 6 levels: frame, shot, scene, sequence, stage, and type (Zhang, Guan, 2013). *The City of Heroes* has a total duration of 45 minutes and 10 seconds, using the screenshot application PR to capture a total of 65,040 frames. Excluding duplicate screenshots, a total of 590

effective screenshots were obtained. Refer to the summary table of the realization of the interactive meaning of Kress and Van Leeuwen to get Table 2. The following will conduct an in-depth analysis of the documentary *The City of Heroes* from the four subsystems of the interactive meaning.

TABLE 2
THE INTERACTION MEANING STATISTICS IN *THE CITY OF HEROES*

Image behavior	Method to realize	Number of using times
Claim	Staring at the audience	60
Supplement	No gaze	128
Intimate/personal relationship	Close-up lens	72
Social relationship	Medium shot	138
Impersonality	Telephoto lens	75
Participation	Frontal perspective	69
Detachment	Oblique viewing angle	135
Viewer's rights	Overhead angle	63
Equal relationship	Flat angle	174
The power of the characters in the image	Upward angle	20
The emotions of the characters in the image	Close-up	26

1. Contact

Contact is an interactive relationship in which the film producer establishes an ideal contact interaction through the gaze “contact” between the characters in the image and the viewer. The way of “gazing at the audience” of the characters constitutes the claim image. On the contrary, it constitutes the provision of the image. The image is constructed through the shooting location--the reader relationship can adjust the symbolic power relationship, interactive relationship and intimacy between the reader and the image, so as to guide the reader to the “ideal interpretation of the images” (Pan, 2019, p.82).



Figure 4

The protagonist in Fig.4 is a doctor working in an intensive care unit. Outside the isolation ward, he communicated with his wife who came to visit by writing. Through the isolation door, the viewer can see the doctor's haggard eyes and the simple blessing to the four-month-old child in his hand. By “gazing at the audience”, the doctor not only communicated with his wife, but also with the eyes of millions of viewers, as if there were countless family members worried about doctors and patients standing outside the door of the ward. In this way, an intimate relationship is established, which triggers empathy between the viewer and the image character.

It can be seen from Table 2 that there are 128 frames that is belong to supplement type. The image characters do not have direct eye contact with the viewer, but only provide information to the viewer. There is no relationship between the viewer and the viewer to establish a certain character emotion to achieve emotional resonance. A total of 60 frames are claim type, and a certain relationship is established through gaze, which not only provides information but also spreads the emotions of the characters to the audience outside the lens. At the same time, Fig.4 also belongs to a straight angle, placing the viewer and the image character on the same horizontal position, expressing the equal relationship between the two parties, and also expressing respect for the devotee.

2. Distance

Distance refers to the social and interpersonal relationship established through lens framing that is different from that of the audience. Different social distances will produce different viewing effects. Normally, the close shot is to narrow the distance between the viewer and the image participant and then form an intimate relationship. As shown in Fig. 4, all belong to the close shot; the middle shot is to reflect the social relationship, such as Fig.3, which reflects the new type of social relationship formed by the support team; but the long-term view is just the opposite of the close-up view. The main highlight is the social environment or the social relationship between non-individuals.

It can be seen from Table 2 that the middle shot used in *The City of Heroes* consist of 138 frames, which are more than close shots or long shots. The middle shot shows a group of doctors busy in the ward, several construction workers rushing to work overnight under night lights, or volunteers walking around in the community. The middle shot reflects the busy, selfless and fearless images. It is a kind of supplement images and does not establish a certain relationship

with the audience, but only conveys the real anti-epidemic scene. In the close shot, there are the doctor's face deformed by the goggles, and the feet of Dean Zhang Dingyu that are not flexible due to frostbite. The long shots usually explain the time, place and environment of events, such as the empty Yangtze River Bridge, the empty Hankou Railway Station, and thousands of workers who are constructing temporary hospitals.

The entire documentary uses the alternate shooting technique of long-range and short-range shots, allowing the audience's sight to continuously change scenes and viewing distances with the lens, as if from an empty Yangtze River bridge to a hospital full of disinfectant water, forming a strong visual contrast.

3. Attitude

Attitude refers to the establishment of an equal or unequal social relationship between image participants and viewers through the perspective of shooting. It is mainly divided into vertical viewing angle and horizontal viewing angle. The vertical viewing angle includes two angles: bottom-up and top-down angle. It can be seen from Table 2 that the documentary uses a total of 174 horizontal viewing, that is, the audience's line of sight is at the same level as the participants. The purpose of it is to establish an equal social relationship.

The purpose of bottom-up angle is to let the audience experience the tallness of the scenery or the heroic image of the characters. It can be seen from Table 2 that there are 20 vertical shots to praise the heroic image of the characters, to reflect the great and sacred images of the characters such as doctors, volunteers, and workers, and to embody the power of the characters in the image from a perspective of looking-up angle.



Figure 5

The top-down angle is mainly used to reflect the broadness of the environment, emphasizing the environment, space, and the position of the characters in it. It has a macroscopic expression and is often used as the opening and closing shots to attract the audience. As shown in Fig.5, taken from a long range top-down angle, it shows a magnificent picture of a large number of excavators simultaneously starting to operate. It was emphasized that in an emergency, a large number of workers did not fear the invasion of the virus, and were ordered in danger, in order to race against time, hurrying to work. It only took less than two weeks for the two hospitals to rise from the ground, and made great contributions and assistance to the creation of a good admission place for suspected patients. By top-down angle, all people and things become very small, just like weak humans fighting the virus alone. But when many hands make light work, we must have confidence in defeating the virus.

In summary, through the horizontal perspective, an equal or unequal social relationship between participants and viewers can be formed. At the same time, the communication between the two parties from the same perspective can also reflect the emotion of respect for the image participants. The vertical angle of view is mainly to reflect the broadness and magnificence of the environment or the building, forming a strong perspective impact, in order to infect the viewer.

4. Modality

Modality is an important manifestation of the meaning of interaction. According to Kress's (2006) visual grammar theory, modality can be classified into three categories: high modality, medium modality, and low modality (Kress, Leeuwen, 2006). The color saturation of an image reflects its modality value, which will affect the audience's acceptance and credibility of the information. As shown in Fig.1, the background is the calm and waveless Yangtze River, and the Yangtze River Bridge appears lifeless under the cloudy sky. The whole picture is a low-sensory modality, conveyed to the audience the cold scenes on the first day of Wuhan's lockdown, It also shows that this people's war has really started. Fig.3 is a high-sensory modality. The various red ones represent new hope and energy injection against the epidemic. It also indicates that the battle against the epidemic is not smooth, but a confrontation between life and death.

It can be seen from Table 2 that this documentary also uses 26 close-up shots, such as the doctor's face deformed by the goggles, the foggy goggles that have been worn for a long time, and so on. Through these close-up shots, a wave of Chinese power that has risen up in this ordeal is shown, and the emotions reach people's hearts. It also stimulates the audience's national pride, enhances cohesion and arouses strong resonance among the audience.

C. The Meaning of Composition

The meaning of composition corresponds to the meaning of text in systemic functional linguistics, which can be

analyzed from three aspects: information value, significance and framing (Feng, Xing, 2011). The information value is realized by the spatial layout of each constituent element in the figure, and its role in the whole is determined by its position. Significance refers to the degree to which the constituent elements attract the audience's attention. The framing reveals the subordination of the constituent elements, as shown in Fig.6.



Figure 6

Fig.6 is a scene taken in the intensive care unit. The protagonist of the picture is the critically ill patient with equipment all over his body. He is in the left half of the entire image and belongs to the background view. The surroundings of the old man are blurred, which is not only the shooting environment is too intense, but also the image of the old man's vision is blurred due to the disease. The right half of the image is a medical monitoring instrument. The value on the instrument is the information value. These heart rate, blood pressure that deviate greatly from the normal value just verify that the patient condition has not been well improved, which is belong to the prospect view. The significance of the instrument is obviously high. The audience's first attention is completely attracted by the value on the brightly lit instrument, which enables them to truly experience the seriousness of the illness and the strong infectivity of the new crown epidemic. Through analysis, it can be seen that the spatial layout of various elements, font size, light intensity, etc. are all very important information, and then it contributes to the construction of the overall textual meaning perfectly.

It can be seen that through the three factors of information value, significance and framing, images of different meanings can be constructed to convey different information to the viewer. In discourse analysis, it is necessary to combine the two, and at the same time link the textual mode and the image mode to perceive the meaning of its composition as a whole.

IV. VOICE MODAL DISCOURSE ANALYSIS

As an important sensory receiver of hearing, voice mode also plays an important role. The voice modality and image modality in *The City of Heroes* constitute a complementary relationship, not a strengthening relationship. Only when sound and images are combined can static text become dynamic pictures more effectively. The voice mode in this documentary includes two types: simultaneous voice and background music. In terms of dubbing style, it chooses a quiet female voice with a personal touch instead of the traditional male dubbing, and tells the incident in a soft tone. It's as if everyone is looking back at the past experience personally, to feel the truth, plain but full of meaning.

The City of Heroes uses a lot of simultaneous voice to create a sense of reality and atmosphere on the scene, so as to attract and infect the audience. Thus, the theme of "Hero City" is fully reflected. For example, when Dr. Zhong Ming said, "But after I came here, I found many of my ways to treat critically ill patients didn't work. I saw many of my patients dying." The audience can't help but feel the severity and terrifying degree of pneumonia. When the news broadcast from CCTV sounded, "Chinese President Xi Jinping, general secretary of the Communist Party of China Central Committee and chairman of the Central Military Commission, stressed putting safety and health as the top priority and making resolute efforts to curb the spread of the virus." You will feel the importance of the country, the strength of the motherland, and the commitment of the party, so that everyone has confidence in defeating the epidemic.

Good background music with images can highlight and strengthen the theme content and touch the hearts of the audience. As the scene changes in the documentary, the music melody and rhythm also change. For example, when the broadcast announced that Wuhan had been pressed the pause button, the Yangtze River Bridge in the video was still and there was no background sound, thus creating an atmosphere of tension and danger. When the two-month lockdown of Wuhan was finally announced, the ending music *Listen to me say thanks* sounded. The warm singing of the little girl washed the city of Wuhan for two months, and also awakened the gratitude and awe of every Chinese under the gloom to the medical and nursing groups, patients, volunteers and other civilian heroes.

The commentary did not clearly point out the "hero", but the simultaneous voices all pointed out the theme. Xinhua News Agency's first-line interview reporter Xu Yang said "Wuhan is a city with heroes everywhere"; Zhong Nanshan said: "Wuhan was really a city. A very heroic city"; Chinese President Xi Jinping pointed out that "Wuhan is a heroic city, and the people of Wuhan are a heroic people." Such an ordinary statement highlights its extraordinary greatness and also echoes the theme of the documentary-the city of heroes.

V. CONCLUSION

Through multi-modal analysis, it can be concluded that *The City of Heroes* has two meanings: Firstly, it is called “the City of Heroes” because people from all over the country support Wuhan gathering here; secondly, the city and people in Wuhan paid a huge price. They sacrificed, endured, helped each other and never give up, so it is also called the “hero” city.

The City of Heroes uses three different modalities to outline the whole picture of the epidemic war from the perspective of civilians. It has a broad perspective and arouses people’s respect and gratitude for the heroes. Through analysis, it can be seen that the textual mode is the main mode of presentation of the theme, the image mode is the enhancement of the language, and the voice mode is the supplement to the image rather than the enhancement. The documentary is narrated in six chapters. There are more than 40 civilian heroes in the whole story. Through the use of a large number of squint angles, medium shots and horizontal viewing angle, on the one hand, it shows the pictures of these heroes who persisted in fighting in the face of difficulties when the epidemic broke out; on the other hand, it also shows that the Chinese power that has risen in the ordeal stimulates national pride, strengthens cohesion, and arouses strong resonance from the audience.

The documentary successfully conveyed its discourse meaning through a multi-modality, and conveyed everyone’s great mission and determination to fight the epidemic. The multi-modal discourse analysis and interpretation of documentaries help us understand the way in which it realizes the meaning of the text.

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Terry Pratchett's Rewriting of Shakespeare's Witches in *Wyrd Sisters*

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Abstract—Many scholars have written about how Terry Pratchett has represented the witches in his novel, *Wyrd Sisters* (1989), that were originally used in Shakespeare's tragedy, *Macbeth* (1623). However, in their studies of the two works, many of these scholars illustrate how both Shakespeare and Pratchett present the witches' personalities and outward appearances. Additionally, there has also been some literature on the representation of Pratchett's witches and some compared them with *Macbeth*'s three weird witches in relation to their appearance, personalities and external characteristics in general. At the same time, there is shortage in the studies that focus on the intention of the witches and the way they use their authority in both works. The study depicts the good and moral intentions of Pratchett's three witches in *Wyrd Sisters*. This can be seen in the way they use their authority and influence to give back the throne to King Verence's son and save the kingdom. It could also be seen in the way the three Wyrd Witches deal with Felmet and his Lady, despite what they do to them. There has not been much literature written about Pratchett's representation of the witches' intentions and influence in their plot to help King Verence, who represents Shakespeare's King Duncan, regain his throne rather than fight against his reign as the three witches did in Shakespeare's tragedy, *Macbeth* (1623).

Index Terms—adaptation, *Macbeth*, witches, rewriting, weird sisters, Terry Pratchett

I. INTRODUCTION

Many works have been adapted and rewritten by other authors. As a result, there has been continuous debate on the meaning of adaptation, its synonyms and whether the new work could be called an original source. Julie Sanders (2006) dictates that many authors and researchers use the terms "rewriting" and "intertextuality" as synonyms for adaptation (p. 3). Ronald Barthes (1981) declares that the act of "rewriting" has been used with different theoretical terms such as intertextuality. He declares that "any text is an intertext" (p. 39). Edward Said (1983) discusses the way the writer thinks when rewriting a text; he declares that the writer thinks more in rewriting than in writing. Said explains that the author no longer thinks of the source while rewriting. This means that when the source goes in a process of rewriting, it no longer has its own identity, but instead, it becomes a new product (Said, 1983). At the same time, Jacques Derrida (1985) looks at it from a different point of view. He links rewriting to flashbacks and memories and the "desire to launch things that come back to you as much as possible" (p. 157) as if the source or the original text is already stored in the author's memory which he revisits while rewriting. Other words are also used as synonyms for adaptation. For example, Adrian Poole (2004) mentions some of these words as "borrowing, stealing, appropriating, inheriting, assimilating, being influenced, inspired, allusion, and intertextuality" (p. 2).

As an adaptation theorist, Julie Sanders (2006) differentiates between adaptations and appropriations. She asserts that they both vary according to the purpose of intertextuality. She adds that, though they both include engagement with the text, appropriation "adopts a posture of critique, even assault" (p. 4). Sanders continues by defining each word. For instance, she defines adaptations of canonical works of literature as declaring "themselves as an interpretation or re-reading of a canonical precursor" which may sometimes include "the movement into a new generic mode or context" (p. 2). At the same time, she defines appropriations as "a political or ethical commitment [which] shapes a writer's, director's or performer's decision to re-interpret a source text." Furthermore, she claims that such theories would add "multiple and sometimes conflicting production of meaning" (p. 2).

Conversely, Linda Hutcheon (2006), another adaptation theorist, presents a new approach in evaluating adaptations that take into consideration the narrative strategies and the mediums in which they are presented. Hutcheon argues that any adaptation should be based on the theory of adaptation. She states that "[The reasons behind adaptation] should be considered seriously by adaptation theory, even if this means thinking the role of intentionality in our critical thinking about art in general" (p. 95). She considers adaptations as "deliberate, announced, and extended re-visitations of prior works," and discusses them in two ways: as a product and as a "process of creation and reception" (p. XIV).

In the case of adaptation as a product, Hutcheon (2006) argues that the original text will not remain the same as the adaptation, but it will still have the original sources' main ideas. For her, a process starts with determining the "adaptor", to determine the reason why the work would be adapted, taking into consideration that the new work, the adaptation, may be taken and viewed as a secondary or inferior source to the adapted work source (p. XV). At the same time, in the case of adaptation as a process, she states that it becomes a sort of process of appropriation (p. 95). Adaptation is seen as a "formal entity or product". This means that the adaptation could be transposed from one work or works. This may

include a “shift” to a new medium, genre or even to a new frame or style and context, without any change in the plot, maybe just told from a different point of view. This may also include a shift from real to fictional, historical, or biographical to fiction or drama. Adaptation also starts with “interpretation and their recreation”. It could be seen as the “process of reception” and a “form of intertextuality” (p. 8).

Hutcheon (2006) continues to state that adaptation is used by everyone. She also discusses the importance of both the original text, which is the adapted text, and the adaptation - the new text (XI). She states that any adaptation cannot be as good as the “original”, yet the adaptation is not considered inferior nor secondary to the adapted text either. Even if the literary work is adapted, this does not mean that the adapted text is the “original” or “authoritative”. Adaptations can also be important as the original where the adapted text is called the “source” or “original”. A “dialogue relation among texts” happens through adaptation, which is called “Intertextuality”, which “was only a formal issue” (p. XI- XII).

William Shakespeare (1564-1616)’s work has continuously been the “source” and “the original text” of many adaptations. Many authors consider Shakespeare’s work as their source and inspiration in creating new work that would present current and updated issues and express their cultural, psychological, and personal outlooks and traditions. According to Behir Ahlam and Lemmouchi Hakima (2018), Shakespeare’s literary works are still revisited and still provide insights into contemporary world literature. Since the time he was alive and started producing plays, Shakespeare has managed to gain a universal status in world literature, which immortalizes him. His work is still popularly well-known and has reached every corner of the world (Ahlam and Hakima, 2018). The two add that Shakespeare’s popularity and his continuous existence in contemporary literature have been studied by many scholars. Radmila Radovanovic (2010) declares that many writers either adopt Shakespeare’s work or refer to it. Some are also being performed and changed to scripts.

Peena Thanky (2017) states that the reason for the popularity of Shakespeare’s works is his understanding of the human character, his weaknesses and perfections. This is shown and expressed in his work. His plays are related to real life and teach moral lessons. Shakespeare’s literary works has been adapted in different ways with different changes, not just the changes in the plot. Jose Manuel Gonzalez (2012) declares that “...appropriating and rewriting Shakespeare is not a passive phenomenon” (35). For Gonzalez, passiveness is to present the same work without any changes. Another reason which makes Shakespeare’s plays important sources for adaptation is that they contain “political dimensions devised to idealize and/or demystify specific forms of power” (Camati, 2005, p.341). This makes them applicable and able to be applied in any context.

Shakespearean literature is adapted by many authors and found in all languages all over the world. Ahlam and Hakima (2018) mention some examples of Shakespeare’s adaptations; one example is the Chinese adaptation of Shakespeare’s *Hamlet* - a mix of Hamlet’s plot and the Chinese culture, creating a Kung Fu *Hamlet*. They add that it was the first time for the Kung Fu genre to be integrated to a Shakespearean play where the themes, such as that of the mask, range from Shakespearean to Japanese *Macbeth* (c. 1623). Another adaptation of Shakespeare can be seen in Sulayman al-Bassam’s (2007) work *Richard III: an Arab Tragedy* (Ahlam and Hakima, 2018). Charles Marowitz (1991) comments that Shakespeare’s works as source texts have usually been taken “as ‘material’ to be refashioned” (Marowitz, 1991, p. 5). Radovanovic (2010) discusses other adaptations of *Macbeth*, such as *Macbeth in Urban Slang*.

Indeed, *Macbeth* is one of Shakespeare’s plays that has been widely and is continuously adapted. According to Anna Stegh Camati (1995), *Macbeth* as a play is a tragedy considered as a “dramatization of the successful overthrow of the usurper or tyrant”, and in turn, this has made it “one of the best examples of a tragedy with topical references and political implications” (p. 341). Camati adds that in Eastern Europe, the tragedy is adapted as “a potent, politically subversive weapon” aiming at “denouncing corrupt and decedent tyrannies” (p. 341). The author mentions some adaptations of *Macbeth* such as Barbara Garson’s *MacBird* (1965) and Charles Marowitz’s *A Macbeth* (1971) (p. 341).

Many elements in the play have been adapted, such as the figures of the three witches. The role of the witches in *Macbeth* has been in continuous debate throughout literature. Some think that the role of the witches in *Macbeth* is not significant, and others try to find the significance of their role and make sense of it in the play (Albright, 2005, p. 227). For instance, Harry Levin (1982) calls their role mystifying: “Their outlandish imminence seems elusive and amoral because of their mysterious connection with the machinery of fate” (p. 57). Janet Adelman (2010) calls the witches “an odd mixture of the terrifying and the near comic” and finds that the ingredients for their cauldron “pass over toward grotesque comedy even while they create a (partly pleasurable) shiver of horror” (p. 57). Edward H. Thompson (1994) acknowledges at the very end of his article that the witches in *Macbeth* provide “the comedy!” (p. 3) Stephen Orgel (1999) of Stanford states that the music, singing and dancing is an entertainment for the audience. He also considers it a “move toward the court masque” (p. 148).

On the other hand, Maria Marino-Faza’s (2012) contradicts the previous opinions saying that the role of the witches is significant in *Macbeth*. She states that the image of the witches in *Macbeth* is powerful and this image could still be seen in the contemporary world. They still, as presented in *Macbeth*, present the “embodiment of evil” (p. 4). Marino-Faza (2012) continues that the witches in *Macbeth* are presented as they are in the Middle East ages or the Early Modern period as “ghost-like figures” or shadows. Such representations of the witches, along with their voices, have created an “oppressive atmosphere” (p. 5). Even when going back to the time when *Macbeth* was written, it was written to celebrate the accession of King James VI of Scotland to the throne of England. He was known for his knowledge and his belief in witchcraft, which he wrote in his *Daemonologie* in 1597 (Albright, 2005, p. 227). He even accepted the

witches in the performance of *Macbeth* as real witches. The representation of the witches in *Macbeth* is similar to what is commonly known about the witches as representing chaos and death (Albright, 2005, p. 227). People of the 21st century no longer believe of the witches and their power but they still link them to death, chaos and illnesses (Marino-Faza, 2012, p. 6).

This debate on the representation of the witches has created the reasons for adapting and rewriting the witches in a way to suit the perspectives of the authors. Since the 1970s, Rebecca Anne Forbes Robinsons (2016) states that witches have started to be presented as “innocent”, “sensual”, “sexually-liberated healer-midwi[ves]” and “the ‘goddess’”. Even today, various authors of fairy tales and fantasies are still rewriting the image of witches (Robinson, 2016, p. 2).

One such contemporary author is Terry Pratchett (1948-2015) who rewrote the figures of the witches in his *Discworld* fantasy series (Robinson, 2016). Pratchett in *Equal Rites* (1987) shows that witches are cleverer than wizards and that their magic is of higher quality than the magic of wizards (p. 113). Robinson (2016) adds that this is the opposite of what has been known about witches and wizards. Eva Homolkova (2009) says that nearly all of Pratchett’s novels are parodies, meaning that they are drawn from other resources. In truth, Pratchett usually does borrow plots, characters, themes and motifs from other sources. With that in mind, Homolkova adds that this maybe the reason why his works attract the attention of the readers (Homolkova, 2019).

Pratchett also rewrites them as “heroic”, “powerful” and “moral” characters which are seemingly new ideas about how witches are perceived. Furthermore, they are recognized as doing “good deeds” (Robinson, 2016, p. 3; Chowdhury, 2016, p. 5). Both Stuart Marxwell (2001) and Rebecca Robinson (2016) state that Pratchett rejects all previous stereotypical images of the witches. Instead, the word “witch” today conjures up the “image of a nature-loving, hippy-esque young woman” (Marxwell, 2001, p. 142). Thus, Marxwell’s (2001) description of the witch resembles that description which Pratchett’s presents when writing of his three witches.

II. ANALYSIS

Pratchett’s *Discworld*, as described in *Wyrd Witches*, is a large planet located on the back of the Giant Star Turtle known as the Great A’Tuin, which travels through the universe carrying four giant elephants which, in turn, carry *Discworld* on their backs (1989). The planet is inhabited with witches, wizards, fairy godmothers, elves, pixies, vampires, and zombies and is a world of magic in the literal sense (Pratchett, Stewart & Cohen, 1999). Pratchett’s *Discworld Series* are divided into four subseries: *The Rincewind*, *Death*, *City Watch* and *The Witches’ Novels*. *Wyrd Sisters* (1989) is one of the eleven novels from *The Witches’ Novels*. Ana Rita Martins (2016) posits that magic is an essential element in the *Discworld* especially in the novels that contain witches, such as *Wyrd Sisters*. Magic and witchcraft is what creates the plot and interferes in the characters’ adventures in a direct and indirect way throughout the novel (Pratchett 1989, p. 103). Magic could be found everywhere in *Discworld*; it is part of reality (Pratchett, 1989, p. 6). Martins (2016) adds that, because of the “induced magic”, words have real and significant power on the *Discworld* which would cause the transformation of someone or something psychologically and not physically (Pratchett, 1989, p. 106). The type of magic that is used in the *Discworld* is Headology, where witches can manipulate the stories and their power could have an influence over reality. Their magic is considered “white magic” and used in a “positive manner” (Pratchett, 1989, p. 110-116). The witches in *Wyrd Sisters* use headology in the novel, and in fact, even think in headology (Pratchett, 1989). John Timmerman (2009) argues that there are two elements which dominate fantasy literature, “magic and supernatural”, which are so vital for Pratchett stories’ development and have their main roles in the plot (p. 10). Despite all this, Timmerman (2009) also states that Pratchett’s heroes are close to real life and are also easily perceived by the readers (p. 11). This can be seen in *Wyrd Sisters*, where magic dominates the plot. Magic is used by the witches to move the whole kingdom ahead 15 years so that Tomjon could be 18 and rule the country instead of Felmet (Pratchett, 1989). This will be further developed later in the paper.

Based on the theory of adaptation, Pratchett’s *Wyrd Sisters* is considered an adaptation of Shakespeare’s tragedy *Macbeth* (Radovanovic, 2010; Homolkova, 2009). This adaptation contains the plot, the representations of some characters, the representation of Shakespeare himself as a bard, the existence of the three weird sisters, and the name of the witches. There has recently been some literature which tackles these adaptations in *Wyrd Sisters*. Additionally, there has also been some literature on the representation of Pratchett’s witches and some compared them with *Macbeth*’s three weird witches in relation to their appearance, personalities and external characteristics in general such as, Radmila Radovanovic (2010), Eva Homolkova (2009), Anna Martins (2016) and others. At the same time, there is shortage in the studies that focus on the intentions of the witches and the way they use their authority in both works. However, this study shows how Pratchett rewrites *Macbeth*’s witches in his novel, *Wyrd Sisters*, in a way to show how their intentions are different from those in *Macbeth*. The study depicts Pratchett’s three witches’ good and moral intentions. This can be seen in the way they use their authority and influence to give back the throne to King Verence’s son and save the kingdom. It could also be seen in the way the three *Wyrd Witches* deal with Felmet and his Lady, despite what they do to them.

Terry Pratchett’s novel opens with the death of King Verence, assassinated by his own cousin, Duke Felmet (Pratchett, 1989). King Verence is told by Death that he is destined to live as a ghost and haunt the castle (Pratchett, 1989). The difference here is that the ghost in Shakespeare’s play is the ghost of Banquo, instead of King Duncan (Shakespeare, 1995). Radovanovic (2010) declares that in *Wyrd Sisters*, Verence represents both Duncan as well as

Macbeth's Banquo. This is for two reasons: the first reason is that he has two sons, and the other reason is that Banquo's ghost appears in front of Macbeth, the same as the ghost Verence. The other difference is that Pratchett introduced the fact that King Verence has only one son, but in Shakespeare's work, the reader does not find out he has another son, the Fool, until the end of the play (Shakespeare, 1995). The two sons of King Duncan run away after they learn about the death of their father (Shakespeare, 1995). While, Verence's son and the crown are found in a coach after the witches have it crash (Pratchett, 1989). Again, in the current work, we can see a representation of Lady Felmet, who plots evil and harm for the advantage of her husband, Felmet. The plot of the king's murder is, in fact, planned by Felmet and Lady Felmet (Pratchett, 1989, p. 24 & 25), unlike the plot of *Macbeth*, where the witches have used their authority to plot and plan against the king and the peace of the kingdom (p. 236). Radovanovic (2010) discusses the plots of *Macbeth* and *Wyrd Sisters*, saying that Felmet represents Macbeth and is the reincarnation of him. He continues by saying that Felmet is like Macbeth in his "ambitions" and "thirst of power" (p. 12). It is only when Lady Macbeth hears of the prophecies that she plans on killing the king. The researcher argues here that Terry Pratchett's witches are represented to show good and moral intentions, unlike the intentions of Macbeth's witches, which manipulate Macbeth and take advantage of his ambitions against the king. Radovanovic (2010) argues that the role of Shakespeare's witches in *Macbeth* is to manipulate Macbeth and take advantage of him. On the other hand, the good and moral intentions of Pratchett's witches appear, first, in the way in which they try to give the throne back to the murdered king's son by protecting the boy and the crown, putting a spell on the kingdom and showing the truth of King Verence's murder to the public. Second, their good and moral intentions appear when they do not think of plotting to kill Felmet and his Lady, although they harm the witches in different ways. Good and moral intentions come from being moral figures as described by Robinson (2016). Their moral and good intentions, which make them different from *Macbeth's* witches, could be embedded in the change that Pratchett made in the name of the witches from "weird" to "Wyrd". In old English, they both have the meaning of "fate" or "destiny" (Homolkova, 2009, p. 12), but the difference is that *Macbeth's* witches are weird in an evil and dark way when motivating Macbeth's blind ambitions and fate. On the other hand, Pratchett's "wyrd" sisters are weird in being witches with good intentions that make them manipulate the life of the king's child for his own and his kingdom's sake.

In Pratchett's novel, the witches plot against Felmet and his lady to give back the throne to Verence's son. They have used their authority to save the murdered king's son rather than to help in killing him, such as depicted in *Macbeth*. This goes with what Robinson (2016) and Radovanovic (2010) state about Pratchett's witches when they call them "heroic". Radovanovic (2010) also adds that the witches in the later work are represented in a more developed way in their role in the novel and in having names. Their names are Granny Weatherwax, Nanny Ogg and Magrat Garlick (Pratchett, 1989). The first thing the witches do, is to find a safe place for the child where the new king and his lady cannot reach until he reaches the age to rule the kingdom. So, they decide to name him, Tomjon, and give him to a troupe of actors outside the country managed by Olwyn Vitoller (Pratchett, 1989). They also hide the crown in the troupe's prop box (Pratchett, 1989). The witches decide to give Tomjon three gifts to help him protect himself. Here, Pratchett's witches secure Tomjon with true safety and security because they wanted to protect him from whatever he may be exposed to. He was always watched by them through the crystal ball. This proves what Martins states, which is that the witches are represented as healers. They help other people and have the characteristics of motherhood (Pratchett, 1989).

Another point is that the child has been given to strangers so these gifts will help him in his life. These gifts are the ability to make friends easily, to have a very good memory and to be able to "be whoever he thinks he is" (Pratchett, 1989). These gifts, which are given from the Wyrd Sisters, could be compared with the prophecies that Macbeth was given by the weird sisters in *Macbeth*, which caused his destruction. Richard F. Whalen (2013) states that the witches' manipulation of Macbeth to fulfil his ambition to be the King of Scotland leads him to his downfall and end. First, he becomes happy for what he hears from the witches, which leads him to imagine himself ruling the kingdom. His imagination guides him to remove anyone from his path in being a king. This could be interpreted in a way that the witches represent Macbeth's own desire in being a king. Whalen (2013) adds to this, that the witches are depicted as Macbeth's own evilness and inner dark side. This is proved by Marino-Faza (2012), where he states that the witches' evil vanishes after Macbeth is destroyed. They no longer do any spells. The following lines show the prophecies of the witches after hearing them from the king's messenger.

"All hail, Macbeth! Hail to thee, Thane of Glamis!"

All hail, Macbeth Hail to thee, Thane of Cawdor!

All hail, Macbeth, that shalt be king hereafter!" (Shakespeare, 1995, p. 15)

Marino-Faza (2012) states that *Macbeth's* witches are representations of death, illness and chaos (p. 6). They knew Macbeth's fate and controlled it (Whalen, 2014, p. 60). Abhishek Chowdhury (2016) declares that it is the seduction of the witches that causes Macbeth to be deprived of his manhood (p. 5). Despite their role in the play in manipulating the scenes, they are not presented as heroines (p. 5). Radovanovic (2010) states that Pratchett intends to show his witches as heroines and Felmet as the antagonist. He continues by claiming that Pratchett is trying to answer the question, "What would have possibly happened in *Macbeth* if the witches were the protagonists?", but only from his own perspectives towards the word "witch" and what it means to him (Pratchett, 1989, p. 11). He continues by saying that Pratchett adapted the same external characteristics of *Macbeth's* witches while adding new ones such as being kind to people and being educated (Radovanovic, 2010).

In the following rhyme, it could be noticed how much trouble and harm the witches want for Macbeth and the kingdom:

“Double, double, toil and trouble

Fire burn and cauldron bubble” (Shakespeare, 1995, p. 10-19)

According to Marino-Faza (2012), the cauldron here symbolizes the mind of Macbeth filled with confusion by the witches. It also represents Scotland itself. If we try to compare between what the witches do in *Macbeth* to what Pratchett's are doing to help the Kingdom of Lancre, the difference lies in the intentions of both groups of witches. The witches are worried about the Kingdom of Lancre and its inhabitants, especially after Felmet starts to harm and haunt them, cut down trees and take taxes. This makes them think of a spell which will make the kingdom pass 15 years, so that Tomjon will grow in age to take the throne back, ““I reckon fifteen'd be a nice around number,” said Granny. “That means the lad will be eighteen at the finish. We just do the spell, go and fetch him, he can manifest his destiny, and everything will be nice and neat”” (Pratchett, 1989, p. 198). Here, the witches' intentions of saving the kingdom appear to be the opposite of that of the witches in *Macbeth*, where their attention was the corruption of the kingdom. As known from the play, a series of murders start after the witches talk to Macbeth in the forest, starting with King Duncan, Banquo and on to Macduff's family. The witches' speech has enhanced his greed and blinded his humanity to only follow his ambition to be a king. Whalen (2013) argues that the witches are an adaptation of Ancient Greece's *Moirae*, also known as the Fates, which are the three goddesses who control one's destiny. The three Fates could also prophesy in English, and this is where the origin of “weird” in Old English comes into play, as back then, it meant “fate” or “destiny” (p. 61).

It can be noticed that the witches hail both Banquo and Macbeth, and have worked their deception on both, as well. Yet, they only have an effect on Macbeth which leads him to be blindly ambitious, while, on the other hand, Banquo is represented as rational in his doubts. In fact, he believes the witches to be “[t]he instruments of darkness” (Shakespeare, 1995, p. 121-122).

Part of trying to give back the throne to Verence's son, is to change the words and the lines that the actors and the witches say in the play. Hwel, the playwright, is asked by Felmet and his lady to write the play to show that they have nothing to do with the death of Verence and to show how bad and evil the witches are. They first ask the Fool, and he suggests asking someone to write a play since “words have power” (Pratchett, 1989, p. 188). The witches are integrated into the play and decide to show the audience, which includes the Duke and the Duchess, what really happened and how Duke Felmet killed the king. “Why don't we just change the words?” said Magrat. “When they come back on stage we could just put the ‘fluence on them so they forget what they're saying, and give them some new words” (Pratchett, 1989, p. 314). Tomjon was part of the play and he was wearing the crown that the witches hid in the prop box. Tomjon refuses to be the King of Lancre and his half-brother, the Fool, whose real name is Verence, becomes the king.

Second, the Wyrd witches' good and moral intentions appear when they do not think of plotting for killing Felmet and his Lady, although he harmed the witches in different ways. Although Pratchett (1989) represents the Wyrd witches with beards, much like Shakespeare's witches, they differ in their intentions and their ways in dealing with others from Shakespeare's version. Abhishek Chowdhury (2016) states that Pratchett keeps Shakespeare's witches' appearance the same with beards, as a male feature and a masculine form, to show how powerful and “prophetic” they are even if they have such appearance as that of females with beards. First, the tax collectors are sent by King Felmet and his lady to arrest the witches, but instead, the kindness of the witches and their good hospitality make them feed the collectors instead of harming them.

““She did *what*?” said the Duke.

“She give me a cup of tea, Sir,” he said.

“And what about your men?”

“She give them one too, Sir”” (Pratchett, 1989, p. 57)

Another scene is when people start rumors about the murder, and Felmet asks the Fool to think of a way to get rid of the witches because he thought that they were behind the rumors. Radovanovic (2010) discusses how Felmet is really obsessed with the witches, which increases until the end of the play. The Fool suggests using rumor and propaganda, so this is why Hwel was asked to write the play to be performed in front of an audience. “Witches, I suspect,” said Lord Felmet. The Duke shrugged. “How should I fight magic?” he said. “With words,” said the Fool, (p. 90). He continues “we learned that words can be more powerful even than magic.” “We must tell the world about the witches. They're evil. They make it come back, the blood. Even sandpaper doesn't work” (p. 91). According to Radovanovic (2010), Felmet is presented as an antagonist, who tries to rewrite the past and change facts, by asking for a play to be written. He wants to show himself as a righteous champion, while the old king, Verence and the witches are shown as evil characters (p. 11). Radovanovic (2010) adds that Pratchett tries to show that Felmet and his Lady had a destructive ending such as Macbeth and his Lady, in which greed and blind ambitions was the reason in both cases (p. 13).

The witches were invited and saw the play and were shocked of the performance. The witches are aware of the fact that Felmet is the murderer of the king and they are clever and educated enough to recognize that Felmet is cruel and evil and is not good to rule the country. They try to use their intelligence and wisdom in changing the words that were altered by them, since they were forced to act instead being the real actors who were mistaken by them and taken by the soldiers. They did not want a scandal; rather, though they were able to create it, their intentions were to show the truth

of what really happened. Radovanovic (2010) states that the intelligence of Pratchett's witches appears in their use of "headology", which is "a combination of psychology and pure logic" (p. 7). Radovanovic (2010) states that Magrat is presented as an herbologist to show how intelligent the witches are.

Another way in which Felmet and his Lady bring harm to the witches is when Nanny Ogg, who entered the castle looking for her cat, is locked in the dungeons and Felmet intends to burn her. He does this thinking that she came for him.

"Shawn (talking to Magrat): "'It's mam!"

Magrat: "What happened to her?"

Shawn: "He's locked her up! Said she was coming to poison him!

"She's been put in chains!" (Pratchett, 1989, p. 137).

"You are to be tortured," the Duchess declared, "and then you will be burned." (Pratchett, 1989, p. 139). Granny Weatherwax and Magrat sneak in the castle and, are helped by the Fool to reach the dungeon. Magrat breaks in the dungeon using her magic. This scene shows how Felmet is manipulated by his evil and blind ambitions, such as Macbeth in Shakespeare's *Macbeth*. Radovanovic (2010) discusses the insanity and evilness of Felmet which increase throughout the novel until the end.

III. CONCLUSION

From what has been discussed in the paper, the difference in the intentions of both groups of witches is noticed. The reader could also follow the evidence that was presented to show how Pratchett intended to show this difference in his novel. Pratchett adapts the same three witches from Shakespeare's *Macbeth* and rewrites them to follow the conventions of the new image of the witches, which he presents in his work. The paper highlights the good and moral intentions of Pratchett's witches with giving examples and evidence from the novel and from previous literature. It also depicts the difference between Pratchett's witches and Shakespeare's witches in their use of authority and the way they plot. Further research could be done on the other adapted elements in the same novel, *Wyrd Sisters*, since there is shortage of literature regarding these adaptations.

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Research on Advanced Oral Chinese Curriculum From the Perspective of Constructivism Theory*

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Abstract—With the rapid development of globalization, the advanced oral Chinese curriculum becomes more and more important in international education for the foreign students of the senior class in China. Aiming to address the problems in the teaching of oral Chinese curriculum, this paper uses the literature method, comparative analysis method, and survey method to study the advanced oral Chinese teaching mode under the constructivism theory. With the guidance of constructivism theory, this paper concludes and provides three teaching modes including scaffolding mode, interactive mode, and task-based mode by analyzing oral Chinese teaching cases. The construction of the three teaching modes can do more effective functions on the advanced oral Chinese curriculum for the international education teachers to use.

Index Terms—oral Chinese curriculum, the constructivism theory, scaffolding mode, interactive mode, task-based mode

I. INTRODUCTION

Oral ability is a crucial ability that second language learners need to master, which is a bridge between language learning in the class and practical application. It shows a strong practical significance to the language ability of students. Oral Chinese teaching in the international Chinese language teaching is indispensable and significant. While there is a big gap between ideal oral Chinese teaching and practical teaching. More interaction is needed in teaching practice by providing proper teaching modes. In the contemporary teaching of oral Chinese curriculum, some foreign students in senior levels cannot finish their oral tasks in the oral Chinese curriculum, and even they cannot understand the teaching content, resulting in the lack of vividness and effectiveness of advanced oral Chinese. The teacher-led teaching is not conducive to the development of language skills, as language skills are not imparted by the teacher to the students, but are co-constructed by the teacher and students in an interactive process. It is important to note that speaking ability is not acquired through simple interaction. It is worth exploring ways of teaching speaking that will motivate and interest students in the acquisition of speaking ability. We need to seek solutions to change the situation, improve the effectiveness of advanced oral Chinese curriculum and ensure that the teaching of advanced oral Chinese curriculum is carried out scientifically and effectively. It is a proposition that should be reflected upon in today's teaching reform process. To improve the quality of the oral Chinese teaching curriculum, this paper chooses the constructivism theory as a theoretical foundation and explores effective teaching modes of oral Chinese curriculum. As such, by analyzing the data collected from foreign students, this paper seeks effective teaching modes to improve the teaching of advanced oral Chinese curriculum aiming to address the problems in the teaching of advanced oral Chinese. It applies comprehensive research methods, especially literature research method, comparative method, and survey method with research instruments of interviews, case studies, and questionnaires to study advanced oral Chinese curriculum from the perspective of constructivism theory. This paper identifies proven teaching modes through observations during the curriculum teaching design for foreign students in the senior class. Finally, three effective modes for teaching advanced oral Chinese curriculum are analyzed and derived from teaching cases. They are scaffolding teaching mode, interactive teaching mode, and task-based teaching mode.

II. LITERATURE REVIEW

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A. *Teaching Study under the Constructivism Theory*

There are various studies under the constructivism theory, and most of these are in the field of oral English studies. According to Huang (2007), constructivism appeared in the fields of philosophy and psychology at the very beginning, and now it has been widely applied in the educational circle. Researchers believe that one of the most important developments in educational research is that constructivism theory plays an increasingly important role in teaching and learning. Constructivism learning overcomes the superficial, isolated, and mechanical learning of knowledge different from traditional learning. It emphasizes the active, social, and contextual nature of teaching and learning, and is consistent with our current educational concept of cultivating creative, autonomous, and cooperative talents. Huang's study took the ongoing college English teaching reform, and also adopted the previous researches as a reference. It aimed to improve the teaching effect of grammar and helped students to develop their language ability and oral ability simultaneously. Based on the constructivism theory, here the study told us six principles of college English grammar teaching. Gijbels et al. (2006) thought the students can find constructivist learning as the best way to acquire knowledge in a new environment, and they used seven key factors to do experiments, and the data was measured by the D-Index. Thus, we find that constructivist learning is an effective learning way in a new environment, and it is better than the ways in the conventional learning environment. Yuhaziz et al. (2019) used a pilot experiment to study the interests in history class. They used board games in the history teaching curriculum so that the history learner can develop collaboration, promote engagement in class, and create critical thinking processes under the constructivist teaching environment. They used observations, questionnaires, and in-depth interviews to conclude that the students are more active when using the constructivist way to teach in the classroom. From the studies above, we can easily find a lot of teaching studies that are based on the constructivism theory to lead the students to have more interest in learning nowadays. As such, it is necessary to take the constructivism theory into the oral Chinese curriculum to develop an effective approach. In other words, the constructivism theory is a valuable theory that we can apply in teaching practice.

B. *Constructivist Teaching Study in Chinese Education*

Liu (2018) used constructivism theory to study the tea culture curriculum design of Chinese learning. In the same year, Yan studied the application of "digital Story" in Chinese Culture courses for international students, and she also used constructivism theory. Gao (2011) put forward the cultivating strategies of automatic learning ability for central Asian students from the perspective of teachers. All of these materials can provide a deep research foundation. Huang (2014) wrote the article called *New research progress of intercultural adaptation of international students in recent ten years*, which reviewed the collection and translation of foreign literature on cross-cultural psychological adaptation since 2000 and sorted out the literature from the aspects of research objects, research methods, influence factors, adaption process, methods, and measures. Cross-cultural factors included cultural reasons and individual reasons, and they are dynamic and repeated adaptation processes. Here the specific measures are put forward for education in China. Under the constructivism theory, Liu (2021) conducted a teaching experiment for a semester of 92 students in Grade four of primary school to investigate their learning attitude, learning motivation, and teachers' professional quality. Gu (2021) used constructivism theory to construct the concept of teachers, students, and knowledge acquisition. The education in domestic universities is to cultivate such compound talents to meet the needs of economic growth and social development and to organize the "students' centered" teaching to cultivate more high-level compound talents with both professional knowledge and higher English level, which can respond to the new challenges posed by economic globalization and international competition better. From this perspective, we find there are more than 6000 papers about the constructivist teaching methods, especially most of which pay more attention to the English curriculum teaching, English curriculum teaching modes, oral English teaching methods. For example, interactive teaching research catches more eyes in teaching studies.

C. *The Study of Oral Teaching*

Wu et al. (2007) used constructivism theory to guide intermediate oral English teaching that can lead the learners out of learning difficulties, and cultivate students' language communicative ability in a better way. With the gradual improvement of the learning interest of the Chinese language, Xiao (2014) proved the theoretical and practical significance of oral Chinese teaching under constructivism theory. Based on this background, he introduced constructivism learning theory into the teaching of oral Chinese curriculum, trying to cultivate the initiatives of oral Chinese learning. With constructivist theoretical instruction, we can easily promote the improvement of oral Chinese level and language application abilities. Yuan et al. (2021) thought that the oral communicative ability cannot meet the actual needs, and the traditional Chinese oral English teaching effect seems not ideal. Language teaching and learning must be carried out in a certain environment, just like the virtual reality technology environment in their study, and we analyze the characteristics, pros, and cons in Oral English teaching. Finally, we find new constructivism teaching methods can do more positive significance to oral teaching in the class. As well, using constructivism theory to study oral Chinese teaching is a hot spot research field. Lots of scholars studied different levels of oral Chinese learning. Wang (2018) studied the teaching design of primary oral Chinese teaching in Thailand from the perspective of the Constructivism scaffolding approach. Liu (2021) used interactive teaching mode under constructivism theory to study the network broadcast teaching of advanced oral Chinese curriculum. Sun (2012) found the dominant principle of teaching method which is "learning by doing" under constructivism theory, emphasizing the practical and communicative nature of

language acquisition, and advocating to use the acquisition of target language in the process of completing teaching tasks. It shifted from the traditional teacher-centered single mode in a student-centered mode, inserted more communicative activities in the class, let the students participate independently and collaborate interactively, and realized the language learning goal. In the study of oral teaching scope, we study from two dimensions under the constructivist background. One is the oral English teaching; while the other is the oral Chinese teaching. Facing the current situation of oral Chinese teaching, we gathered materials at least three levels. The first level is elementary oral Chinese. The second level is intermediate oral Chinese. And the third one is advanced oral Chinese learning. The close connections between oral Chinese learning and constructivism theory are found.

The above research practices based on constructivism theory, and different research methods have been used to explore different types of teaching and speaking instruction. It is found that constructivism theory is widely used. More importantly, it can be of great importance and value in guiding the construction of students' language skills in practical teaching, especially in oral language teaching. The Constructivism theory emphasizes that language skills are not imparted by teachers, but are actively acquired by students in certain contexts with the help of teachers or peers. In the construction of language skills that are both interactive and contextual, the embedding of oral tasks has a facilitating effect on the improvement of Chinese speaking ability. However, existing research is inadequate in analyzing how constructivism theory can be applied to practical cases of advanced oral Chinese curriculum. Therefore, based on the constructivism theory, this paper aims to explore the practical value of teaching modes and methods based on actual cases in the advanced oral Chinese curriculum.

III. METHODOLOGY

A. Literature Research Method

Based on the search of plenty of Chinese and foreign research literature mainly including articles, classical books, magazines, and research results, etc., this paper takes a comprehensive discussion on the teaching modes of advanced oral Chinese teaching from the perspective of constructivism theory and has a deep analysis of the teaching situation to the advanced oral Chinese curriculum. Through the CNKI platform, we get lots of excellent graduate papers for master's or doctor's degrees, and also search materials from Springer, Elsevier to get abundant articles. A large number of previous research materials and views that the authors collected laid a solid research foundation for this paper.

B. Comparative Analysis Method

The paper gathers data from a senior international class of 10 students about their studying goals, learning interest, and learning effect. It uses interviews and team discussion ways to know more about the different teaching effect in oral Chinese learning. Finally, we seek effective teaching modes about how to improve learning interests in advanced oral Chinese teaching and convert the conventional teaching mode from teacher-centered to student-centered mode, which can stimulate the international students to learn oral Chinese more effectively. In this part, we get comparative analysis among different students when facing a certain oral Chinese curriculum design, which is one comparative dimension; while the other comparative aspect is to compare the oral Chinese learning with oral English learning, and there are similarities of teaching skills and indeed we can take each other as a reference.

C. Survey Method

The survey method includes interviews, case studies, questionnaires. This paper will choose several students to interview and to observe their emotions and learning goals in their oral Chinese teaching class. For different students, they will show different attitudes towards the same teaching design. In this way, we can improve the teaching case in a more proper way and make it excellent in the oral Chinese teaching. Furthermore, questionnaires are the necessary way in a research study, the paper will design several questionnaires to survey about the research topic and conclude some effective teaching modes to give the teachers of the senior international students class to use. Based on the understanding of the students and the steps of teaching, we design the questionnaires containing the basic situation of the study subjects, their understanding degree of the teacher, and the using process of the practical teaching.

IV. TEACHING MODES

A. Scaffolding Teaching Mode

Vygotsky (1978) emphasizes interaction and engagement with the target language in a social context based on the concept of Zone of Proximal Development (ZPD) and scaffolding. In other words, learning is best achieved through the dynamic interaction between teacher and the learner and between learners. With the teacher's scaffolding through questions and explanations, or with more capable peers' support, the learner can move to a higher level of understanding and extend his or her skills and knowledge to the fullest potential. Therefore, scaffolding teaching mode as a new teaching method of constructivism theory has a great advantage, especially for oral language teaching. The core concept of scaffolding is an activity guided by the teacher. It provides enough time and chance to let the students learn by themselves, which can be defined as student-centered learning. In the oral Chinese curriculum, the teacher designs scaffolds according to the teaching context and content rightly to guide the students to improve in accordance with the

knowledge framework and to achieve the improvement of language skill. In the oral Chinese curriculum, this scaffolding teaching mode can attract students to open their mouths to speak and make clear their learning goals. The scaffolding teaching mode has strong interactivity, and it will show a reciprocal interaction when the scaffolding is fixed properly.

The process of using the scaffolding teaching method to teach is the process of selecting, building, and removing the scaffolds based the designed context. In the teaching practice, teachers can think about what the teaching contents will be involved, then design scaffolds to support and guide the students to develop themselves. The operation process of the scaffolding teaching method is generally composed of six components. They are selecting a theme, building scaffolds, entering a situation, independent exploration, cooperative learning, and effects evaluation. Under constructivism theory, the introduction of theoretical scaffolding teaching method into advanced Oral Chinese teaching is helpful to form a more practical oral Chinese teaching method. This paper uses survey and interview methods to verify the scaffolding teaching mode. Given advanced oral Chinese teaching in the scaffolding teaching mode, the paper analyzes the general information of learners, the influencing factors, and relevant factors of application effect, all of which will provide a beneficial reference for advanced Oral Chinese teachers.

Taking the case *Lesson 8 Beautiful Heart, Everybody Has* from the advanced oral Chinese curriculum in *Developing Chinese (The Second Version)* in the advanced oral Chinese teaching for example, target students are assigned to make a speech by themselves, but they do not have enough language knowledge including sentence patterns, phrases, words or connective words, then scaffolding mode here is a good way to take as follows:

1. 根据课文一，说说人们对健康和瘦身的看法。
(走下坡路 热门 挂在嘴边 落伍 头号)
2. 说说课文一中所作调查的情况和结论。
(瘦身 爱美之心，人皆有之 如此看来 由此可见)
3. 根据课文二，专家是怎么劝说那些减肥的人的？
(何苦 何必 千万)
4. 根据课文二，说说人们减肥的原因。
(要不然的话 丢脸 否则 要是不……就别想……)
5. 根据课文三，说说都有哪些省钱的瘦身方法。
(何必 不妨 别再……了 还是……吧 一举两得)

Figure 1. Some Scaffolding Phrases or Words for the Task

In this task, it may be difficult for students to find proper sentence patterns, phrases, words, or connective words to construct their own language in this lesson, so these words or phrases shown in Fig. 1 are chosen as the scaffolds, such as the sentence patterns like "If not do like this" and "but for", and phrases like "lose face" and "or else" in this oral Chinese curriculum. As scaffolds for the reason of excise, they are classified into sentence patterns, phrases, words and connective words shown in Fig. 2. All of these scaffolds in this case can consist main meaning of the passage.

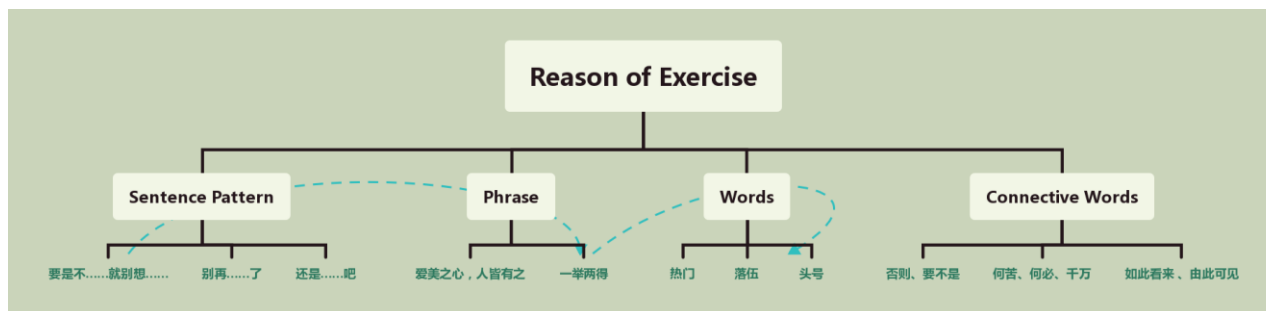


Figure 2. The Classification of Scaffolding for the Task

With the scaffolds provided in the teaching case, the students may have confidence and interest to finish this task, which can drive them to tell what the passage is about and express the main ideas in the passage. So the scaffolding mode is a good way for the students to construct their own language of what they want to express. Then the students can use these scaffolds to accomplish their five-minute speech in a clear-thinking method. According to the six components of

the scaffolding approach, the theme selection and scaffolding building components of this teaching case have been completed. And the context entry and independent exploration components are the processes of self-construction of students' language skills supported by the scaffolding. After the self-construction, students engage in cooperative learning based on the language foundation they have already constructed. The subsequent evaluation of the results is the processes of language output, i.e. the formation of advanced oral Chinese ability. The Cooperative learning is the processes of consolidating self-constructed language skills through peer interaction, in which peers provide each other with scaffolding to make them take the initiative to cooperate and communicate. The evaluation is a process of teacher-student and student-student interaction with the scaffolding of the output of the teacher or peers. Here we can easily get the conclusion that the scaffolding mode is an effective teaching method for the advanced oral Chinese teacher to organize their curriculum teaching.

B. Interactive Teaching Mode

A language is a communicative tool in real interaction. Through investigation and interview, it is of great significance for teachers to apply interactive teaching mode to carry out advanced oral Chinese teaching. The interactive teaching mode emphasizes students' dominant position and advocates teacher-student interaction, students-student interaction and other multidimensional interactions. It can achieve the interactive teaching behavior in the oral Chinese class, stimulate students' participation enthusiasm, and improve the interactive effect of oral Chinese teaching. In the design of interactive activities, we should pay attention to the characteristics of multidimensional interactions, improve the students' oral communicative ability, and achieve the teaching goal of the curriculum. Ur (1996) describes ten forms of interactive classroom activities including group work, whole-class interaction, and self-assessment. In other words, there are multidimensional forms of classroom interaction that teachers can flexibly choose to use in their teaching practice. In addition to the traditional teacher-student question-and-answer format, peer interaction may be a more effective form of interaction to facilitate students' meaning construction. Fan and Xu (2021) encourage teachers to give students freedom to choose familiar peer partners in classroom group activities to enhance student' emotional experience, negotiate meaning, and strengthen peer support and social connections. Nowadays, the researchers realize that interactive teaching has become a modern teaching reform method under the constructivism theory, and will inevitably become a new teaching mode suitable for oral teaching.

A majority of the oral English curriculum for the international students in the new era turn to online courses but seriously lack interaction. Therefore, the basic principles of interactive teaching and interactive types of specific teaching processes are used to explore the teaching modes. The constructivism theory is used to study how online interactive teaching is implemented, how the online interactive process occurs, and what the specific contents in the interactive process are. It can provide a reference and improve the multidimensional interaction of the advanced oral English class in the current practical teaching. Also, it is an effective oral Chinese teaching method currently. We need to change the teacher-centered teaching mode to a student-centered teaching mode. Comparing these two teaching modes we can easily find the advantages of the interactive teaching mode guided by the constructivism theory.

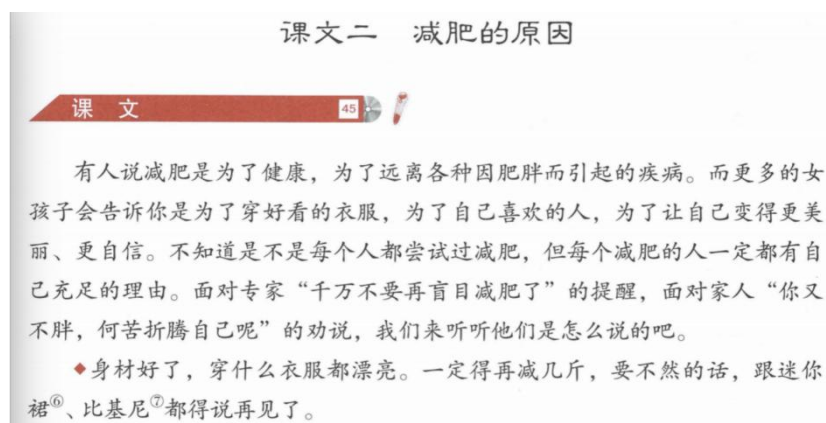


Figure 3. The Extract of Teaching Text

Taking the teaching case in the second passage of Lesson 8 in the *Developing Chinese(The Second Version)* shown in Fig. 3 for example when teaching in the class, the teacher firstly opens the camera online and says hello to the students and ask students to read sentences one by one according to the topic. And he starts to interact with students.

Teacher: Why do people want to lose weight nowadays?

Students: Keep healthy, avoid disease, get a handsome boy friend or beautiful girl friend etc.

Teacher: Yes, you are right! All of these reasons need people want to lose weight in order to pursue health and beauty. (The teacher shows some pictures, i.e. some elegant women, some superstar, and so on)

Apart from simple question-and-answer interaction between teachers and students, peer or student-student interaction is also an essential mode of teaching interaction in the advanced oral Chinese curriculum. In this teaching case, the teacher can also design a peer-to-peer interview activity about weight loss for students to express their own views while

strengthening student-student interaction, truly achieving the communicative function of the language. At the same time, the students can experience the fun and meaning of using Chinese to communicate.

This interactive teaching mode can make the students interested in learning passage and they will really know more about cultures of the society from the oral Chinese curriculum teaching. Therefore, we can teach oral Chinese in the interactive teaching mode, which can fully activate students' learning vitality. It is worth noting that the creation of any interactive modes needs to be designed and implemented by language teaching practitioners according to the teaching objectives, teaching activities and teaching plans. Also, it involves the analysis and processing of the teacher's teaching content texts as well as the retrieval, reading and collection of language materials, etc. At the same time, the flexible use of modern information technology can add interest to the creation of the interactive teaching mode.

C. Task-based Teaching Mode

The theoretical essence of constructivism theory is that learners use previous knowledge and experience to acquire new knowledge and experience, then the newly acquired knowledge and experience can deepen the learners' understanding of the previous knowledge in reverse. Through repeated interactive task-based teaching, knowledge can be constructed well under the constructivism theory. The main idea of the task-based teaching mode is that the teacher can design the real task by giving the reasons shown in Fig. 4 according to the students' learning needs. In this way, it can activate learners' existing knowledge and cognitive structure, and stimulate their desires of acquiring new knowledge and getting information. At last, learners can finish the tasks successfully, which means they have already completed the construction of the new knowledge.

The task-based teaching is embedded in almost every aspect of teaching and learning, and there are numerous studies on the application of task-based teaching. In other words, as long as there is teaching, tasks exist. However, how to effectively use the task-based teaching mode in the teaching of advanced oral Chinese is a question worth exploring. The task-based teaching mode is an important teaching method under the constructivism theory. It concretely embodies in the communicative teaching method and the theory of knowledge acquisition. We can use the task-based teaching method to make the students acquire more specific knowledge and finish ability training in the senior oral Chinese teaching curriculum. This kind of teaching method can lead the students to construct more knowledge and promote students' speaking ability.

课文二 减肥的原因	Passage 2 Reasons for Losing Weight
<ul style="list-style-type: none"> 理由 (劝说、警告) 	<ul style="list-style-type: none"> Reason(persuade,warning)
一定要... , 要不然的话...	You must do... , or...
必须得... , 否则...	If not like this... , you will never...
要是 (不)... , 就别想...	lost face, speak with great confidence,
丢脸 理直气壮 以貌取人 自卑 体面	judge people with their appearance, self-
最美的新娘	abasement, dignity
	the most beautiful bride

Figure 4. Reasons for Losing Weight

In the second passage of *Lesson 8 Reason for Losing Weight* in the *Developing Chinese(The Second Version)*, the teacher assigns the students to give a five-minute speech after reading the passage according to the students' learning needs in the advanced learning stage. We design the oral Chinese curriculum according to the task and give some keywords and the backbone sentence patterns for the international students to fill some content to form a fluent speech. We firstly make clear about the task for the students, then give them a certain time to organize dialogue by themselves. In this teaching activity, the task itself is the process of forming students' advanced oral Chinese skills. Different parts of the activity correspond to different tasks. In these activities, students are supported by scaffolding to refine each task part, ultimately forming the construction of language skills in a speaking proficiency-oriented task. It is easy to find that the task-based teaching mode is an effective way of guiding students to acquire Chinese speaking skills in a structured way.

V. CONCLUSION

The three teaching modes for the advanced oral Chinese curriculum are conducted by analyzing the teaching examples combined with the constructivism theory. As we can find, the constructivism theory is extremely important to language teaching. Based on the constructivism theory, this paper concludes the several teaching modes for advanced oral Chinese teaching in China. Using this theory and its specific teaching methods in practice can be of positive significance to the international oral Chinese teaching. And it can also improve the curriculum teaching level. The scaffolding, interaction, and tasks are truly indispensable components for the advanced oral Chinese curriculum. However, it should be noted that

the three teaching modes are not implemented in an isolated way and they need to be carried out comprehensively for better teaching effect. These teaching modes under the guidance of constructivism theory can be more acceptable for students. They are beneficial to improve the teaching efficiency, and improve students' advanced oral Chinese level and communicative skills. While it may be limited by the number of samples, as more studies to explore effective teaching methods are invited to present for our international education teachers.

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Increasing Reading Speed and Comprehension of EFL Undergraduate Students at a Saudi Arabian University Using Speed Increasing Software

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Abstract—Students' reading speed in the English Department at a Saudi University is low, which, in turn, slows down their general proficiency in English. This research aims to show how and to what degree using a reading speed increasing software (the '7 Speed Reading' program) could be a decisive factor in upgrading the reading speed of EFL-major students of KKU while maintaining their former level of comprehension. This study uses a pre-test, post-test quasi-experimental design. The study sample comprised two groups (a control group and a test group), each consisting of 30 students from the third year of the EFL undergraduate program. The methodology incorporates comprehension tests to analyse the sample for reading speed and comprehension toward the study's start. Training in increasing reading speed was extended to the test group students using the '7 Speed Reading' software. Towards the end of the training, both the groups were tested again for reading speed and comprehension. The study illustrated essential outcomes in the form of increased reading speed and better comprehension.

Index Terms—speed reading, 7 speed reading program, reading comprehension, reading skill, EFL

I. INTRODUCTION

While teaching reading skills at the Department of English, KKU, the researchers observed that their students' reading performance was sluggish. As reading is one of the core skills in learning a foreign language, low reading speed hampers language proficiency. For this reason, many pedagogists, including Nation (2008), suggest incorporating reading speed techniques into classroom practice.

The current study highlights the role of the '7 Speed Reading' – a speed reading software – in increasing the speed of reading. It also aims to examine the possible effects of the '7 Speed Reading' program on reading comprehension. This study is the first to study the effect of using the '7 Speed Reading' program on the reading speed and the resultant fluency.

The present study aims to find answers to two questions: first, what is the resultant rate of change in the study subjects' reading speed using the '7 Speed Reading' program, and secondly, what is the resultant rate of change in their reading comprehension using the software.

The study questions will be answered by testing two hypotheses. The first hypothesis states that there is no significant increase in the reading speed of the study subjects as a result of using the '7 Speed Reading' program. At the same time, the second hypothesis supposes that there will be no significant increase in their reading comprehension due to using the software programme.

II. LITERATURE REVIEW

In today's cyber world, where millions of relevant information websites on any topic lie just at a single click distance, reading becomes a crucial skill for students of any discipline. It is a process in which written symbols are decoded into meaningful messages. As the decoding process is generally very complex, it initially takes a considerably long time for a language learner to process the perceived symbols efficiently and extract the coded meaning (Breznitz, 2006, p 16). Teachers and language researchers in the field of pedagogy, for a long time, have been endeavouring to search for effective strategies which could enhance both the process and output of the reading act.

Reading is a two-step activity: the system of text processing (text-based process) and the scheme of information outcome (knowledge-based procedure) (Church, 2002). According to Dillon (1992), the text processing aspect of

reading is concerned with the physical features: eye movements, text navigation, and text manipulation. According to Baker (2010), the outcome aspect comprises the mental sequences: accuracy, fatigue, and comprehension. This study, which aims at observing reading speed and comprehension, is related to both the text-based process for speed reading and the knowledge-based procedure for reading comprehension.

A. Reading Speed

Improving the reading speed is the field of interest for a vast majority of fresh college students. According to Shaughnessy (2015), the possible reason behind this tendency is that the traditional reading skills only address his success in his school level courses. However, when he begins studying for the college examinations and other research projects, he realises that further reading is still needed at this advanced level. The same school-time snail-paced reading speed is the main impediment in studying all the required texts in a limited time. That is when he realises for himself the need for reading more fluently, i.e. with a higher speed.

According to EM Fine and E. Peli (1998, cited in Ronald, 2005), reading fluency means reading smoothly and expressively at speeds approaching regular speech. Students who lack fluency are not considered good readers (Chard, Ketterlin-Gillar, Baker, Doabler, & Apichatabutra, 2009, as cited in Sackstein et al., 2015) and, out of fear of failure, they start avoiding instances of engagement in the process of reading. Resultantly, their chances of getting access to new ideas and updated academic information become extremely limited.

B. Reading Comprehension

Various aspects of reading have been extensively debated in the literature; however, it is a unanimously accepted fact that the reading activity's primary purpose is comprehension (Farr & Carey, 1986). It is defined either as "the general ability to understand text" (Craig, Connor, & Washington, 2003, cited in Waters, 2017, p 35), or as 'meaning acquired as a result of the reader's interaction with a text' (McNeil, 1984, cited in Sackstein, Spark, & Jenkins, 2015, p 2). Reading is a complex phenomenon in which many different cognitive processes work simultaneously, ultimately concluding at comprehension as their end result. It may be a simple text-level comprehension that involves recalling merely the text content or an inferential comprehension that demands readers to use their background knowledge to understand the text (Dewitz & Dewitz, 2003, cited in Alonzo, Basaraba, Tindal, & Carriveau, 2009, p.35). Different tools are used to measure reading comprehension, including multiple-choice tests, true-false statements, sentence completion activities, and answering open-ended questions (Farr & Carey, 1986; Snowling et al., 2009).

C. Reading Speed-comprehension Relationship

Rasinski (2006, as cited in Waters, 2016) considers fluency and particularly reading with a good speed as the "gateway to comprehension". Tinker (1958), while researching with 100 high school students, found a positive correlation between reading speed and comprehension. He observed that the faster readers could score higher on comprehension tests. Krumian (1999) analysed the relationship between the reading rate and various other factors, including eye movements mechanics. By training and examining the sample of 32 students, he concluded that speed-reading training could abundantly expand the reading rates with greater comprehension.

Xu et al. (2016) recommend that reading rate and comprehension should mutually be readjusted proportionally determined by test results. They consider the reading speed as the ideal if the reading comprehension is 70%. Readers, according to them, should increase their reading speed if the level of their comprehension is between 80%-100%. However, if the reading comprehension rate is around 50%, the speed should be decreased to improve comprehension.

D. Reading Speed and Comprehension in the L2 Context

Fry (1963, as cited in Bell, 2001) proclaims that good readers read as high as 350 words per minute (wpm), fair readers accomplish the target of 250 wpm, and slow readers could only read 150 words in the same time. This yardstick is, though, not set initially exclusively for the native speakers of English, practically may be relevant for them only, as the reading speed of non-native learners does not fit anywhere in this range. For example, Saudi Arabian EFL learners' reading speed is exceptionally slow, even at the university level. According to Kana'an, Rab, and Siddiqui (2014, p. 64), the average reading speed of the undergraduate EFL learners of King Khalid University (KKU), Saudi Arabia, is as low as merely 75 wpm. This slow reading speed problem is not specific to Saudi Arabia or Arab countries, but, according to (Hamp-Lyons 1983; Cooper 1984, cited in Javid & Al-Khairi, 2011, p. 222), it is a commonly documented problem for ESL/EFL students throughout the world.

However, it is a fact that students at the graduate level or above have to deal with a considerable amount of reading materials to write their research papers and succeed in their examinations. They, therefore, cannot afford to be slow readers (Berkoff, 1979, cited in Sackstein et al., 2015); the only way out is to increase the speed of their reading.

E. Software Used for Increasing the Speed of Reading

For the proficiency abilities needed in the 21st century, practical steps must be taken to modernise the old-fashioned skills like reading with the latest technological innovations. In this connection, several practical efforts have been made. The previously used speed-reading tools machines are replaced by various speed-reading software programs in the recent past, as given below.

1. *'The Accelerated Reader' (AR)*

It is a speed-increasing software that allows learners to select a particular book for reading and then provides them with multiple-choice questions to evaluate their comprehension. However, according to Johnson & Howard (2003), a drawback in the software is that the in-built comprehension questions test the learners' literal comprehension only, ignoring the inferential comprehension altogether.

2. *'The Reader's Edge' (RE)*

It is another speed increasing software that helps stop slow reading habits by using various computer-generated visual drills. It helps develop proficient reading habits through various activities, like eye mobility training and other exercises, which expands the visual span of readers both vertically and horizontally.

3. *'AceReader Pro'*

It is another speed-increasing computer program that works on the principle of eliminating the reading speed-reducing habits of sub vocalisation and backtracking.

4. *'Speed Your Read'*

It is yet another speed-accelerating computer program developed by Stark Raving Software. The programme consists of different speed-increasing activities in warm-up exercises, reading drills, speed-increasing tests and timed tests. It creates and keeps the progress reports of multiple users. It detects and adjusts the reading speed for various individuals automatically. However, the option for manual adjustment of the speed by the users is missing.

5. *Ultimate Speed Reader*

'Ultimate Speed Reader' is also a speed-increasing software containing passages and speed-increasing exercises. However, it is criticised for not having flashing exercises.

6. *RocketReader Program*

It operates on artificial intelligence and works on the principle of training the users to read faster with improved reading comprehension.

7. *'Eye Tracking Device'*

This device (mentioned in Smolka et al., 2020) is used in research studies related to analysing the process of reading based on sensing eye movements. It tracks the paths of eye movements and records the points of attention that a reader pays to individual words. The first use of eye-tracker in reading and other information processing tasks was carried out by scholars as Rayner (Wu & Xi, 2018).

8. *RSVP*

Many of the software tools discussed above are, directly or indirectly, based on the Rapid Serial Visual Presentation or RSVP. According to Legge et al. (2007), RSVP is a speed-reading technique in which different words are sequentially presented on a display screen at the exact location. The reader concentrates on one point on the screen and waits for the words to show up. It was basically used for word recognition in the process of reading. It builds the reading speed by narrowing the visual field. The reading speed is much higher with RSVP than with static text, as there is no need to move eyes across the page in the former (Rayner et al., 2016).

9. *The '7 Speed Reading EX 2019'*

It is an eReflect (2019a) product, concentrating on proficiency improvement and objective-based training. Its strategies are not the same as the RSVP. Instead, it expands the overall region of visual focus. The software uses different techniques for breaking poor reading habits and increasing the speed of reading. In the first place, it takes out unhelpful and obsolete reading habits and, subsequently, shows the learners the methods that increase their reading speed, added to comprehend the texts they read in a better way.

The first obstacle to speed reading, which the software addresses, is the subvocalisation, which is the practice of "reading out loud" the words readers read in their heads (Cutler, 2002; Beale & Mullan, 2008). By utilising '7 Speed Reading', students can beat these old habits by allowing their eyes and brains to work more quickly and effectively. The second reading impediment that the software removes is the practice of backtracking — the periodical skipping back of eyes to the words that the reader has already read (Cutler, 2002, p. 36). There are exercises in this software that are designed to stop this speed-retarding practice.

After slashing the reading speed obstacles, the software focuses on factors necessary for increasing the reading pace. The speed reading research establishes that fast readers read a text in bigger chunks, with fewer eye fixations per line (Smith, 2004, p.196). Kana'an et al. (2014, p. 58) explain that a fast reader splits a single sentence into smaller chunks consisting of two or three words each. He reads chunk by chunk, reducing the number of focuses compared to reading word by word. Resultantly, two-word chunks double and three-word chunks triple the speed of reading. The '7 Speed Reading' programme trains eyes and mind for reading in bigger chunks.

The second speed-increasing factor that the '7 Speed Reading' software focuses on is the 'fixation'— the stopping

and focusing of eyes on specific text images or words. Therefore, to increase reading speed, the number of fixations per line needs to be decreased, and efforts should be made to read as many words as possible in each eye fixation.

In short, the current study is an attempt to focus on the role of the '7 Speed Reading' program in increasing reading speed. Furthermore, it tries to assess the possible effects of the software programme on reading comprehension. The significance of the study arises from the fact that it studies the effect of using technology in teaching reading fluency—an essential factor in teaching L2 reading skills, which has not been studied seriously.

III. METHODOLOGY

This study has used a pre-test-post-test quasi-experimental design that shows how and to what degree the '7 Speed Reading' program could be a definitive factor in upgrading EFL students' reading pace with an enhanced level of comprehension. The quasi-experimental design is selected because it relies on non-random criteria while assigning study subjects to the groups. The researchers aimed to make both the test and control groups as similar as possible in terms of the pre-intervention reading speed and comprehension—an act that was impossible in the random sampling of true experimental design.

Furthermore, it investigated the connection between the '7 Speed Reading' program and the change in the reading rate, on the one hand, and that in the reading comprehension, on the other. As Sutz & Weverka (2009) indicated, researchers utilise two procedures to measure reading efficiency: counting the number of words one reads per minute and calculating the level of comprehension in terms of the score in multiple-choice questions.

A. *The Population of the Study*

The study population consists of the EFL learners of Saudi Arabian universities whose reading speed is exceptionally slow. A study conducted by Kana'an et al. (2014, p. 64) reports that Saudi EFL undergraduates' average reading speed is only 75 wpm.

B. *Sample of the Study*

The study sample comprised control and test groups of 30 students each from the second year of the EFL undergraduate program at KKU. The convenience sampling technique is chosen for the study as the students are chosen based on their convenience.

C. *Instruments of the Study*

The primary tool for training the sample to increase their reading speed and comprehension is the '7 Speed Reading EX' program, which includes training modules, techniques, and various types of inbuilt and researcher-uploaded texts and tests.

D. *Ethical Considerations*

As a part of fulfilling the ethical considerations protocol, the researchers obtained permission to conduct the study from their institution. They also obtained informed consent from each participant in the study, whose names and identities are undisclosed.

E. *Stages of the Research Study*

1. *Selection of the Reading Texts and Comprehension Questions*

The texts meant for speed reading in this study are chosen from the digital library available on the software platform in this study. The researcher selected two text passages from the preloaded texts for the pre-test and post-test evaluation. For maintaining a coherent readability index, Rudolf Flesch readability index calculator (Flesch, 2013) was used. One text was used for the speed and comprehension pre-test, whereas the other was used for the post-test. The texts were followed by the related set of multiple-choice comprehension questions that tested the comprehension of the selected passages found on the '7 Speed Reading EX' software platform. The software automatically calculates the reading speed results in terms of words per minute and grades of the tests in percentage terms and displays them on the screen instantly.

2. *The Validity of the Tests (Passages and Comprehension Questions)*

It was considered essential to ensure the validity of the passages and comprehension questions used in the tests before the conduction of the training programme. Leedy & Ormrod (2010, p.28) define the validity of a measurement instrument as the extent to which it measures what it is meant to measure. Four sets of equal length and readability index texts and the related questions from the software database were sent to three referees for establishing validity. Two texts and sets of comprehension questions were finally selected for the study based on the referees' common positive feedback.

3. *Administration of Pre-training Tests*

Before beginning the training programme, the students of both groups were administered a test (a pre-test) using one of the selected reading passages. At the end of reading the texts, each reader was asked to note the software's reading

time and start taking the 10-item multiple-choice comprehension tests on the system. The reading comprehension scores calculated by the software were also recorded, and the resultant reading rates were calculated.

4. Administration of the Training Program

Then, various training modules in increasing the reading speed given in the '7 Speed Reading' program were extended to the test group students only. The training program's total duration was eight weeks, in which three-hourly training sessions were accomplished each week.

a. Training Module 1

The first module of the training programme aimed at stopping subvocalisation and regression. The 'text flash exercises' were used to overcome the habit of subvocalisation as they train the eyes to receive chunks of words instead of reading one word at a time. The 'text highlighter exercises' were used to expand the field of vision by training the eyes to go along with the chunks of highlighted words and stop focusing on individual words. Furthermore, the 'text scroller exercises' and 'horizontal text trainer exercises' were used to stop the speed reducing practices of subvocalisation and regression. These exercises present the text in bigger chunks in either a vertical or a horizontal sequence.

b. Training Module 2

The second module of the training programme focused on eyes fixation training. The exercises in this module help the readers increase their reading speed by decreasing the number of fixations per line, reading as many words as possible in each eye fixation. The first component of this module, 'the field expander exercises', help in expanding the field of vision by taking in multiple words at one time. Secondly, 'chunk expander exercises' were used to help the readers avoid regression by carefully concentrating on the forthcoming uncovered chunk of text. In the third place, 'eye movement exercises' were used to increase text processing speed, where the readers were asked to fix the number of words they like to see in each chunk by adjusting the word gap settings. Finally, 'information processing exercises' were used to fortify the link between the eyes, the thought processes, and the memory centres.

5. Administration of Post-training Tests

At the end of both training programme modules, the two groups were again tested for reading rate and comprehension using the second set of the text and comprehension questions. SPSS, the data analysis software, was used to analyse the results thus collected. The pre-test and post-test results from both control and experimental groups were compared using the Mann-Whitney tests in the SPSS software.

IV. RESULTS

The two-group pre-test post-test design shows the difference in the participants' performance before and after the training program's administration. (Laerd Statistics, 2015) However, the data is analysed for normality before testing the study hypothesis and answering the study questions.

A. Assessment of Normality and Descriptive Statistics

The statistical analysis of the data is initiated by investigating the normality of all the test scores. Various characteristics of the data of all the tests were then cross-examined (see table 1 below) for finding the mean (a measurement of central tendency), standard deviation (calculation of dispersion), skewness (a measure of symmetry), and kurtosis (the measure of tailed distribution) using the Statistical Package for Social Science (SPSS, 2017).

TABLE 1
DESCRIPTIVE STATISTICS

	N Valid	Mean	Std. Deviation	Skewness	Kurtosis
Pre-Training Speed	60	95.57	16.892	0.569	0.355
Pre-Training Score	60	68.17	8.535	0.705	-0.380
Post-Training Speed	60	125.23	53.065	2.252	7.351
Post-Training Score	60	75.33	11.856	0.549	-0.441

As evident from table 1 above, the mean and standard deviation values for all the tests are well above 3.5, indicating that most study subjects agree with the study questions. Furthermore, it indicates that skewness and kurtosis of some items exceed the range of -2.58 and $+2.58$, indicating that the data is not normally distributed as recommended by Hair Jr et al. (2014).

The data normality may also be cross-verified by analysing the results of the Shapiro-Wilk test, given in table 2 below:

TABLE 2
TESTS OF NORMALITY

Test	Group	Shapiro-Wilk		
		Statistic	df	Sig.
Pre-Test Reading Speed	Experimental	.964	30	.398
	Control	.923	30	.032
Pre-Test Comprehension Score	Experimental	.680	30	.000
	Control	.853	30	.001
Post-Test Reading Speed	Experimental	.872	30	.002
	Control	.961	30	.330
Post-Test Comprehension Score	Experimental	.834	30	.000
	Control	.828	30	.000

Table 2 above depicts the Shapiro-Wilk test results, which are more appropriate for small sample sizes (< 50 samples); however, they may also be used for sample size as substantial as 2000. As the Shapiro-Wilk Sig. value or p-value of the tests given above is less than 0.05; the data is interpreted as deviated significantly from the normal distribution. It may, however, be noted that a deviation above 0.05 signifies the normal distribution of the data. As the results reveal that the data has not satisfied the cut-off value of multivariate normality distribution, the study will use the Mann-Whitney and Wilcoxon for further analysis. It will not go for ANOVA, Pearson or t-test, used for parametric data.

B. Comprehension Score and Reading Speed before Training

Furthermore, it was ensured that the subjects were uniformly distributed in the control and test groups regarding reading speed and comprehension using the SPSS 20.

In table 3 below, the asymptotic significance values, 0.912 for speed and 0.260 for the pre-test score, proves that the null hypothesis is retained.

TABLE 3
THE NULL HYPOTHESES

S. No	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Pre-Training Reading Speed is the same across categories of the group.	Independent Samples Mann-Whitney U Test	.912	Retain the Null Hypothesis
2	The distribution of the Pre-Training Comprehension Score is the same across categories of the group.	Independent Samples Mann-Whitney U Test	.260	Retain the Null Hypothesis

Asymptotic significances are displayed. The significance level is .05.

As shown in table 3, the retention of the null hypothesis means the control and experimental groups are the same regarding their pre-training comprehension scores and reading speeds.

C. Findings of the Main Study and Discussion

This study addresses two research questions, and for finding their answers, it tests two hypotheses. However, before testing the hypotheses, the pre-and post-training reading speed results for both the groups were analysed descriptively (see table 4 below):

TABLE 4
READING SPEED OF SUBJECTS OF BOTH CONTROL AND EXPERIMENTAL GROUPS: BEFORE AND AFTER TRAINING

Reading Speed		
Group	Test	Words Per Minute [Average]
Experimental	Pre-Training	96.03333
Experimental	Post-Training	156.3
Control	Pre-Training	95.1
Control	Post-Training	94.16667

The results in table 4 indicate that the experimental group's reading speed increased from 96 to 156 words per minute due to the '7 Speed Reading' software intervention. Whereas, for the control group, which did not receive any training, there was almost no significant increase in reading speed as the pre-test and post-test speeds were 95.1 and 94.1 wpm, respectively.

1. Effect of Using '7 Speed Reading' Software on the Reading Speed

The first research question examines the effect of '7 Speed Reading' on the reading speed by evaluating the relationship between the pre- and post-test scores of both experimental and control groups. The first hypothesis was tested for scrutinising this relationship, which states that there is no significant increase in the study subjects' reading speed due to using the '7 Speed Reading' program. The findings of the obtained data analysis, when using the Mann-Whitney U-test, are given in table 5:

TABLE 5-A
RANKS

	Group	N	Mean Rank	Sum of Ranks
Pre-Training Reading Speed	Experimental	30	30.25	907.50
	Control	30	30.75	922.50
Post-Training Reading Speed	Experimental	30	42.57	1277.00
	Control	30	18.43	553.00

TABLE 5-B
TEST STATISTICS ^a

	Pre-Training Speed	Post-Training Speed
Mann-Whitney U	442.500	88.000
Wilcoxon W	907.500	553.000
Z	-.111	-5.354
Asymp. Sig. (2-tailed)	.912	.000

a. Grouping variable: group

As shown in the ranks data table 5-A, the post-training reading speed scores for experimental group (mean rank = 42.57) were statistically significantly higher than for control group (mean rank = 18.43), $U = 88$, $z = -5.354$, $p = .000$. According to the test statistics data in table 5-B, the Asymp. Sig. (2-tailed) value of p is 0.000, which is less than 0.05, indicating statistically significant differences between the values of pre-training and post-training reading speed of both experimental and control groups. The null hypothesis is, resultantly, rejected, and the alternate hypothesis meets the acceptance criteria.

The data analysis findings reveal that using the 7-Speed Reading program is substantive on Saudi EFL learners' reading speed, which improved significantly. In addition to this, it is also found that the overall mean of the experimental group's pre-test reading speed was 96.03 wpm, which for the post-test of the same group was 156.3 wpm—a difference that is significant statistically. Overall, there was a 24% increase in their reading speed. On the other hand, no significant change was observed in the control group subjects' pre-test and post-test reading speeds.

Before testing the hypothesis, the pre-and post-training reading comprehension results for both the experimental and control groups were analysed descriptively in table 6:

TABLE 6
READING COMPREHENSION OF BOTH CONTROL AND EXPERIMENTAL GROUPS SUBJECTS: BEFORE AND AFTER TRAINING

Comprehension Score		
Group	Test	Score [Average]
Experimental	Pre-Training	67
Experimental	Post-Training	80.66667
Control	Pre-Training	69.33
Control	Post-Training	70

The descriptive analysis results in table 6 indicate that the reading comprehension increased from 65 to 80.67 for the experimental group due to training in increasing comprehension using the '7 Speed Reading' software. Whereas, for the control group, which did not receive any training, there was almost no significant increase in reading speed as the pre-test and post-test speeds were 71 and 70 points, respectively.

2. Effect of Using '7 Speed Reading' Software on the Reading Comprehension Scores

For answering the second research question, which inquires about the effect of '7 Speed Reading' software on reading comprehension, the relationship between the comprehension score of the pre- and post-test scores of the reading speed of both test and control groups was evaluated. For scrutinising this relationship, the second hypothesis is tested, which states that there is no significant increase in the reading comprehension of the study subjects as a result of using the '7 Speed Reading' program. The findings of the obtained data analysis, when using the Mann-Whitney U-test, are given in table 7 below:

TABLE 7-A
RANKS

	Group	N	Mean Rank	Sum of Ranks
Pre-Training Comprehension Score	Experimental	30	28.13	844.00
	Control	30	32.87	986.00
Post-Training Comprehension Score	Experimental	30	38.50	1155.00
	Control	30	22.50	675.00

TABLE 7-B
TEST STATISTICS ^a

	Pre-Training Score	Post-Training Score
Mann-Whitney U	379.000	210.000
Wilcoxon W	844.000	675.000
Z	-1.126	-3.676
Asymp. Sig. (2-tailed)	.260	.000

As shown in the ranks data table 7-A, the post-training reading comprehension scores for experimental group (mean rank = 38.50) were statistically significantly higher than for control group (mean rank = 22.50), $U = 210$, $z = -3.676$, $p = .000$. According to the test Statistics data given in table 7-B, the Asymp. Sig. (2-tailed) value of p is 0.000, which is less than 0.05, indicating statistically significant differences between the values of post-training and post-training reading comprehension scores of both experimental and control groups. The null hypothesis is, resultantly, rejected, and the alternate hypothesis meets the acceptance criteria.

The result shows that using the 7-Speed Reading program substantially affects Saudi EFL learners' reading comprehension. So, the increase in reading rate may be attributed to using the '7 Speed Reading' software. The data analysis findings of pre- and post-tests scores indicate that there has been a development in the overall comprehension level of the study subjects. The overall increase in the reading comprehension score of the experimental group was 10. The experimental group's average reading comprehension score was 67, which increased to 80.67 as a result of using the '7 Speed Reading' software. On the other hand, no significant increase in the control group's comprehension score results was found in their pre-test and post-test.

V. DISCUSSIONS

Many early studies aimed at studying the role played by various software tools and applications (Al Udaini, 2011; Focarile, 2006; Goding, 2003; Mitchell, 2013) in increasing reading speed and comprehension. However, the current study is the first such attempt to study the efficacy of '7 Speed Reading' software in increasing the rate and comprehension of the EFL learners.

The study results showed that, like other speed increasing software tools, the '7 Speed Reading' is one step forward incorporating technology in education to obtain valid results. However, what makes this software unique is that it combines various other software characteristics in one application. Like the other software tools, it removes, in the first place, the obstacles that hamper the speed of reading, like eliminating subvocalisation (Cutler, 2002) and stopping regression (Buzan, 2010). On the other hand, this software tool helps in increasing the speed of reading by unitisation of different techniques, like chunking up the tiny bits of reading texts into bigger chunks (Yamashita & Ichikawa, 2010) and fixing the eyes (Smith, 2004, p. 196) on these bigger chunks and jump swiftly to the subsequent ones successively.

Furthermore, some previous studies (Averill & Mueller, 1928; Blommers & Lindquist, 1944; Stroud & Henderson, 1943) have earlier explored the relationship between reading speed and reading comprehension, though their context was not speed reading. The current study established that the '7 Speed Reading' software helps increase the learners' reading comprehension by increasing reading speed. It also proved that the increased reading speed makes the learner fluent in reading which ultimately culminates in better comprehension.

The present study has reached three main findings. In the first place, it has been confirmed that the learners' reading speed has improved due to using the '7 Speed Reading' program. This result is consistent with many previous studies (Culver, 1991; *Speed Reading: How to Absorb Information Quickly and Effectively*, 2021), which significantly increased learners' reading speed using computer-assisted reading instruction. Secondly, this study's results are consistent with previous research studies in which various strategies were used to improve reading comprehension and proved effective (Butler, 2007; Eilers & Pinkley, 2006). In all these studies, like the present study, there is no increase in the reading comprehension of the control groups, which did not receive any reading comprehension training. Thirdly, the current study's findings are different from other previous studies in that the comprehension of the experimental group had increased significantly as a result of using the '7 Speed Reading' software. This result substantiates the findings of those studies (Kulik et al., 1983; *Speed Reading: How to Absorb Information Quickly and Effectively*, 2021) who recorded a significant increase in reading comprehension of their subjects in their studies involving other computer-assisted reading instruction.

The current study's findings of an increase in the overall quality of the experimental group's reading speed and comprehension result from the fact that the '7 Speed Reading' software helps break poor reading habits. This aforementioned result is in line with Ronald's (2005) study, which discovered that faster readers have a better comprehension level. As a result of fast reading, the information remains fresh in the memory, whereas slow reading results in forgetting the information the learners read at the beginning of the sentence. This finding is consistent with Rayner's (1998), who considers that slow readers decode the words and associate meaning with them slowly, thereby reducing both speed and comprehension.

VI. CONCLUSIONS

This study aims to evaluate the role of the '7 Speed Reading' program in increasing the reading speed and comprehension of the subjects. The study used 60 undergraduate students at a Saudi Arabian university. They were divided into test and controlled groups. The test group received training in increasing the speed of using by using the '7 Speed Reading' software.

The results of the study led to several important conclusions. Strategy-based instruction is essential for successful learning in language classes (Mcknight, 1992). As reading fluency is one of the most critical skills for EFL learners, they need specific successful reading strategies to attain this goal. However, the following conditions must be fulfilled

for a successful learning strategy: effective instructional techniques and extensive training practice. The speed accelerating software, the '7 Speed Reading', fulfils these conditions entirely: the embedded practical instructional techniques derived from solid research; and the well-designed training modules developed to increase reading speed.

VII. RECOMMENDATIONS

The results mentioned above, the data analysis and the subsequent discussion call for attention to several recommendations related to the '7 Speed Reading' software. In the first place, educational policymakers should pay serious attention to incorporating educational software like '7 Speed Reading', which improves reading speed and comprehension and encourages them to study independently. They may include the training for using the software as an integral part of EFL teacher training programmes. Secondly, the findings of this study should also motivate instructors to consider including the software as an integral part of their reading curriculum, as it can help transform the dry act of academic reading into a pleasurable productive task. Furthermore, it may also save their precious time and help them achieve tremendous success by increasing their level of comprehension.

In light of the results above, the researchers recommend using the '7 Speed Reading' software for EFL students in the foundation year to enhance their reading speed and comprehension. The texts available in the existing curricula may be incorporated in the '7 Speed Reading' software. Furthermore, the outcomes and results of this study conducted on the undergraduate EFL learners of Saudi Arabia may be applied to other levels and contexts where English is taught as a foreign language.

VIII. LIMITATIONS OF THE STUDY

The current study focused on two aspects of the '7 Speed Reading' software, reading speed and comprehension—ignoring the scope and register of the vocabulary used for testing speed and comprehension. Future research may investigate this critical aspect of reading skills. Furthermore, this research did not concentrate on each type of exercise used in the '7 Speed Reading'. Further research can include each type of exercise in the training programme and evaluate the respective effect of each type separately on reading speed and comprehension. Lastly, the current study used the '7 Speed Reading' only to test reading speed and comprehension without focusing on other benefits when used as an integral part of the reading course syllabus. Future research can study the comprehensive impact of using the '7 Speed Reading' on the reading habits of the EFL learners when it is an essential part of a reading course.

As is typical with most research experiments, this study has raised more questions of importance to researchers and EFL teachers than it has answered, leaving many directions for similar research studies in future.

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Multimodal Metaphor Construction and Cognitive Analysis in Educational Cartoons

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Abstract—Since Lakoff and Johnson proposed their far-reaching theory of conceptual metaphor, people's interpretation of metaphor has changed from a rhetorical approach to a way of thinking. In recent years, multimodal metaphors have gradually received attention from scholars at home and abroad, and have been applied to different forms of media research such as advertisements, comics, gestures, and films, thus greatly contributing to the advancement of multimodal metaphor theory. Multimodal metaphors provide a new perspective for the construction and understanding of metaphorical meaning. This study draws on 100 educational cartoons published by China News Cartoon Network from 2020-2021. Firstly, multimodal metaphors in the 100 educational cartoons published on China News Cartoon Network are classified into four categories according to Forceville's cognitive-linguistic theoretical framework, and the integration network in the cartoons is classified into four categories from the perspective of conceptual integration. This study analyses multimodal metaphors from both social and cognitive perspectives and explores the cognitive basis of comic metaphors from both formal and meaningful perspectives.

Index Terms—educational cartoons, multimodal metaphors, cognitive analysis

I. INTRODUCTION

According to Lakoff and Johnson (1980), “metaphor is an important way in which humans perceive the world and also is a feature of all human thinking, present in our everyday life, language and thinking”(p.8-11). The formation of metaphors involves projections between the source and destination domains. In the process of understanding metaphors, the structure of the source domain is projected massively and systematically into the target domain, which eventually becomes part of the structure of the target domain. The meaning and structure of the source domain, therefore, determine the meaning constructed by the metaphor.

The media and channels that humans rely on for communication are called 'modality', such as language, sound, colour, image, gesture, and other symbolic systems (Zhu Yongsheng, 2007). Multimodal metaphors refer to metaphors in which the source and target domains are represented by two or more modalities, such as words and images, which provide a more accurate tool for constructing the meaning of multimodal discourse.

Cartoons are a form of graphic representation that expresses the creator's viewpoint on an event. They are usually used as illustrations in newspapers, magazines and online news editorials, and are generally easy to understand. This paper will analyze the critical metaphors of multimodal metaphorical discourse from the perspectives of cognitive linguistics and social semiotics respectively. The formal features of multimodal discourse are first described, followed by an analysis of how the meaning of metaphors is constructed using the theory of conceptual integration, and finally, the causes and effects of metaphors are explained in the light of their socio-cultural context.

II. THEORETICAL BASIS

A. Multimodal Metaphors

A systematic and complete theory of cognitive metaphor cannot be devoid of non-linguistic modal metaphors, as Charles Forceville (1996, 2006, 2009) pioneered the study of multimodal metaphors and has since pushed the metaphor research, which had been limited to the purely linguistic domain, to a multimodal platform. Subsequently, he further categorized the types of multimodal metaphor construction into five types: contextual metaphor, mixed metaphor, image explicit metaphor, integrated metaphor, and text-image metaphor. He and Eggertsson (2009) further proposed a broad definition of multimodal metaphor, i.e. "a metaphor that is constructed by the joint participation of more than two modalities. In this paper, we adopt the broad definition of multimodal metaphors in defining and interpreting multimodal metaphors.

EIRefaie (2009) used an empirical study to investigate the impact of readers' cultural background and individual factors on the interpretation of political cartoon metaphors of 25 culturally diverse young people who interpreted two cartoons from the 2004 US presidential campaign. Other scholars have also done extensive research on spoken language, gestures, music, and film.

Domestic studies on multimodal metaphors include studies on multimodal types and their representations (Feng Dezheng 2011), and studies on multimodal metaphors in different language categories, of which comics account for a

large proportion (Bounegru & Forceville 2011; Yu Yanming 2013; Zhao Xiufeng; Pan Yanyan & Zheng Zhiheng 2017).

B. Conceptual Integration Theories

According to Fauconnier (1996), 'mental space is a small package of concepts that people construct for partial understanding and action when they think and talk' (p.113-129). The theory of mental space was developed to investigate the phenomenon of indirect and implicit referents in language, and it is highly effective in explaining many other complex semantic and pragmatic phenomena. For example, in terms of mental theory, the 'computer virus' involves two psychological spaces, namely the space of 'computers and programs' and the space of 'biology and medicine', although the two belong to different psychological spaces. Although they belong to different psychological spaces, the two can be mapped to create a new fusion through some elements. Later on, Fauconnier et al. extended and developed the theory of mental space by exploring a common cognitive process -Conceptual Integration. Conceptual blending refers to the process of creating a third space, the blend, based on the two input mental spaces and extracting the partial structure from the two input spaces to form the emergent structure. He elaborates on the emergent structure and argues that it is not primarily manifested in the mental space of fusion, but in the entire network of conceptual integration. In short, conceptual integration matches two input mental spaces through cross-space mapping, and selectively projects the two input spaces onto a third space to obtain a dynamic composite space.

III. RESEARCH DESIGN

A. Research Questions

The following specific research questions are proposed based on the above literature review,

- (1) Formally, according to Forceville's theoretical framework. How many types of construction of multimodal metaphors in educational cartoons are there? What is the frequency?
- (2) In terms of meaning. What is the distribution of the 100 cartoons according to the four types of Fauconnier and Turner's conceptual integration network? What is the cognitive rationale for this?
- (3) How can the meanings expressed by the cartoons be evaluated?

B. Research Corpora and Methodology

A combination of qualitative and quantitative research methods was used in this study, and the cartoons were obtained from China News Cartoons. One hundred educational cartoons containing multimodal metaphors were selected from the cartoon-education category and numbered according to 1-100. The number and proportion of each metaphor type and network type were counted based on the classification of multimodal metaphors proposed by Forceville (2008) and Fauconnier's (1994) classification criteria for conceptual integration networks, respectively. We then used a descriptive approach to analyze each metaphor type formally on a case-by-case basis.

IV. RESEARCH FINDINGS AND DISCUSSION

A. Types of Multimodal Metaphor Construction in Educational Comics

TABLE I
TYPES AND NUMBER OF MULTIMODAL METAPHORS

No.	Type of metaphor construction	Quantity	Proportion
(1)	Verbal-pictorial metaphors	64	64%
(2)	Target domain-implicit metaphor	9	9%
(3)	Contextual metaphor	16	16%
(4)	Hybrid metaphor	11	11%

To get a clear picture of the types of metaphor construction of educational comics, we have selected cases for discussion according to categories.

1. Contextual Metaphor

The contextual metaphor is so-called because the context builds a mapping from the source domain to the target domain in this type of metaphor, and once the context is removed, the metaphor ceases to exist (Forceville 1996, 2008). on the other side is the promulgation of the national education document "Double Reduction", which conveys the metaphor that "the education sector is trying to reduce the burden of learning and increase the physical exercise of students", providing contextual information through the text labelled "double reduction" and "physical exercise, outdoor sports". Without the textual labelling, we would only see what appears to be a student playing volleyball in the playground and would have no time to interpret the direction of the policy adjustment. Then the metaphor disappears.



Figure 1: Double Increase and a Double Decrease

2. Hybrid Metaphor

Hybrid metaphor is an unconventional visual fusion phenomenon. Two originally unrelated source domains are mapped to the target domain by fusion. If the image context is hidden, the reader can still recognize the two objects. As shown in Figure 2, the trees and the educators in the cartoon, which are supposed to belong to very different domains and space, are morphologically fused, creating the metaphor "some schools use students as profit-making tools to extract money". The source domain is the 'money tree' and the target domain is the 'squeezed students'.



Figure 2: Money Tree



Figure 3: Long Overdue

3. Verbal-pictorial Metaphors

Verbal-pictorial metaphors are a phenomenon in which the source or target domain acts as a text. Thus, the text is partially or directly involved in the construction of the metaphor, and if the textual information is left, one of the domains of the metaphor disappears and the metaphor ceases to exist. This is the fundamental difference between this metaphor and others (Forceville, 1996). In Figure 3, the arched doorway represents xx University, which is presenting a termination notice to a wolf-like creature in human garb, with the word 'termination' written in bold letters on the paper. The man with the name "wolf" on his tail and a nameplate indicating "professor" on his chest represent the misbehaving teacher with a sad expression on his face. The image conveys the metaphor that "a university maintains a zero-tolerance attitude towards misbehaving professors and resolutely dismisses academics who have misbehaved. To purge the teaching community of the evil spirit". Another example is Figure 4, where the major social actors appear as umbrellas, distinguished by different colours, on top of the heads of children, with the words "Internet, family, government, school, justice, society", conveying the metaphor of "all aspects of society working together to care for the healthy growth of students". The source domain is the umbrella of different colours, represented by the textual modality of the image, and the target domain is the protection of students' growth, represented by the modality of the image.



Figure 4: The Six Protections



Figure 5: Difficult to Break Free

4. Target Domain Implicit Metaphor

The educational comics explored in this study are usually illustrated from articles such as news commentaries and coupled with the fact that the exploration of educational reform is one of the hottest topics in China today, the creators often default to the fact that the reader already has some background knowledge of educational hotspots. Therefore, the contextual information about the education hotspot phenomenon does not appear in the comics, i.e. when looking at such comics alone, one usually cannot find any modal information directly characterising the target domain, but one can infer the interpretation of the specific education hotspot phenomenon due to people's social experience and awareness. For example, Figure 5 simply shows an image of a mobile phone and a wireless network signal, with a teenager, stuck on the sandwich of the wireless network signal. There are no modal expressions or education-related meanings in this figure, meaning that the target domain is not clear enough, and there is a lack of clear contextual or textual information to support the metaphor that this is a contemporary Chinese youth addiction to mobile phones and the internet.

B. Types of Conceptual Integration Networks in Educational Comics

Fauconnier and Turner (1994) classified conceptual integration networks into four types:

TABLE 2
DISTRIBUTION OF CONCEPTUAL INTEGRATION NETWORK TYPES

No.	Type of conceptual integration	Number	Proportion
(1)	Simple networks	Number	16%
(2)	Mirror networks	Number	14%
(3)	Single-scope networks	Number	56%
(4)	Double-scope networks	Number	12%

1. Simple Networks

Simple networks involve two input spaces, one containing an abstract organising frame containing roles, and the other containing values, i.e. the components used to fill the roles. The synthetic space integrates frame and value most simply. As is shown in Figure 9, the top right of the image is marked with the words 'After the reduction', indicating that the theme of the comic is 'education reduction'. There are two hands cutting hair directly above the subject line, with different names for different types of hair. Common sense tells us that the hair is not specifically named and that this is a reference to the specific content of education reduction. The hair of the newborn students can then grow into sports activities such as football and badminton, metaphorically reducing the burden of study and increasing the physical activities of students to promote their all-round development. By putting the policy of double reduction in education and hair together, the creator expresses the meaning that "the effect of the policy of double reduction is as immediate as trimming hair".



Figure 6: After the Reduction

2. Mirror Networks

The mental space of mirror networks, i.e. the input space, the genus space and the synthesis space, has the same

organisational framework and there is no conflict between the frameworks. Take Figure 7 as an example.



Figure 7: Scramble

Figure 7 consists of two parts, the left and right parts depicting similar scenes, i.e. different doors holding the child's hand. According to the text "The library" and "Come to me, I will make you learn". The reader will know that the left part of the comic depicts a library that helps students to grow in knowledge. The right part of the comic is the same scene, but with new elements, including the colouring of the doors and the new text "Playroom" "Come to me. I'll make you have fun". The left and right sections come from an input space. The first input space contains elements such as "library, increase knowledge", while the second input space contains elements such as "game room" and "have fun". The organisational framework for both input spaces is the door. The organisational frame provides the topology for the organisation of the space, that is. It provides a set of organisational relationships for the elements in the space. The study framework organises the elements in the two spaces in an orderly manner, constructing two identical scenes. The consistency of the organisational structure makes it easier to correspond between the elements; the green door corresponds to the library, growing the knowledge of the students, etc. The elements in the two input spaces are selectively projected onto the synthetic space, constructing a mirror network with the same organisational structure in all four spaces (see Figure 8). As there is no conflict between the organisational frameworks of the four-space, the reader is easily able to find the correct relationship to carry out the compression. By mapping across space, the brown door corresponds to the playroom and to have fun.

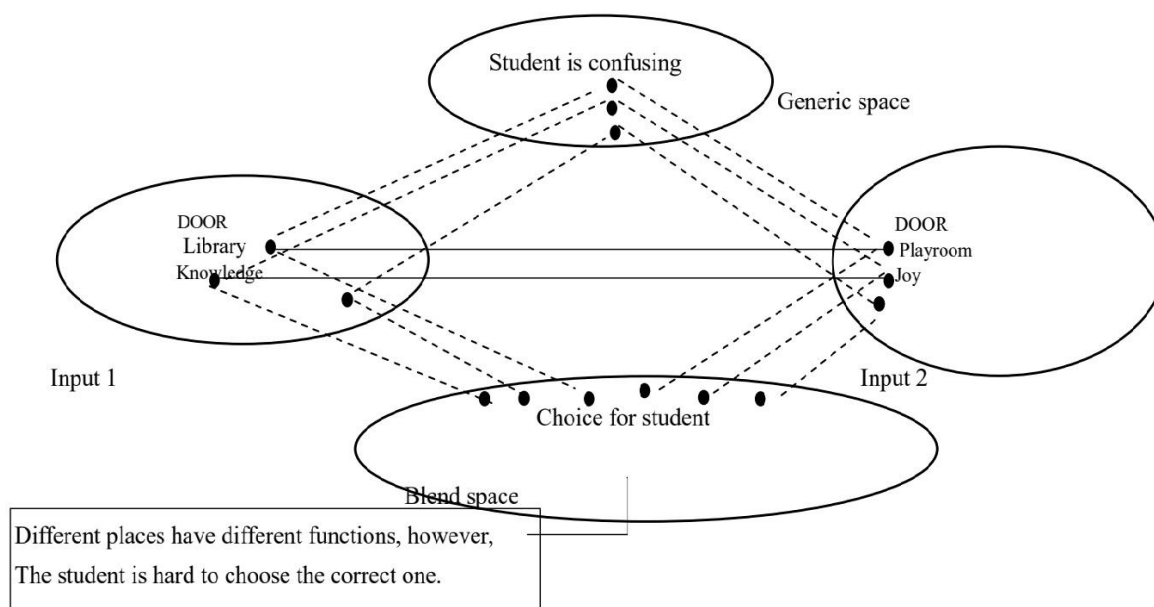


Figure 8 Schematic Diagram of the Mirror Network

3. Single-scope Networks

The two input space of a single-scope network has different organisational frames, and the frame of one of the input space is extended to form the organisational frame of the synthetic space.



Figure 9: Increasing Thresholds

Cartoon 12 depicts a recruitment scene in which the recruiting parties are a recent graduate and a school recruiter. The recruiter holds up a signboard to indicate his intentions. In the upper right-hand corner of the board is a sign that reads "Doctoral degree required". On the other side of the board is a primary school student studying. The cartoon thus represents the recruitment scene and a real student studying at school. The cartoon involves two input spaces. The recruitment dialogue constructs input space I1, which contains elements such as recent graduates, school staff and display boards, while the student learning scene constructs input space I2, which contains elements such as students and desks. The two input space has different organisational frameworks, with input space I1 providing the organisational framework for the synthetic space.

4. Double-scope Networks

The two input spaces of a double-scope network have different or even conflicting organisational frameworks. Both organisational frameworks have an impact on the framework of the synthesis space. This is shown in Figure 10.



Figure 10: Strict Entry and Exit

The two input space of a double-scope network has different or even conflicting organisational frameworks. Both organisational frameworks have an impact on the framework of the synthesis space. This is shown in Figure 10.

This cartoon involves two input spaces. The two people at the entrance and exit of the qualification building in the cartoon constitute the first input space (input space I1), i.e. the qualification system can be a circular system that can be entered and exited, including elements such as the person carrying a school bag, the person with a diploma certificate, and two passage indications that indicate the direction. The second layer of people struggling to climb the stairs towards the dissertation, practice and defence floors constructs a second input space (input space I2), which mainly includes elements such as running people, floors with different signs and stairs. Input space I2 provides the background framework knowledge for input space I1, and the two input spaces have different organisational frameworks. In the integration process, input space I2 projects elements such as thesis, practice and defence in the process of obtaining a degree into the image space, and maps them with each other with people containing exit signs and holding diploma certificates, etc. Elements from the two input spaces are selectively projected into the synthesis space, where there are elements such as people with backpacks corresponding to exits and bachelor's hats corresponding to universities. The synthetic space then unifies the two input spaces under the constraints of the genus space, i.e. students need to pass the dissertation, practice and defence before they can receive their diploma in the process of entering the university and obtaining the qualification. It can be seen that in the dual-domain network, the organisation of the synthetic space is integrated by the parts of the two input spaces.

C. Metaphorical Architecture and Cognitive Analysis in the Educational Cartoons

The 100 educational cartoons were sorted and the metaphorical architecture behind the cartoons was analysed according to the representation of the source and target domains (Liang, Jing-Yu and Wang, Shao-Hua 2018), and the common architectural metaphors in the educational cartoons were put in Table 3.

TABLE 3
COMMON ARCHITECTURAL METAPHORS IN EDUCATIONAL CARTOONS

Architecture metaphor	Source domain conceptual representation
Double increase and double decrease policy	Paper, basketball, badminton, playground
Students addicted to the internet Internet	Internet, wifi signal, mobile phones
Increasing academic requirements for teachers	Increasing academic requirements for teachers
The community protects students' development	Umbrella, hand, shield

What follows is a metaphorical cognitive analysis of the educational comic from two perspectives: the representation of the source domain and the type of metaphorical construction. Firstly, the representation of the source domain can reflect the position and attitude of the author of the educational comic. Take the metaphor of "double increase and double decrease" as an example, the increase and decrease show the two-way adjustment in the field of education. For example, the double reduction policy means that the state has adopted official documents to adjust the excessive burden of homework and out-of-school training for students in compulsory education, while the double increase refers to increasing the opportunities for students to participate in physical education, art and sports on the one hand, and increasing the time for students to study subjects such as physical education, music and art on the other. It implies that according to the different stages of national development and the new development contradictions presented in the field of education, the education sector is guiding the direction of talent training and students' personal development, changing the phenomenon of excessive academic burden and promoting the all-round development of students' moral, intellectual, physical, aesthetic and social development. The educational documents, playgrounds and students' smiles presented in the cartoon are all positive concepts, indicating that the Double Increase and Double Decrease policy has been unanimously appreciated and praised by Chinese society. The metaphor of 'students addicted to the internet, the internet, wireless internet signals and mobile phones all suggest the negative impact of the internet and smart electronic devices on students, reflecting the serious situation of the internet as a serious distraction from students' studies. These correspond to the dizzying addiction of the students in the comics and the compulsion of the scandalous electronic devices. For the metaphor of 'increasingly high educational requirements for teachers', the portrayal of school recruiters can also reflect the social reality of the education system. In some of the cartoons, school recruiters even become interview barriers themselves, and their facial expressions are exaggerated, with arrogant facial expressions, suggesting an image of arrogance, suggesting an over-saturation of demand for talent in education and competition between candidates. Facial expressions themselves are exaggerated, suggesting an image of arrogance, suggesting an over-saturated demand for talent in the education sector and fierce competition between candidates. In addition, the metaphor of 'the community protecting the growth of students' is characterised by a high frequency of images such as the umbrella, the lifting hand and the shield, which can be interpreted intuitively as positive representations; i.e. the community pays close attention to the growth and development of students and works together to resist negative factors harmful to their development. The community is concerned with the growth and development of students and is working together to counteract factors that are harmful to their development.

V. CONCLUSION

In this study, the 100 educational cartoons are grouped into four metaphor types and four conceptual integration network types, based on Forceville and Gilles Fauconnier's theoretical framework. Respectively, with text-image metaphors and single-domain integration networks accounting for the largest share. This is related to the fact that 'uni domain networks are a prototype of the traditional source-target metaphor'. At the same time, this paper interprets the meaning and cognitive processes embodied in the cartoons in terms of both the form and the meaning of multimodal metaphors and evaluates the viewpoints embodied in the cartoons from the perspective of social meaning about the realities reflected in the cartoons. The analysis of the material shows that in the construction of the meaning of multimodal metaphors, the interpretation of meaning is not a one-way operation from the source domain to the target domain, but a multi-directional and dynamic process of construction. The distinctive feature of this dynamic construction is that it not only constructs synthetic spaces containing multiple layers of structure but also maintains conceptual connections to the network as a whole. At the same time, conceptual integration theory guides us to interpret the dynamic construction of the meaning of multimodal metaphors from a cognitive perspective better, and the combined use of the two provides a new perspective on the interpretation of multimodal metaphors in terms of form and meaning.

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More Than an Invalid: A Comparative Study Addressing Disability Portrayal in Children's Fiction

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Abstract—Children's literature or young adult literature is often seen as an elementary and casual genre, but people overlook the powerful tools it acquires in modelling attitudes and shaping children's minds. Various studies point out that society's behaviours and attitudes towards disability and people with disability are primarily based on popular culture and not personal encounters or experiences. Disability has always been an inseparable part of children's movies and stories from the beginning of times, only the magnitude to which it has been revealed has changed. This literature is seen as the most important as it introduces the world to young minds, and hence the impression it creates in children's minds would not easily be eliminated. It is also noted that young children accept differences and generate positive, acceptive attitudes during their early ages as they are less resistant and have little foreknowledge. This paper examines the disability representations in children's literature and traces the changes it has undergone as a genre from the nineteenth century to the twenty-first century. Two children's books are selected for this study, "Heidi" by Johanna Spyri and "Rules" by Cynthia Lord. The differences in the portrayal of disability and disabled characters in these novels are studied through content analysis, character study, comparison and by analyzing the linguistic symbols. This paper also ventures to decipher the norms and societal values the stereotypes were based on, and it also attempts to account for any changes.

Index Terms—disability, children's literature, stereotypical portrayal, differences, positive attitudes

I. INTRODUCTION

The vast corpus of Children's literature consists of novels, poems, short stories and magazines specially created for children or young adult audiences. There is a huge variety of genres that they fall into, just like adult literature with realism, fantasy, history, epics, geography, life sciences and others which are curated to suit the interests and understanding of the young audience. The concept of having a particular type of literature for children started in the seventeenth century when the widescale publishing of books for children began. Initially, books for children were meant to teach them ethics, values, morality and spiritual lessons adhering to the reformation movement that was in control of the English isles; therefore, the books were didactic, dreary and mundane. The transition from didactic children's literature to a more artistic, entertaining type of literature began with John Locke's recommendation that children should enjoy reading. This idea was taken up by John Newberry, a British publisher who started publishing books for children's gaiety, and he has been credited the title 'The Father of Children's Literature. A *Little Pretty Pocketbook*, which is considered as the first children's book, was one of Newberry's influential publications, along with *Mother Goose's Melody* and *The History of Little Goody Two-Shoes* (an adaptation of Cinderella). He was notable for making groundbreaking changes to the legacy of children's literature; his marketing strategies, and innovative floral prints, with games and toys in the books, helped him to get industrious profit in the publishing field and set the domain open for new children's authors and publishers like John Marshal. *The Golden Age of Children's Literature* began in the late nineteenth century, where a majority of the Children's Classics that are still in print were produced. It was also the time a new, exciting genre for children *Picture Books* was produced. The idea of the picture book was to present an aesthetic story to the children with lots of pictures and few words; Randolph Caldecott and Walter Crane were the geni behind this idea. Since then, children's literature has undergone many changes and a lot more variations to suit the tastes of the contemporary young audience who seek more than just pictures and pleasure from books. Rudine Sims (1990) came up with the idea of children's literature serving as a mirror, window and sliding door to the children who read them; the window indicates the new experiences and exposures that a child gets after reading a book, and a mirror refers to the similarities the child tries to find in itself relating herself or himself to a story character with similar attitudes, experiences, culture or race. Literature helps children to understand others, themselves and their surroundings in a better way, and they develop insights based on their experience. Thus, the assured influence of the literature that children read is quite prominent in their behavioural patterns, social lives and value structure; they can be modified, changed,

manipulated or removed accordingly. Since our thinking pattern and ideology depend on the culture and media, we are susceptible to (Mitchell, 2002), the portrayal of disability and disabled people are of utmost importance to this study. From time immemorial, disability has been seen as a deviation from the norm, the western normate that has been fed into our cognitive system deletes and detests disability as an undesirable aberration. The disabled body was compared and contrasted with the "mutually constituting" figure of the "Normate", it is a constructed identity based on body differences and position of power (Garland-Thomson, 1997). Most of the books, movies and other media available to people in the past did not have the *other* since plenty of these were controlled by the dominant majority, which was white, rich, powerful and able-bodied. Until a few decades earlier, any deviation from these was seen as inferior, and thus disability never had a role to play in the media field, and consequently, with no representation, the information about the *other* was never entirely accurate. Instead, it was only an expression of how the normate *Other* saw the non-normate *other*.

The children's books selected for this study are Johanna Spyri's Classic, *Heidi* (1881) and Cynthia Lord's *Rules* (2006). Both the novels are placed in different time frames and geographic locations, which would help compare the texts. The common element in both these books is that both were written for children, and most importantly, both these texts have disabled characters who are closely associated with the main character. In *Heidi*, there is Clara, Heidi's friend, who is a wheelchair user, and in *Rules*, there are two disabled characters, Catherine's brother David who has autism and Jason, who is non-verbal and also a wheelchair user, whom she befriends at her brother's occupational therapy. Since this study focuses on how the stories fed to children affect their attitudes and understanding of disability, the difference between these publications would greatly aid in mapping out the differences in society and, as a result, in people's minds over the years.

II. REVIEW OF LITERATURE

Biklen and Bogdan's research in 1977 reveals that all literature predominantly portrayed disabled people with a profusion of negative stereotypes, which made it simple to ignore the existence of this group of people. Their study found close associations between the portrayal of disabled people and third world countries and women who were already seen as outcasts by the people. They also inferred that these negative images reinforced oppression and created harmful metaphors presenting a distorted reality. It was also noted that the attitudes of young children usually developed through direct and indirect experiences, and thus everything that they encounter at a young age could make them feel connected to it later in life; therefore, introducing disabled people as a part of their social group can promote inclusiveness and positive attitudes. The power of children's literature is often underestimated, Pinsent in her research, observes the importance of an appropriate selection of stories for children to read. She argues that stories form the basis on which the child judges their own worth and that of others: "Literature is thus a major part of the education of children about the equality of all human beings" (Pinsent, 2007). Schwartz, in his research in 1977, applied Biklen's and Bogdan's ten stereotypes found in the media portrayals of disability to contemporary children's works and found all these negative images reinforced in a bulk of the literature that was published in the 1970s. Biklen and Bogdan identified ten stereotypes of disabled people that were very common like; "pitiable", "evil", "exotica", "object of ridicule", "super-cripple", "burden", "asexual", "their own worst enemy", "incapable of participating in everyday life" (1977). They also noted that disabled people, like women, were seen as two sides of the same coin, like how the ancient society referred to women as either a saint or a whore, disabled people were viewed as either victims or villains, as asexual or sex degenerates. As a consequence, they were always placed at two extremes as they were not allowed to take the common point in the middle, which was specially reserved for non-disabled people.

For a long time, disability was never represented in literature, and when they were, it was usually as side characters who would have nothing to do with the story or as villains or as characters who would edify the virtues of the main character, and as Rosemarie-Garland Thomson points out: '[...] they usually remain on the margins of fiction as uncomplicated figures or exotic aliens [...]' (1997). In usual fairytales and folk literature, a bodily difference or aberration from the norm was used to create fear or pity; witches, beasts, blind villains, ugly sorcerers, antagonists with a disastrous background, people punished due to their evil deeds with an impairment and the like were used as a metaphor to depict that their tainted physical characteristic is directly linked with their poor integrity or internal character traits.

According to Franks' research on fairy tales with school children, she noted that often children who were exposed to disabled characters in the stories associated them with a negative marker; she argues that messages in the human brain adhere to natural expectations that were created in their minds and reject evidence that proves otherwise (Franks, 2001). It is also observed that when canonized literature and popular texts exhibit disability, they do so in a way that they end up prescribing normativity and thus reinforce the prejudiced representation of disability, proving to be detrimental to the audience who consume it. It is also seen that the stereotyping of disability now could be the possible result of such continuous depictions.

III. DISCUSSION

It would not be surprising if one were to read a book published in the nineteenth century and not find any disabled characters who represent reality because it was a time when even the mere presence of a disabled character in literature was a wonder. Those were things of the past, times are changing, and now disability portrayals are not so difficult to find. We have ample texts where disabled characters share the plot, but the question is, "Is visibility enough?" (Schwartz, 1997), do they represent reality? Or do they reinforce oppression? These are some of the questions that would be answered in this study.

A. Character Demographics in *Heidi*

Johanna's novel of the cheerful girl of the Swiss Alps' is a children's classic that no one would have missed irrespective of their language or region. From the time of its publication, *Heidi* enjoyed a huge fan following and success. The characters of concern for this study are Peter's grandmother, who is blind and Heidi's friend Clara who is a wheelchair user. These images, or any disabled images for that matter, depict how they informed the society about disability and vice versa. Morality and health were seen as two variables directly proportional to each other in the nineteenth century, so it meant that if a person were hale and healthy, they would have high morals, and if one was of ill health, it implied that their moral standard was deficient. This is precisely the basis for the religious model of disability, which was very popular during the eighteenth and early nineteenth centuries. Consequently, the authors, when they started introducing disabled characters into their plot, found it very convenient to use physical or mental disability as moral and social metaphors for abnormality. Therefore, the presence of disabled characters in the novels of the nineteenth century like Johanna's *Heidi* is not actually inclusiveness but only a way of "demonstrating and disseminating prescriptions of normalcy."

B. Reinforced Normalcy

As discussed, most of the nineteenth-century literature used disability representations to reinforce normalcy; in *Heidi*, Clara Sesemann's miraculous cure at the end of the novel is the best example. Clara is introduced as a wheelchair user to the audience, but the cause of her disability is unknown. The audience is not informed if she had any medical conditions or an accident or if she was born with the disability; what is of concern is that once Clara moves to the alps with Heidi, she is cured of her disability, not with surgeries or any medical interventions, but it is a "magical cure". On the surface level, this would not seem to be of any concern, but when looked into carefully, this healing has an implied meaning, where the cure of a disability was considered a mandate for a "happily ever after" storyline. It reinstates that the life of a person with a disability cannot and will not be happy unless there is a return to the norm. The Sesemann family members are keen on Clara getting cured once she is back from the mountains and misses it. Her grandmamma says, "There is only one cure for this. If you send her back at once, she may get better in the mountain air. However, if you wait, she may not get better at all" (Spyri, 1988, p.80). Most of the texts written during the nineteenth century wrote about disability to teach the readers about moral values and ethics or to show how they would be punished if they did not live a virtuous life. So prevalently disabled characters were cured in the end to reimpose that if they adhere to the standards of normativity and change their ways, they can be cured. On the other hand, all the novels that did not offer a cure to their disabled characters insisted on showing the audience that if their virtue did not match the norm, they would not be embraced by a healing touch. So, either way, a cured disability or a non-curable disability both served an implied meaning in the novels which influenced children. As rightly stated by Seth Lerer (2009), "the history of children's literature is inseparable from the history of childhood, for the child was made through texts and tales he studied, heard and told back" (p.24).

There is another disabled character in this novel which is Peter's blind grandmother. There are many instances in the novel where Heidi and Peter's grandmother share a unique bond. Heidi's very presence makes grandmother cheerful and happy. At the beginning of the novel, Peter's grandmother is seen as a character who is murmuring and begrudging for all things; when Heidi first comes to visit her, she is seen complaining about the damaged house and about how it needs many repairs. She is never considered to be of any use by the people of Dorfli; they believed that she was "too old to understand" (Spyri, 1988, p.36). Later her personality is changed by the cheerfulness of Heidi, and she feels that there is nothing else that she needs in this world than to be where she is; she exclaims, "You have lightened my heart; dear child" (Spyri, 1988, p.88).

C. Need for a "Magical Cure" or "Trauma-as-cure."

Even though the field of medicine and medical innovations were on a whole spree during the late nineteenth century, Johanna chose a supernatural "cure" for a disability. This was also the time when the charity or religious models of disabilities were rejected, and the medical model appeared in mainstream literature. Not that any of them stuck to reality or helped the disabled get into the society, both were stereotypical representations of disability and sought stereotyped solutions to disability. Johanna chooses a middle ground between the religious and medical model, a standpoint that leans towards the medical model in terms of the need for a cure when one has a disability, and it also touches the religious model based on how the cure occurs. Clara is taught about God, and she trusts in the power of the spiritual and the influence of the natural landscape that helps in the cure. Heidi's grandfather also acknowledges God for Clara's cure, "God's good sun and mountain air" (Spyri, 1988, p.134). This draws parallels to Keith's (2001) 'Take Up Thy Bed and Walk: Death, Disability and Cure in Classic Fiction for Girls' where she discusses that one of the features of the

disability portrayals of the nineteenth-century novels is that the disability can be cured if one loves themselves enough and has a positive outlook towards life. Another is that if the disabled person believes enough in God, they will be cured. Peter's grandmother, on the other hand, is not cured of her blindness in the novel. Grandmother's uncured disability is used here in the novel; to attest to the audience about the moral nature of the novel's protagonist Heidi.

As the story progresses, grandmother becomes the role model for people who are not cured but learn to deal with their disability, and she fulfils another purpose as well; she is transformed into the person who firmly believes that she needs no cure, it is said that "the children (Peter and Heidi) become her eyes in her blind and physically challenged state". Grandmother here represents the "purified" individual who views trauma as "potentially sanitizing". This concept of "trauma-as-cure" was observed by Schillace in a majority of Victorian fictions that portrayed disabled people. She noted that the existence of such disabled characters was as "moralizing agents" free from any of the moral corruptions of the world (2013). So, Peter's grandmother is used as one such agent in the text, who, because of her disability, is seen as a "paragon of Virtue".

D. Channelling the Change in Disability Representation

All through the late nineteenth and early twentieth century, children's books with disability awareness did not exist. The only representation of disability in the literature of that period was to show how helpless and characterless the disabled people were. The plotlines extensively placed them in a position where ill will and bad intentions were the root cause of their disability. Therefore, these novels with disabled characters were never found in the school curriculum. The complete negligence of this group of people, who were almost ten percent of the world's population, was not a coincidence but a conscious one. The powerful and able-bodied majority made conscious efforts to keep the disabled people at the margins of society, and as a result, there was no voice of their own.

As times began to change and as a result of America's ADA (Americans with Disability Act), many constitutional and administration changes started taking place all over the world in terms of treatment of disabled people, their rights and visibility in society. As a result, in 2006, the government of the UK, as an extension to Disability Discrimination act 2001, wanted schools to take responsibility to garner guidelines that would help the children to build positive attitudes towards disabilities and disabled people, they had to start by having books that encouraged a bright, inclusive attitude (Beckett, 2010). Inclusive literature was one of the fundamental ways in which children's attitudes can be changed or altered depending on what they are exposed to. Other researchers also conclude that inclusive literature can help non-disabled children to accept disabled children as 'friends'.

E. Contemporary Character Demographics in Rules

Rules by Cynthia Lord is a beautiful novel that would be a perfect addition to the corpus of disability literature. The narrator of this story is Catherine, an exuberant school kid with a younger brother who has autism. From the beginning of the novel, Catherine is not happy with her life, "You cannot pretend he does not exist" (Lord, 2006, p.37) is her mother's response when Catherine reveals her fear about David's actions. She is not proud of her brother David and always feels humiliated when she is with him, "Trouble comes quickly with David" (Lord, 2006, p.47). Catherine is an accurate representation of a non-disabled child who comes into close contact with disability. She has a varied set of rules that she gives to her brother from time to time to save herself and him from future mishaps or humiliation. Cynthia has divided the novel into various chapters, and the name of each chapter is a rule that Catherine had written for her brother. Catherine, like the true non-disablist child that she is, longs for an everyday life, "I want to yell at her, "It is not that easy" (Lord, 2006, p.50). It does not mean that Catherine hates her brother, she loves David, but at the same time, she also wants to make things better for both David and herself, which is why she makes rules for David. Once she is tired of making new rules for David, she says, "Why can't the world be simpler, like it is for guinea pigs? They only have a few rules" (Lord, 2006, p.54). She also knows that most of the time, David cannot follow her rules, but she does not stop making them until the end of the novel. David and Jason, the two crucial characters in the novel who are disabled, are closely related to Catherine. Their portrayal is quite different from a typical disabled child's depiction in a novel. Cynthia does not sugarcoat the disability experience, nor does she treat it with contempt; she finds the perfect balance between bringing out an accurate representation of the lived experience. She gives an honest portrayal of a family with a disabled child and the impact it has on the family members, especially the sibling who resents her brother's unique needs. This makes the narration credible and engaging at the same time and, in turn, helps us to understand the honest feelings of the elder sister. Jason's description or the description of the other disabled people at therapy is beautifully done without evoking negativity. Catherine describes Jason as almost grown and as someone who can move by being pushed on his wheelchair. Lord (2006) gives us a mature yet wholesome understanding of the atmosphere at therapy; none of the people there stares at others or pours out their pity. A realistic environment is portrayed, and Catherine takes utmost care not to be apathetic by staring as she knows how annoying it is when people stare at her brother. Later in the novel, Catherine feels Jason's family understands David because "... we are as different as they are..."(p.103). Jason's description of himself at therapy speaks for the whole disabled community. He feels that he could better die, a pervasive feeling since time immemorial for the disabled, not because they want to die, it is because of society's disabling attitudes and reactions that make them feel worthless. Jason, in the novel, says, "I. Am... Incomplete"(Lord, 2006, p.70).

Catherine places both David and Jason on the same scale; she shows her personal rule collection with Jason at therapy, not because he is her great friend, but because of his disability, "but Jason's different." Initially, when Jason calls Catherine as his friend, she finds it very hard to accept because all she had longed for was to get a "cool" friend like Kristi, so Catherine is very hesitant about being friends with Jason, "My lips feel dry... even if I think of us more as clinic friends than always friends"(Lord, 2006, p.43). Catherine is already tired of having an autistic brother and has not come to terms with the same; now, when she thinks of having another disabled friend, she does not quite like the idea and brushes them off as "clinic friends", as she need not spend much time with Jason except for the days when David had his therapy.

F. Destabilized Normalcy

Cynthia is an artist when it comes to capturing sensitive things effortlessly; she debunks a pervasive widespread myth that disabled people long for a normal life or a life cured or without their disability. That is how disability had been portrayed all these years, but in reality, that is precisely the opposite of what disabled people actually feel. This is portrayed when Jason is mad at Catherine for drawing a card where she places him without a wheelchair in a park; Jason is infuriated and makes her remove it, "Want. Wheelchair. In. Picture... Take. It. Out" (Lord, 2006, p.95).

Catherine tries all she could to make David "normal" she gives him rules, looks after him, comforts him, but she could not accept the fact that he is different, she continuously tries to make him like other kids, showing her longing to be accepted by her peers, "... it is hard enough to make new friends without worrying he will do something embarrassing" (Lord, 2006, p.37). She also yearns for David to be cured, "...my always-wish, ...all his autism wiped clean"(Lord, 2006, p.82). Even though Catherine's thoughts initially prove to be disabling, there is no return to normalcy at any point in the novel. In fact, Catherine changes her mind at the end of the novel to accept both David and Jason as they are. Another important observation that Cynthia subtly exposes is the fact that disabled people have few or no friends. Catherine notices the absence of the word "friend" in Jason's communication book, and she makes him one, "I wonder why he did not have it already" (Lord, 2006, p.43). In the same way, David also does not have many friends, "He does not have any friends- not like you have." The author represents reality as it is and encourages the audience to become more inclusive by making them empathize with the characters. Jason and David both have difficulty in communicating; David cannot form his sentences but echoes them and loves dialogues from *Frog and the Toad Together*. Jason, on the other hand, cannot communicate verbally and uses a communication book. Catherine, contrastingly, does not always communicate what she thinks; she avoids saying certain things to appear friendly to Kristi. This reiterates the idea that all are different, with or without disability, and that all differences can be accommodated.

G. Cure as a Non-necessity

Towards the end of the novel, and the audience does not witness a cure but a more confident and independent Jason and an unchanged David but a transformed Catherine. Catherine is portrayed as an ordinary twelve-year-old girl who wants a "normal" life, "But the best part of being at a friend's house is I can be just me and put the sister part of me down" (Lord, 2006, p.54). Her emotions take a roller coaster ride when she is torn between David, Jason and Kristi, and her struggles tell the story of disability from a rarely heard perspective. Catherine's description of David can be seen as adhering to the stereotypes of the past, but it is the result of her exhaustion as a struggling twelve-year-old, "How can his outside look so normal and his inside be so broken? Like an apple, red perfect on the outside, but mushy brown at the first bite"(Lord, 2006, p.66).

The change in Catherine is visible at the end of the novel when she starts accepting David and Jason for who they are. Catherine, who had always felt embarrassed of her younger brother, takes him to the community dance happily and even fulfils his "wish" by getting his grape soda. Kristi and Ryan are the representation of the rest of the society that is insulting and hurtful towards people with disability. Kristi does it out of ignorance, but Ryan does it for entertainment; he finds hurting David fun and thus is the perfect example of whom one should not become; the perfect high school bully. He is filled with contempt and acts like a jerk with David to fit into the "cool guy" standard. Kristi's and Ryan's choice of words speak about their disabling attitudes, "Even regular little brothers are a pain"(Lord, 2006, p.51), says Kristi when she goes to Catherine's house, and Ryan humiliates David by mocking him, "It's a miracle... You're cured"(Lord, 2006,p.65).

Cynthia has given a very realistic picture of life with an autistic kid, unlike the nineteenth-century stories where a "miraculous cure" created a perfect and happy ending to the story. At the end of this story, neither David nor Jason is cured of their disability. The only "cure" or "change" that occurs in the novel is to Catherine, who finds out the true meaning of being a "normal" girl. So, Cynthia Lord subverts the "happily ever after" concept that was very common in most of the disability texts.

IV. CONCLUSION

Why should children's literature take up so much effort to present disability in a positive light? The answer to this question would be that not just children's literature but the whole literary corpus has a massive responsibility in giving out a realistic account of disability and disabled people, not a fake optimistic outlook which would be a euphemism or a

didactic approach that enforced normativity, but an accurate representation about disabled people. Children, irrespective of which age or era they belong to, develop and grow in the same way. Books play a vital role in helping them to decipher and understand the world they are in, because early intervention helps in establishing their basic understanding of the people, place and environment they live in, and that would act as the blueprint they would base their lives on. The portrayal of disability in *Heidi* and *Rules* is not the same, the nineteenth-century novel is, unfortunately, pessimistic even though it appears harmless superficially, and the novel of the twenty-first century is very inclusive and realistic. Usually, disabled characters were used in old novels to approve the construction of normality and thus stereotypically treat disability. Both the novels have a happy ending but are totally different from each other; the nineteenth-century version of a happy ever after meant a "normal", "non-disabled", or "cured" life. In the twentieth century, a happy ending did not mean a cure or ordinary life but a life of understanding and acceptance.

Catherine, who had earlier wished for her brother's cure, wishes for a more conducive and fairer world; "I wish everyone had the same chances." Children's books are especially important because they sow the first seeds about the world outside and lay the foundation for developing positive or negative attitudes, so a fair starting point can be an excellent solution to develop a more inclusive society. Undoubtedly there is a lot more that needs to be done, but many contemporary authors strive to make the dream of inclusivity come true. Even though it is not fast enough, we can be sure of a time in future when stereotyping would become a thing of the past and inclusive environments would adorn the world. The final lines of Catherine in *Rules* (Lord, 2006) are a genuine encouragement of the same. "I let that be enough" (p.115).

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A Comparable Corpus-Based Study of Cross-Strait Varieties: The Case of 注意 *Zhùyì* and 專心 *Zhuānxīn*

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Abstract—Chinese Word Sketch (CWS) provides a tool to identify the semantic distinctions of the Chinese near synonyms in the natural language use situation. This study has the case of 注意 *Zhùyì* and 專心 *Zhuānxīn*, with Gigaword_CNA and Gigaword_XIN, two of the main sub-corpora in CWS, as the corpora for the research. Based on the comparison of senses and part of speech (POS) from Chinese Word Net and dictionaries, it is found that there are some disagreements of the POS between the ones prescribed by dictionary and in actual language use. What is more, some similarities and differences have been revealed based on the common and only patterns in the two sub-corpora. The study aims to reveal the variations of the two keywords in Taiwan Mandarin and Mainland Mandarin, which will contribute to the revision of the dictionary and facilitate a better understanding of cross-strait communication.

Index Terms—Chinese word sketch, corpus, near-synonyms, variations

I. INTRODUCTION

The Chinese language enjoys the status as an official language in mainland China and Taiwan. However, the language shows some degree of variation in these two areas. Some scholars have noticed the differences of Chinese among different regions and claimed they are due to political, cultural, historical, and economic reasons (Huang, Lin & Zhang, 2013). Therefore, lots of research has been conducted to reveal such differences to facilitate a better understanding of cross-strait communication (Diao, 2015; Jiang, 2018; Wang & Huang, 2018). Meanwhile, some studies focus on lexical variations. Zhou (2009) touched on names of people and places based on observation and introspection, and Zhao (2008) explored how one concept was expressed differently. More research has been carried out in recent years based on the corpus. According to Jiang (2018), corpus-based lexical comparisons between Taiwan and the Mainland are mainly about a thesaurus, celebrity coverage in the Chinese press, Chinese news headlines. However, the research on near synonyms based on corpus “has only focused on certain examples” (Wang & Huang, 2017). Hence it is far from sufficient. This study has the case of 注意 *Zhùyì* and 專心 *Zhuānxīn*, with Gigaword_CNA and Gigaword_XIN (two of the main sub-corpora in Chinese Word Sketch, CWS) as the corpora for the study. It is hoped that such a case study will not only reveal the variations of the two keywords but contribute to the revision of the dictionary.

II. RELATED RESEARCH

A. Research on Lexical Varieties between Taiwan Mandarin and Mainland Mandarin

The earlier researchers collected data manually based on observation and introspection. For instance, Ni (1995), Blount (1996) tried to discover the lexical differences between Mainland and Taiwan Mandarin. Zhao (2008) provided examples to show how one concept was expressed differently in the two regions. Moreover, some other research touched on the transliteration of persons and names (Zhou, 2009). More recent research has been carried out based on a corpus, especially with comparable corpora. Some lexical comparisons between Taiwan and Mainland have been conducted with topics ranging from Chinese news headlines (Chin, 2007), judgment terms (Kwong, et al., 2004), and celebrity reports in Chinese press (Tsou, Yuen, Kwong, Lai and Wong, 2005).

B. Research on Near Synonyms

Near-synonyms are words used in dictionaries to define each other for specific senses. “They are almost synonyms, but not quite” (Inkpen, 2004). They are not entirely interchangeable, for they differ in their denotation and connotation or in the senses they emphasize. They may also differ in the collocational patterns and grammatical categories. Some scholars tried to differentiate the near-synonyms from different aspects: Edmonds & Hirst (2002) put forward the

stylistic variations, denotational variations, structural variations, and expressive variations; Inkpen (2004) further divided them into three types, stylistic, denotational, and attitudinal. On top of that, some English near-synonyms have been evaluated, such as *begin* and *start* (Biber et al. 1998), *persist* and *persevere* (Phoocharoensil, 2021). There are many near-synonyms in Chinese, which pose a threat to learning and communication in life. Diao (2012) investigated 而已 *Éryǐ* with a microscopic comparison approach to reveal the different usages of the word in Taiwan and Mainland, on which he put forward the concept of speech community characteristic world. With the help of Word Sketch Engine, there is a more profound and thorough analysis of the semantic distinctions of the Chinese near-synonyms, such as the investigation on the HELP verbs (Gong & Wu, 2012), 鼓勵 *Gǔlì* and 勉勵 *Miǎnlì* (Wang & Huang, 2018). Their research indicates that comparable corpus-based lexical analysis can provide a solid foundation for differentiating the near synonyms in Chinese.

Although the above studies had some groundbreaking findings of the Chinese synonyms, using corpora to discriminate near-synonyms has only focused on limited examples (Wang & Huang, 2017). Moreover, it needs further exploration based on CWS instead of the mere KWIC method in comparing Chinese near-synonyms. Therefore, the research questions will be:

- 1) What are the senses of the two target words based on Chinese WordNet or dictionaries? Do the concordances reveal any differences in CWS?
- 2) What does the collocational analysis reveal about the similarities and differences of grammatical functions of the two words based on CWS?

III. COMPARATIVE SENSES OF THE TWO TARGET WORDS

The two words 注意 *zhùyì* “to pay attention to” and 專心 *zhuānxīn* “to concentrate” are challenging to be identified as synonymous pair, for they are interchangeable only in very limited given contexts in Chinese. However, it is quite interesting to note that “to concentrate on” is used to explain “pay attention to” in Webster’s dictionary.

According to Chinese WordNet (CWN), 注意 *zhùyì* means “集中精神， 小心留意” *Jízhōng jīngshén, xiǎoxīn liúyì* (to pay attention to or to concentrate). It can be used both as a transitive VERB and a NOUN. For example,

- (1) 活動中除了注意安全外，請勿干擾上課之班級。

(Chinese Pinyin) *Huódòng zhōng chúle zhùyì ānquán wài, qǐng wù gānrǎo shàngkè zhī bānjí.*

(English translation) In addition to paying attention to safety during the activity, please do not interfere with the class.

- (2) 為便利各館使用，有下列三點注意事項請 館員留意。

Wèi biànlì gè guǎn shǐyòng, yǒu xiàliè sān diǎn zhùyì shìxiàng qǐng guǎnyuán Liúyì.

To facilitate the use of each library, there are the following three precautions for librarians to pay attention to.

When used as a NOUN, it means “特別專注的觀察” *Tèbié zhuānzhù de guānchá* (the focused observation).

- (3) 故宮展覽組組長周功鑫表示，據她觀察，雕刻、珍玩的確最能吸引小孩的注意。

Gùgōng zhǎnlǎn zǔ zǔzhǎng zhōugōngxīn biǎoshì, jù tā guānchá, diāokè, zhēnwán díquè zuì néng xīyǐn xiǎohái de zhùyì.

Zhou Gongxin, Forbidden City Exhibition Group leader, said that according to her observations, sculptures and treasures are indeed the most attractive to children.

Meanwhile, the Modern Chinese Dictionary (7th edition) points out that 注意 *zhùyì* can only be used as a VERB and means “把心思、思想放在某一方面” *Bǎ xīnsī, sīxiǎng fàng zài mǒu yī fāngmiàn* (to put your mind and thoughts on a particular aspect). For example,

- (4) 注意安全

Zhùyì ānquán

Pay attention to safety.

Since the meaning of 專心 *zhuānxīn* can not be searched in CWN, it is searched in *Guóyǔ cídiǎn* by the Ministry of Education of Taiwan, meaning “專一心思， 集中心力” *Zhuānyī xīnsī jízhōng xīnlì* (to focus on). It is tagged as VH 11 (stative intransitive verb) in CWS. However, the Modern Chinese Dictionary defines 專心 *zhuānxīn* as an ADJECTIVE, denoting “集中注意力” *Jízhōng zhùyì lì* (to concentrate). For example,

- (5) 学习必须专心。

Xuéxí bìxū zhuānxīn

Study must be attentive.

In terms of sense, the two target words are quite similar in both regions. Nevertheless, the part of speech is different. 注意 *zhùyì* is defined as both a verb and noun in Taiwan Mandarin, while it is only described as a verb in Mainland Mandarin. The word 專心 *zhuānxīn* is used as a verb in Taiwan Mandarin, while it is an adjective in Mainland Mandarin.

IV. COMPARATIVE USAGE IN THE CORPORA

A. Distributional Differences in CNA and XIN

Gigaword_CNA and Gigaword_XIN are sub-corpora of CWS, the former including news texts from Xinhua News Agency of Beijing with 382, 881,000 tokens, and the latter from Central News Agency of Taiwan with 735, 499, 000 tokens (Wang & Huang, 2017). Based on CWS, it shows that 注意 *zhùyì* has a much higher frequency than 專心 *zhuānxīn* in Gigaword2. That indicates people use 注意 *zhùyì* more frequently in their language, so do the two sub-corpora. Moreover, both of the two words are tagged static verbs, 注意 *zhùyì* being a stative verb with a sentential object while 專心 *zhuānxīn* being a stative intransitive verb. (See Table 1).

TABLE 1
Frequency And Pos Of 專心 *Zhuānxīn* And 注意 *Zhùyì*

Node	Freq. in Gigaword2	Freq. in CNA	Freq. in XIN	POS
專心 <i>zhuānxīn</i>	3859	3143	516	VH11
注意 <i>zhùyì</i>	136547	113273	21616	VK1

A thorough analysis of the concordance lines will reveal different information about the part of speech of the two key words. 注意 *zhùyì* can not only be used as a transitive verb but also a noun as Concordance 1 and 2 have shown in Taiwan Mandarin, which is in accordance with the CWN. However, the corpus reveals that 注意 *zhùyì* can be a noun in Mainland Mandarin (see concordance 4 and 5), not only a verb prescribed in the Modern Chinese Dictionary. Moreover, there are some differences in the usage as well. In Taiwan Mandarin, the object of 安全 *Ānquán* (safety) after 注意 *zhùyì* is often omitted, while it is not in Mainland Mandarin.

The concordance examples from CNA

- | | | | |
|----------|--------------|-----------|---------------|
| (1) 0122 | 見解引起了專家學者們的 | <u>注意</u> | 。報導說，黃奇逸長期 |
| (2) 0057 | 增加的囚犯人口，經常引起 | <u>注意</u> | ，不過，自從一九七九年美國 |
| (3) 0035 | 六級，陣風八級，船隻請 | <u>注意</u> | 。審核：預報員：周中央 |

The concordance examples from XIN

- | | | | |
|----------|--------------|-----------|----------------|
| (4) 0117 | 引起了有關專家和學者的 | <u>注意</u> | ，他們認為這一觀點提出 |
| (5) 0059 | 已經引起世界各國經濟界的 | <u>注意</u> | 和興趣。哈巴羅夫斯克現在 |
| (6) 0085 | 她還在信中懇請救援人員 | <u>注意</u> | 自身安全。</p>羅總統離巴 |

As for 專心 *zhuānxīn*, it is used as a stative intransitive verb in concordance 7. However, it is used to modify other words, such as 教學, 開會, 搞好 in the eighth and ninth concordance, so it used as a transitive verb in those sentences. Moreover, it should be listed as an adverb in concordance 10. In the eleventh and twelfth example, it is an adjective as prescribed in the Modern Chinese Dictionary. However, it is evident that it should be listed as an adverb in the contexts of thirteenth and fourteenth examples.

The concordance examples from CNA

- | | | | |
|-----------|--------------|-----------|---------------|
| (7) 0033 | 戰戰爭的壓力，上課不能很 | <u>專心</u> | ，但緊張的程度顯然不若 |
| (8) 0199 | 獲得極大的改善，使老師能 | <u>專心</u> | 安心教學，五千三百多名學生 |
| (9) 0207 | 「可以不受電話干擾」， | <u>專心</u> | 開會、仔細檢討。會 |
| (10) 0119 | 堅持發展社會生產力， | <u>專心</u> | 地搞好現代化建設； |

The concordance examples from XIN

- | | | | |
|-----------|--------------|-----------|-------------|
| (11) 0009 | 國內均屬上乘，平時訓練既 | <u>專心</u> | 刻苦，又能開動腦筋，是 |
| (12) 0033 | ，這使他們在課堂上更加 | <u>專心</u> | ，更加刻苦，而且刺激了 |
| (13) 0059 | 歲開始，兩人又不約而同 | <u>專心</u> | 打羽毛球了。起初貽合 |
| (14) 0085 | 特慕名而來。他上車以後， | <u>專心</u> | 聽廣播，聽著聽著，激動 |

To put it in a nutshell, 注意 *zhùyì* is used as a verb and a noun as prescribed by CWS in Taiwan Mandarin. Nevertheless, it is not only used as a verb listed in the dictionary, but also as a noun as well in Mainland Mandarin, which should be listed in the Modern Chinese Dictionary. In addition, the word 專心 *zhuānxīn* can not only be used as a stative intransitive verb, but transitive verb and adverb as well in Taiwan Mandarin. While it is an adjective as listed in the dictionary, it is also an adverb in Mainland Mandarin.

B. The Common and Only Patterns

Based on “Show Diff” function of CWS, not only the common patterns of the two words but also their exclusive patterns are listed, with the minimum frequency 1. Table 2 and 3 are the common patterns of the two target words in CNA and XIN.

TABLE 2
COMMON PATTERNS IN CNA

專心	21	14	7	0	-7	-14	-21	注意
----	----	----	---	---	----	-----	-----	----

Subject	Frequency		Salience	
	專心 <i>zhuānxīn</i>	注意 <i>zhùyì</i>	專心 <i>zhuānxīn</i>	注意 <i>zhùyì</i>
他 <i>tā</i> he	11	19	14.3	1.1
業者 <i>yèzhě</i> person engaged in some industry or trade	1	43	2.9	14.9
孩子 <i>háizi</i> kid	2	1	9.2	0.8
人員 <i>rényuán</i> staff	1	49	2.0	9.2
捷運局 <i>Jiéyùn jú</i> MRT Bureau	1	6	5.7	9.0
他們 <i>tāmen</i> they	2	24	5.7	8.3
Modifies				
情況 <i>Qíngkuàng</i> situation	1	38	4.6	16.7
態度 <i>Tàidù</i> attitude	2	2	9.5	1.4
技巧 <i>Jìqiǎo</i> skill	1	1	7.6	2.5
事件 <i>Shìjiàn</i> event	1	10	4.6	6.3
比賽 <i>Bǐsài</i> game	1	1	5.1	0.0

TABLE 3
COMMON PATTERNS IN XIN

Subject	Frequency		Salience	
	專心 <i>zhuānxīn</i>	注意 <i>zhùyì</i>	專心 <i>zhuānxīn</i>	注意 <i>zhùyì</i>
她 <i>tā</i> she	1	4	4.6	7.4
他 <i>tā</i> he	1	8	3.0	7.1
政府 <i>Zhèngfǔ</i> government	1	9	2.4	6.0
我 <i>wǒ</i> I	1	3	4.5	5.6
球員 <i>Qiúyǎn</i> player	1	1	5.1	2.3
Modifies				
弱點 <i>Ruòdiǎn</i> weakness	1	1	10.6	4.9

Different colors indicate different likeliness of collocation with other words. The words in the green parts strongly collocate with 專心 *zhuānxīn*, while those in the red parts strongly collocate with 注意 *zhùyì*. The words in yellow parts can collocate with both of them. It is interesting that both Taiwan Mandarin and Mainland Mandarin subjects are mainly personal pronouns, people, MRT Bureau or government. Most people will focus on something or be reminded to pay attention to something around them. The two target words are used to describe a kind of psychological state. When the subjects are MRT Bureau or government, metonymy is used in the contexts, for it is people who work in the MRT Bureau or government will concentrate on doing the affairs of the organizations.

Also, in Taiwan Mandarin, when 注意 *zhùyì* is used to modify other words, it has much stronger collocation with 情況 *qíngkuàng* (situation), as shown by the relatively high salience and frequency. 注意的情況 *zhùyì de qíngkuàng* (under the condition of paying attention to something) and its negative pattern 不注意的情況 *bù zhùyì de qíngkuàng* (under the condition of not paying attention to something) are common patterns in the corpus language use. When 專心 *zhuānxīn* is used as a modifier, it has stronger collocation with 態度 *tàidù*, with a much higher salience than 注意 *zhùyì*. That means 專心的態度 *zhuānxīn de tàidù* (focused attitude) is a commoner pattern than 注意的態度 *zhùyì de tàidù* (attitude to pay attention to). If people do things with their total concentration for some time, they are 專心 *zhuānxīn*. If people pay attention to something but do not fully focus on it, the word 注意 *zhùyì* will be used. That means a much longer psychological state in the connotation of 專心 *zhuānxīn* than 注意 *zhùyì*. In mainland Mandarin, only 弱點 *ruòdiǎn* is modified by both of the two target words. There are more collocations when the two target words are used as modifiers in Taiwan Mandarin than mainland Mandarin.

Although 專心 *zhuānxīn* and 注意 *zhùyì* have some similar collocations, they are more different than similar. Table 4 describes the only patterns of 專心 *zhuānxīn* and 注意 *zhùyì* respectively, which indicate that the words listed can only collocate with one of them in Taiwan Mandarin. The subject of 專心 *zhuānxīn* is usually one specific person. One will concentrate his attention when doing something. However, the subject of 注意 *zhùyì* with the highest frequency and salience is 船隻 *chuán zhī*. Taiwan is surrounded by sea, and ship transportation is essential for it. Weather forecast pays close attention to the wind power to warn the danger of wind scale, shown by the concordance examples extracted from the corpus. It is a typical reminder for transportation. Hence 船隻 *chuán zhī* has such high values. Also, most of

the other subjects are collective nouns, instead of individuals as 專心 *zhuānxīn* owns. The subjects cover people, drivers, examinees, consumers. Therefore, the subjects of 注意 *zhùyì* are usually a group of people, while the ones of 專心 *zhuānxīn* is primarily an individual.

TABLE 4
ONLY PATTERNS OF 專心 *ZHUĀNXÍN* AND 注意 *ZHÙYÌ* IN CNA

專心 <i>zhuānxīn</i>				注意 <i>zhùyì</i>				
Subject		Frequency	Salience	Subject		Frequency	Salience	
羅貴玉	<i>Luō guìyù</i>	1	12.4	船隻	<i>chuán zhī</i>	ship	2349	95.4
史國良	<i>Shǐ guóliáng</i>	1	12.4	民眾	<i>mín zhòng</i>	the people	470	35.5
喬治溫斯頓	<i>qiáozhìwēnsīdùn</i>	1	11.4	駕駛人	<i>jiàoshǐrén</i>	person who drive	50	30.9
謝玲玲	<i>xiè línglíng</i>	1	11.4	考生	<i>kǎo shēng</i>	examinee	54	25.8
茱蒂佛斯特	<i>zhūdífósuītè</i>	1	11.1	公平會	<i>gōng píng huì</i>	Fair Trade Commission	31	25.6
Modifies		Frequency	Salience	Modifies		Frequency	Salience	
聽眾	<i>tīngzhòng</i>	audience	2	焦點	<i>jiāo diǎn</i>	focus	336	60.6
同路人	<i>tónglùrén</i>	fellow traveler	1	事項	<i>shì xī àng</i>	matter	158	47.4
工作	<i>gōngzuò</i>	work	2	現象	<i>xiàn xiàng</i>	phenomenon	104	35.3
兒童	<i>ér tóng</i>	child	1	警訊	<i>jǐng xùn</i>	warning sign	23	29.1
環境	<i>huán jìng</i>	surroundings	4.6	重點	<i>zhòng diǎn</i>	focus	65	28.1

When 專心 *zhuānxīn* is used to modify other words, half of them are people as well, such as audience, children, and students. These people have to do things wholeheartedly and need more attention for some time. When it is used to modify 工作 *gōngzuò* (work), it is an adverbial of manner. When used to modify 環境 *huán jìng* (surroundings), it is an attribute. While 注意 *zhùyì* is used to modify other words, most of them are not people anymore. Instead, they are things, like focus, matters, phenomena, and place. That means that in Taiwan Mandarin 專心 *zhuānxīn* can be used as adverbial and attribute while 注意 *zhùyì* can only be used as an attribute. In addition, 專心 *zhuānxīn* primarily modify people, yet 注意 *zhùyì* mainly modify focus, matter.

TABLE 5
ONLY PATTERNS OF 專心 *ZHUĀNXÍN* AND 注意 *ZHÙYÌ* IN XIN

專心 <i>zhuānxīn</i>				注意 <i>zhùyì</i>				
Subject		Frequency	Salience	Subject		Frequency	Salience	
克思·派瑞正	<i>kèsīpàiruizhèng</i>	1	15.1	北京市	<i>běijīngshì</i>	Beijing	12	18.0
吳永學	<i>wúyǒngxué</i>	1	13.7	恭城縣	<i>gōngchéngxiàn</i>	Gongcheng County	2	16.1
戈韋托·蒂格勞	<i>gēwéituōdìgéláo</i>	1	13.4	大關村	<i>dàguāncūn</i>	Daguancun	2	15.6
梁左	<i>liángzuǒ</i>	1	13.1	人們	<i>rénmen</i>	people	9	14.5
密友	<i>mìyǒu</i>	1	11.1	威海市	<i>wēihǎishì</i>	Weihai	3	14.0
Modifies		Frequency	Salience	Modifies		Frequency	Salience	
羅煒	<i>Luó wēi</i>	audience	1	事項	<i>shì xī àng</i>	matter	41	41.3
				問題	<i>wèntí</i>	problem	226	36.9
				焦點	<i>jiāodiǎn</i>	focus	30	35.3
				現象	<i>xiàn xiàng</i>	phenomenon	44	30.7
				傾向	<i>qīngxiàng</i>	tendency	17	29.0

In mainland Mandarin shown in Table 5, the subject of 專心 *zhuānxīn* is also usually one specific person, as it is in Taiwan Mandarin. Nevertheless, the subject of 注意 *zhùyì* is either government or people, a general reference. It is not so targeted as is Taiwan Mandarin. When used as a modifier, 專心 *zhuānxīn* is not so diverse in collocation as it is in Taiwan Mandarin. While 注意 *zhùyì* is used to modify other words, most of them are things, such as matters, problem, phenomena, which is the same as Taiwan Mandarin.

TABLE 6
SIMILAR WORDS OF 專心 ZHUĀNXĪN AND 注意 ZHùyì

專心 <i>zhuānxīn</i> in CNA				專心 <i>zhuānxīn</i> in XIN			
word		similarity		word		similarity	
坦白	tǎnbái	be frank	0.425	難辦	nán bàn	difficult	0.238
遲疑	chí yí	to hesitate	0.413	傳告	chuán gào	to inform	0.235
不好意思	bù hǎoyìsi	sorry	0.408	不聞不問	bù wén bù wèn	indifferent	0.214
注意 <i>zhùyì</i> in CNA				注意 <i>zhùyì</i> in XIN			
word		similarity		word		similarity	
瞭望	liào wàng	keep a lookout	0.382	有利於	yǒu lì yú	beneficial	0.351
擔心	dānxīn	worry	0.336	注重	zhù zhòng	pay attention to	0.327
開心	kāixīn	happy	0.335	在於	zài yú	lie in	0.319

In all, the two target words are used to describe a kind of mental state. However, there is a much longer state in the connotation of 專心 *zhuānxīn* than 注意 *zhùyì*. Hence, used as a verb, 專心 *zhuānxīn* can be described as “to focus one’s attention on a particular activity or object for a long time”, while 注意 *zhùyì* means “to pay attention to a specific activity”. What is more, some similarities and differences have been revealed based on the common and only patterns in the two sub-corpora. The subjects in both regions are mainly personal pronouns, people, or government. When they are used as a modifier, there is much more variety of collocations in Taiwan Mandarin than mainland Mandarin. Based on the only patterns, it is concluded that the subject of 專心 *zhuānxīn* is usually one specific person in both regions. The subject of 注意 *zhùyì* is usually the specific group of people, such as drivers, examinees, in Taiwan Mandarin. Nevertheless, the subject is a general reference, including either government or people in Mainland Mandarin. When 注意 *zhùyì* are used as a modifier, it is used in the same way in both of the two parts, to modify matter, problem, phenomena.

C. Similar Words from Thesaurus

The maximum number of items is set 60 and the minimum similarity between cluster items is 0.60. The finding results are shown in Table 6, which illustrates the words that are 60 percent similar to 專心 *zhuānxīn* and 注意 *zhùyì* respectively in CNA and XIN. Their similar words are quite different. CWS further provides detailed information of those similar words in pairs. Take 注意 *zhùyì* for example, 瞭望 *liào wàng* to keep a lookout has the highest similarity with it in CNA. They have common patterns in sentence object, modifier, and other distribution of grammatical categories.

V. SUMMARY

Through a comparative study on the two near-synonyms 專心 (*zhuānxīn*) and 注意 (*zhùyì*) based on CNA and XIN of the CWS, it reveals some contextual similarities and differences in Taiwan Mandarin and Mainland Mandarin. Both of 專心 *zhuānxīn* and 注意 *zhùyì* share a related meaning of “to concentrate or concentration”, a kind of mental state, even though the core senses of the two key words in dictionaries seem not closely related with each other. The actual language use in the corpora indicates that there are some disagreements of their POS between dictionary and target language use. What is more, some similarities and differences have been revealed based on the common and only patterns in the two sub-corpora. It is hoped that such a study will help people be aware of the differences between Taiwan Mandarin and Mainland Mandarin in a microscopic way and help to revise the dictionary, especially the Modern Chinese Dictionary, based on the natural language use. However, there are some limitations in the study as well. The two subcorpora may not be large enough to cover all the usages. Secondly, the two subcorpora used in this research are only composed of the local newspaper, not other styles. Future studies may embrace more styles considering differences of words in cross-strait communication.

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Factors Affecting the Behaviour in Integrating Google Meet Among Malaysian Primary ESL Teachers During Covid-19 Pandemic

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Abstract—The unsought Covid-19 pandemic has wreaked havoc in Malaysia's education system, particularly at primary levels. Due to this, schools have been commanded to close immediately by the Ministry of Education (MOE) and Malaysian primary English as a Second Language (ESL) teachers have to conduct their teaching virtually via Google Meet under the government's policy, where all teachers are provided with a Gmail address. The use of Google Meet is not well studied not only in primary schools, but also in the local environment. Therefore, this quantitative research was embarked to look into the factors that influence the integration of Google Meet among primary ESL teachers. Participants (n=123) were selected through purposive sampling based on their teaching option (TESL optionists and non-TESL optionists), teaching ESL in primary schools (n=12) located in Pasir Gudang, Johor, Malaysia. A 5-point Likert scale survey questionnaire adapted from previous studies was used. The factors of perceived usefulness and perceived ease of use towards the use of behaviour in integrating Google Meet were testified. The main findings in descriptive statistics indicated that majority of the primary ESL teachers have shown a positive attitude towards the use of Google Meet. However, some respondents remarkably noted that school administrators should render necessary assistance. The findings of this study could provide better insights for English teachers and school authority on the measures to integrate Google Meet in the teaching and learning of English at primary schools. If Google Meet is well integrated, pupils will benefit from this platform.

Index Terms—Covid-19 Pandemic, Malaysian Primary English as a Second Language (ESL) Teachers, Google Meet (GM), perceived usefulness, perceived ease of use

I. INTRODUCTION

The sophisticated time-line of today's world has proven that one cannot elude from the change in globalisation (Muhamad Khairul, Airil Haimi, Ahmad Ariffuddin, Muhammad Anwar & Nurul Nadiah, 2019). Educators of English as a Second Language (ESL) have to bolster their teaching strategies in order to meet its requirement (Ulla, 2018). Since late December 2019, a novel, developing corona virus has been identified, alias Covid-19. It acts as an infectious agent and is often characterised based on the severity of the disease, whether mild, acute or life-threatening (Bragazzi, Mansour, Bonsignore & Ciliberti, 2020). This circumstance serves as a transformational motivator for primary ESL teachers to migrate from physical classroom to online education, considering the prevalence of virtual ESL teaching and learning as a result of current educational and curriculum policy trends (Bailey, 2020). Mokhtar, Nor Azilah and Ameer (2020) allude that the barb of Covid-19 has compelled educational institutions around the globe to halt their operations in a flash. Bozkurt and Sharma (2020) claim that global school and university closures have impacted more than 1.5 billion learners of all ages, amounting to approximately 90% of all learners. Many researchers have also stated that such a situation has urged the idea of virtual teaching and learning to become more crucial (Azilah & Ameer, 2020; Noor Mohammad, 2017). As a result, virtual ESL teaching and learning during the onset of Covid-19 pandemic has become a turning point for both primary ESL teachers and learners in the domestic context. In this study, the local context refers to Malaysia.

Gilakjani (2017) as well as Solanki and Shyamleel (2012) define virtual teaching as one teaching strategy that is experienced by utilising computer-mediated technology, with the presence of Internet connection and can take place within and outside educational institutions. The emergence of numerous video conferencing services such as Google Meet (GM), Zoom and Microsoft Teams (Singh, Singh, Ong, Thambu, Yusoff, Moneyam & Abdullah, 2020) has served as an open ground for both ESL educators and learners to transport ideas, knowledge and information. In this particular study, GM has been selected due to the local government's policy where all educators are provided with the Ministry of Education (MOE) account in Google Mail (Gmail). Essentially, GM is a complimentary application consisting of several features such as chatroom, activities, polls, breakout rooms and jamboard that offers ESL educators smooth experiences in conducting their lessons.

The impacts of Covid-19 have, to a greater extent, brought vast educational changes in the Malaysian scenario (Azilah & Ameer, 2020). This robust reformation has by virtue made the virtual ESL teaching and learning development more tedious and demanding, especially in the local context. Supported by Ali, Uppal and Gulliver (2017), Covid-19 pandemic brings about four major obstacles in the implementation of virtual teaching and learning, namely technology, individual, pedagogy and enabling conditions. To elaborate further, both ESL educators and learners encounter multitude issues pertaining to the integration of GM owing to a number of reasons such as unsteady Internet connection and attention restoration (Min, Shi & Yang, 2020). Moreover, ESL learners' low level of readiness has indicated the failure of GM during the pandemic period as they are not entirely prepared (Siti, Ali, Ondrej, Petra & Ngoc, 2020). Tamin and Mohamad (2020) also reflect that ESL teachers are not confident enough to handle the new virtual teaching and learning mode as they are not well-equipped with the technological skills. On top of that, there has been a lack of studies suggesting the success of integrating GM in Malaysia, specifically at primary levels (Irons, 2021; Khairi, Faridah, Norsiah & Zaki, 2021). Nevertheless, some international researchers have proven otherwise (Putu, Ely & Ninik, 2021; Silviska & Latifah, 2020).

Hence, in an attempt to reduce the literature gap, the researchers' aim was to identify the factors influencing the integration of GM in the teaching of English language at primary schools during Covid-19 pandemic. Thus, the researchers' aim was to answer the following research question.

RQ1: What are the factors influencing the behaviour in integrating Google Meet among English teachers at primary schools?

II. LITERATURE REVIEW

The presence of Covid-19 pandemic and growing pattern of electronic devices and internet taking place in the current world have driven ESL educators to keep abreast with technology advancements in due course, particularly in the context of education (Singh et al., 2020). Despite the laborious challenges faced by ESL educators, the infusion of technology does bring positive impacts in language teaching and learning, benefiting both ESL educators and learners (Sornasekaran, Mohammed & Amidi, 2020; Muhamad Khairul et al., 2019). Thus, the conventional approach of ESL teaching via face-to-face is no longer perceived as the sole teaching approach in the eye of education domain. Based on these changes, it is imperative for primary ESL teachers to take initiatives to master and equip themselves with fundamental Information, Communication and Technology (ICT) skills (Irons, 2021; Singh et al., 2020). Following these series of statements, the following subsection will explore the related works of this study.

A. *Concept of Google Meet among Malaysian Primary ESL Teachers*

According to Grapragasem, Krishnan and Azlin (2014), primary ESL teachers should play a multifaceted role in order to integrate technology with instructional practices. Hence, video conferencing applications have recently become more of a requirement than a desire (Singh & Awasthi, 2020). Consequently, primary ESL teachers have a plethora of platforms from which to choose. Zoom, Line, Microsoft Teams, GoToMeetings and GM are just a few of the video conferencing platforms available due to their currency and availability.

Several past studies have been conducted in response to GM during the period of Covid-19 pandemic. In the context of ESL, Kohnke and Moorhouse (2020) justify that learners can use language productively in their learning using the 'breakout room' feature available in GM. Lo and Melor (2021) agree that collaborative learning can be enhanced because learners work best through brainstorming, sharing and exchanging ideas among peers using Google Docs and GM. 'Jamboard' is another titillating medium that can be found in GM as well. According to Olena (2021), 'Jamboard' intrigues learners' through collaboration, challenge and unleashing their creative abilities. Once the time in breakout rooms end, learners return to the open class discussion and deliver their presentations. In effect, the optimal use of such features could tackle the needs of Generation Z including short attention span, self-assertiveness and being high-tech savvy (Kohnke & Moorhouse, 2020).

Other studies have also shown positive results in the usage of GM. According to Rizal (2021), willingness to learn is to be the highest motivator among 7th grade learners where synchronous and asynchronous approaches are applied to enhance their competence and motivation via GM. Another study by Putu, Ely and Ninik (2021) implies that learners portray high level of confidence in expressing their thoughts when the educator presents comic strips using GM platform. Additionally, GM has proven to be an effective platform to conduct vocal learning through some vocal techniques, including breathing, diction and articulation (Silviska & Latifah, 2020). With GM as a learning medium, the indicators of success have been reached in the second cycle (Silviska & Latifah, 2020).

Anshari, Almunawar, Shahrill, Wicaksono and Huda (2017) mention that the Internet has become as one of the vital means in the areas of learning and research for both primary ESL teachers and learners. Siti et al. (2020) are in the same wavelength as Anshari et al. (2017), elucidating that virtual teaching and learning allow primary ESL teachers to create materials for their respective sessions, to channel philosophies and concepts to the learners as well as to regulate the curricula prescribed by the local ministry. Reciprocating the preceding justifications in this undertaken study, various beneficial characteristics have been highlighted by Silviska and Latifah (2020): (1) it is free to download and use; (2) the quota usage is lower than other video communicating applications; (3) it has no time limit, so the duration of use is longer; (4) it is simple to operate or function and (5) the email is already connected with Gmail. In Malaysia, the

Ministry of Education (MOE) provides all primary ESL teachers with authorised email addresses (Gmail). Thus, based on the literature aforementioned, the researchers have chosen GM for the purpose of this study.

B. Underpinning Theories

Two underlying theories that are related to this study are connectivism theory and social constructivist theory.

1. Connectivism Theory

Connectivism, as defined by Mattar (2018), is an appropriate theory for the digital age, in which action and information are retrieved beyond one's basic understanding. An instance portrayed by Rusmawan, Trianasari and Wilujeng (2021) shows that using GM to create comic strips gives learners the confidence to voice their ideas, pique their curiosity and is cost effective. On a similar viewpoint, Agung, Nurfini, Paidi, Tyasmiarni and Kusdianto (2020) extrapolate that in lecturing learning methodologies in elementary schools, GM has a major impact on building knowledge and learners' learning results, particularly primary school pupils. Hence, GM is a user-friendly platform that allows both primary ESL teachers and learners to express their ideas and notions.

Some of the tenets spelled out by Corbett, Fraizer, Madjidi and Sweeney (2018) review the theory of connectivism as follows: (a) teaching and learning are based on a variety of perspectives, beliefs and aspects; (b) teaching-learning is a process that connects many specialised modes to information sources; (c) the goal of all teaching-learning activities is to provide learners with current information; (d) the ability to inquire further is critical and (e) non-human appliances may be used to teach and learn. Adversely, Corbett and Spinello (2020) conclude four major elements in their research. They are autonomy, connectedness, diversity and openness. Nonetheless, this undertaken study takes into account three key concepts suggested by Corbett and Spinello (2020) that are autonomy, connectedness and openness. Diversity, in this case, is not prevalent as the researchers aim to investigate the behaviour of teachers instead of learners. In gist, connectivism theory is relevant in the study - to identify the factors influencing the behaviour in integrating Google Meet among English teachers at primary schools.

2. Social Constructivist Theory

In recent years, social constructivist theory has emerged as an instrumental grounded paradigm in education, leave alone its significant intellectual impact on pedagogical progress (Aljohani, 2017). Remarkably, Suhendi and Purwarno (2018) allude that social constructivist theory entails learners should be the active subject in developing their knowledge from their interactions with the environment particularly more knowledgeable others. A research conducted by Agung et al. (2020) exemplifies that GM has an enormous impact on building knowledge and learning outcomes between primary ESL teachers and learners. According to Mohammed, Mohamed and Amel (2018), collaborative learning can be formed and promoted with the use of GM. This is typical when ESL teachers assign a topic and have their learners discussed in their respective breakout rooms, prior to pair or group presentations (Mohammed, Mohamed & Amel, 2018). Parallel to that, the most common benefit in using GM for virtual teaching and learning is that primary ESL teachers allow rooms for conversations and social exchanges via the chatbox service (Hiranrithikorn, 2019). In effect, primary ESL teachers are able to administer quizzes or presentations using the platform of GM so as to promote learners' collaborative engagement in language learning.

In this particular theory, two precepts as illuminated by Korpershoek, Harms, de Boer, van Kuijk and Doolaard (2014) are applied in this study. For one, primary ESL teachers should schedule and exercise instructions in a systematic order (Korpershoek et al., 2014). On this point, Suhendi and Purwarno (2018) explain that primary ESL teachers must be able to organise their teaching materials in a methodical manner in order to alleviate learners' doubts and provide rational clarifications through group work activities. The latter precept emphasised by Korpershoek et al. (2014) is to uplift learners' involvement in language learning. Several researchers have come to a consensus that when assigning academic activities, primary ESL teachers should solicit diverse approaches to present materials, so that learners' contribution throughout the lesson can be invigorated (Suhendi & Purwarno, 2018; Aljohani, 2017). This theory is relevant to this current study as it gives ideas to primary ESL teachers the effective measures to energise their instructional strategies, and pedagogical approaches.

C. Technology Acceptance Model 3.0

For the purpose of this study, TAM 3.0 has been used as a foundation to identify and understand factors predicting the utilisation of GM in the teaching of English among Malaysian primary ESL teachers during Covid-19 pandemic. It also functions as a guiding academic model to examine the factors influencing the behaviour in integrating Google Meet among English teachers at primary schools. According to the experts (Venkatesh & Bala, 2008), TAM 3.0 is designed to predict individual acceptance and use of new technological systems. In this model, perceived usefulness (PU) and perceived ease of use (PEOU) are the dominating principles. Nur Siyam (2019) defines PU as the degree to which a user's belief in the application of a given system or technology will increase his or her job performance. On the other hand, Mikusa (2015) entails PEOU as the degree to which an individual believes that using a certain technology will be painless. Figure 1 provides a summary of the model.

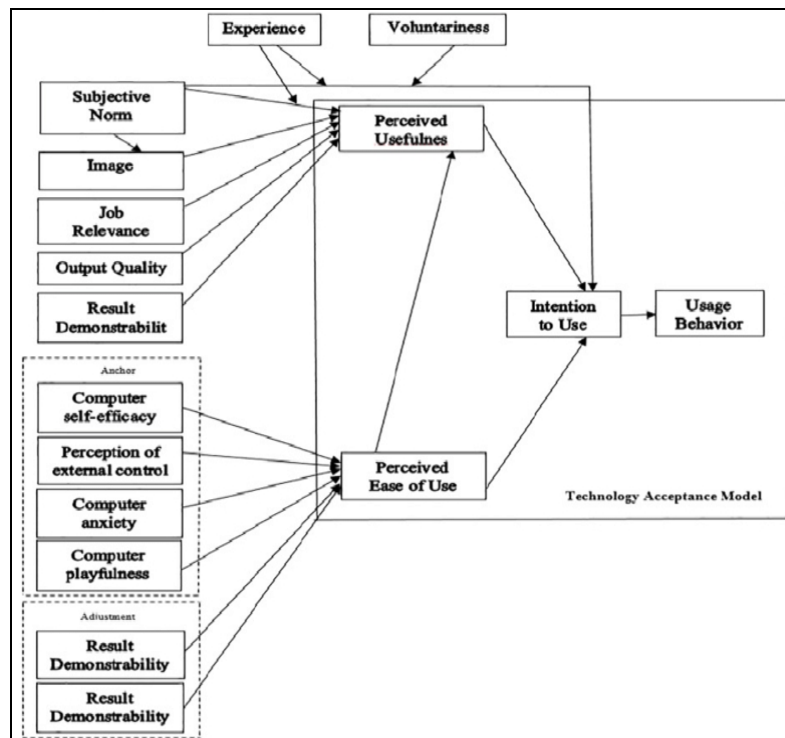


Figure 1. Technology Acceptance Model 3.0

Figure 1 delineates the diagram of TAM 3.0 adapted from Venkatesh and Bala (2008). There are nine external constructs under PU, namely PU, PEOU, subjective norm, experience, image, job relevance, output quality, voluntariness and result demonstrability. Conversely, PEOU describes six distinctive conditions which are computer self-efficacy, perception of external control, computer anxiety, computer playfulness, perceived enjoyment and objective usability. Apart from the aspect of technology, there is a library of research indicating the suitability of such a model to analyse the present investigation (Al-Maroofo, Alshurideh, Salloum, Alhamad & Gaber, 2021; Purwanto & Tannady, 2020; Nur Siyam, 2019; Rahman, Yunus & Hashim, 2019; Weng, Yang, Ho & Su, 2018, Teeroovengadum, Heeraman & Jugurnath, 2017; Mikusa, 2015; Venkatesh & Bala, 2008). Ultimately, the variables help to attain and predict the best single predictor of actual usage, which is behavioural intention to use the proposed platform. The researcher intended to investigate these two factors (Perceived Usefulness and Perceived Ease of Use) influencing the behaviour in integrating Google Meet among English teachers at primary schools.

III. METHODOLOGY

This empirical study took a quantitative approach to identify the factors affecting the behaviour in integrating Google Meet in the teaching of English among primary ESL teachers during Covid-19 pandemic. Figure 2 demonstrates the interface of GM. The researchers employed a survey questionnaire method to obtain data based on a 5-point Likert scale (1 - Strongly Agree, 2 - Disagree, 3 - Neutral, 4 - Agree & 5 - Strongly Agree). A purposive sampling was applied and a total of 123 primary ESL teachers from Pasir Gudang district was chosen to be the respondents in this study. According to Krejcie and Morgan (1970), a minimum of 123 samples was adequate for this research given the total number of 175. Similarly, Pasir Gudang was chosen due to its geographical location, unstable internet connection and limited research done on primary levels.

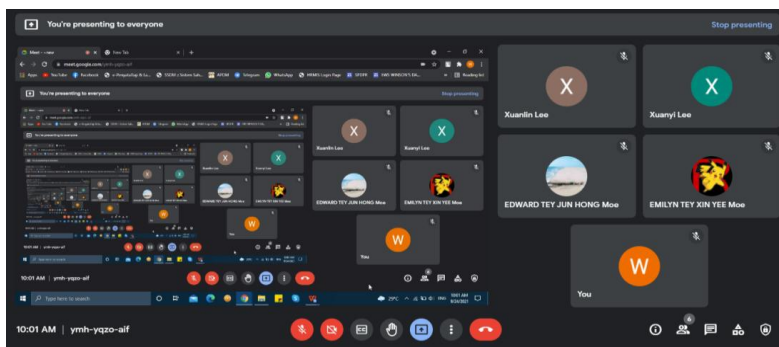


Figure 2. The Main Interface of Google Meet (GM)

Figure 2 shows the portrayal of GM once primary ESL teachers and learners have signed in using the email provided by the MOE. It is a relatively user-friendly tool to use as there are several features available that allow communication and interaction to take place between teachers, learners and among the learners. Some of the options include captions, sharescreen, chatbox, change layout, activities and others. Figure 3 exhibits the function of the chatbox whereas Figure 4 displays other activities made convenient for primary ESL teachers to conduct their English lessons.

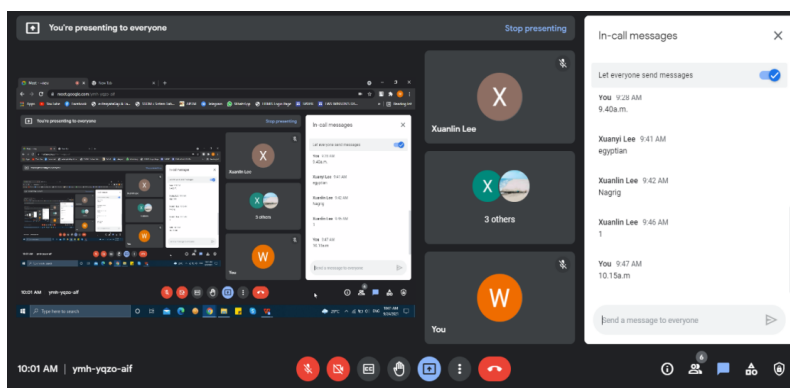


Figure 3. The Feature of Chatbox on Google Meet (GM)

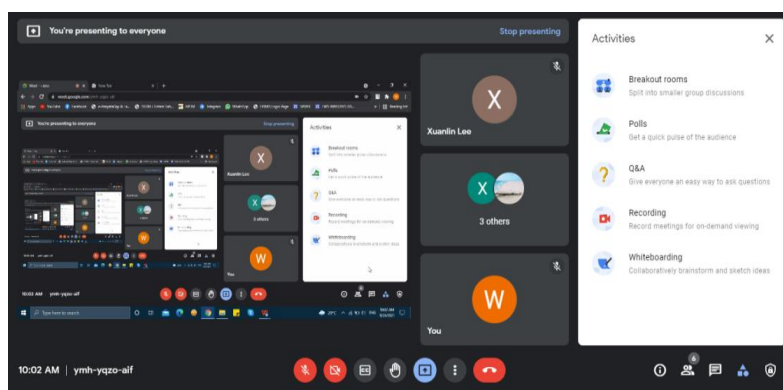


Figure 4. Other Related Activities Available on Google Meet (GM)

The questionnaire consisted of General Profile and 3 sections. Items on General Profile segment were intended to elicit background information about the participants. On the other hand, a sum of 30 items was used to collect quantitative data from the respondents. Section A comprises 14 items pertaining to PU according to 9 variables (PU, PEOU, SN, IMG, EXP, REL, OUT, VOL and RES). Section B consists of 13 items concerning PEOU in accordance with 6 variables (CSE, PEC, CANX, CPLAY, ENJ and OBJ), while Section C encompasses 3 items on attitude. All items were adapted from various sources (Al-Marroof et al., 2021; Purwanto & Tannady, 2020; Rahman, Yunus & Hashim, 2019; Teeroovengadum, Heeraman & Jugurnath, 2017; Mikusa, 2015; Venkatesh & Bala, 2008). A pilot study was administered. The Cronbach-Alpha values for PU and PEOU were 0.817 and 0.753 respectively, illustrating that all the items in questionnaire were reliable. Subsequently, the data were analysed and interpreted descriptively using frequency and percentage. Table 1 demonstrates the summary of the questionnaire.

TABLE 1
SUMMARY OF THE QUESTIONNAIRE

No.	Construct	Category
1	I can enhance my English teaching quality using Google Meet during Covid-19.	PU
2	I find Google Meet useful in conducting my English lessons during Covid-19.	PU
3	I find it easy to teach English using Google Meet during Covid-19.	PEOU
4	I can make my pupils' interaction more engaging using Google Meet during Covid-19.	PEOU
5	I find the administrators have been helpful in utilising Google Meet to teach English during Covid-19.	SN
6	My school has given its full support on the use of Google Meet to teach English during Covid-19.	SN
7	I have high self-esteem using Google Meet to teach English during Covid-19.	IMG
8	I voluntarily use Google Meet to teach English during Covid-19.	VOL
9	I find Google Meet important in the teaching of English during Covid-19.	REL
10	I find Google Meet relevant in the teaching of English during Covid-19.	REL
11	I can understand the functions of Google Meet very well.	EXP
12	I can share my experiences using Google Meet to teach English with my colleagues during Covid-19.	EXP
13	I can teach English smoothly using Google Meet during Covid-19.	OUT
14	I rate the results from Google Meet in the teaching of English to be excellent during Covid-19.	OUT
15	I have no difficulties telling others about pupils' results when using Google Meet to teach English during Covid-19.	RES
16	I can observe my learners' interaction using Google Meet during Covid-19.	RES
17	I could use Google Meet to teach English if someone had already taught me how to do it during Covid-19.	CSE
18	I have full control over the use of Google Meet to teach English during Covid-19.	PEC
19	I have the resources available to use Google Meet to teach English during Covid-19.	PEC
20	I am not scared at all using Google Meet to teach English during Covid-19.	CANX
21	I feel uncomfortable using Google Meet to teach English during Covid-19.	CANX
22	I am more creative when using Google Meet to teach English during Covid-19.	CPLAY
23	I can improve my spontaneity when using Google Meet to teach English during Covid-19.	CPLAY
24	I find it enjoyable to using Google Meet to teach English during Covid-19.	ENJ
25	I always use Google Meet to teach English during Covid-19.	OBJ
26	I sometimes use Google Meet to teach English during Covid-19.	OBJ
27	I never use Google Meet to teach English during Covid-19.	OBJ
28	I am excited to use Google Meet to teach English during Covid-19.	ATT
29	I get anxious when I do not have the Internet connection available to me.	ATT
30	I believe that using Google Meet to teach English is a good idea during Covid-19.	ATT

A. Validity

The researchers had taken necessary measures to validate the items of the questionnaire since the items were adapted from various sources (Al-Marouf et al., 2021; Purwanto & Tannady, 2020; Rahman, Yunus & Hashim, 2019; Teeroovengadam, Heeraman & Jugurnath, 2017; Mikusa, 2015; Venkatesh & Bala, 2008). In order to do so, the researchers had administered a pilot study on 14 July 2021. The questionnaire was distributed to 20 primary school teachers who are currently teaching English subject in schools. These teachers were exempted from the list of schools in the actual research. Similarly, the researchers had consulted three experts to get their feedback and insights. Experts, in this case, refer to those who have published or worked in the field of education. Table 2 is a summary of the experts' profiles.

TABLE 2
EXPERT'S PROFESSIONAL BACKGROUND

Name	Academic Background	Teaching Experiences
Expert 1	<ul style="list-style-type: none"> ● Bachelor of Arts in Japanese Language & Area Studies, from Tokyo University of Foreign Studies, Japan ● Master of Education in Management & Administration in Education, from USM ● PhD in Adult Education & Professional Development, from UKM 	28 years
Expert 2	<ul style="list-style-type: none"> ● B.A. (Hon), from UM ● M. Ed in Testing & Evaluation, from UM ● Ph.D in Evaluation and Assessment Education, from UKM ● Exemplary lecturer from 1998 ● Member of Senate IPGM 2011-2016 	32 years
Expert 3	<ul style="list-style-type: none"> ● B.Ed in Education (TESL) from UTM ● M.Ed in Education (TESL) from UTM 	30 years

B. Reliability

On the aspect of reliability, Cronbach Alpha was used to measure the internal-consistency of the questionnaire through the score of the Likert Scale obtained from the pilot test. The data of the pilot study were analysed using the

SPSS Software Version 23. The coefficient of Perceived Usefulness (PU) was 0.817 (strong) while Perceived Ease of Use (PEOU) was 0.753 (strong). The Cronbach Alpha values for each construct are displayed in Table 3.

TABLE 3
CRONBACH ALPHA RESULT

Construct	No. of Items	Cronbach Alpha Value	Indication
Perceived usefulness	14	0.817	Strong
Perceived ease of use	13	0.753	Strong

IV. RESULTS AND FINDINGS

The results and findings of this undertaken study were tabulated and explained in this section. The following segments entailed a summary of the identified factors affecting the behavioural acceptance in the utilisation of GM among Malaysian primary ESL teachers during Covid-19 pandemic.

A. Normality Test

Figure 5 and 6 represent the normality test of factors regarding PU and PEOU towards the integration of GM for English lessons at primary schools. According to the figures, both histograms presented a bell curve respectively. Thus, it could be deduced that the sample data distributions for both factors were normal because they fulfilled the normality criteria (Mishra, Pandey, Singh, Gupta, Sahu & Keshri, 2019).

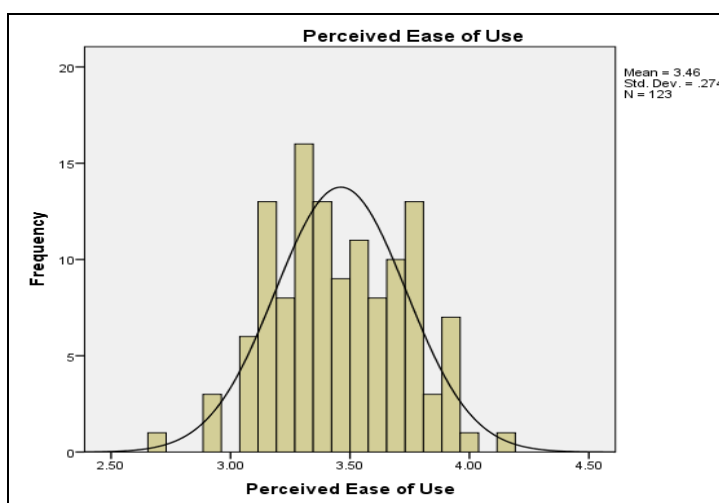


Figure 5. Perceived Usefulness

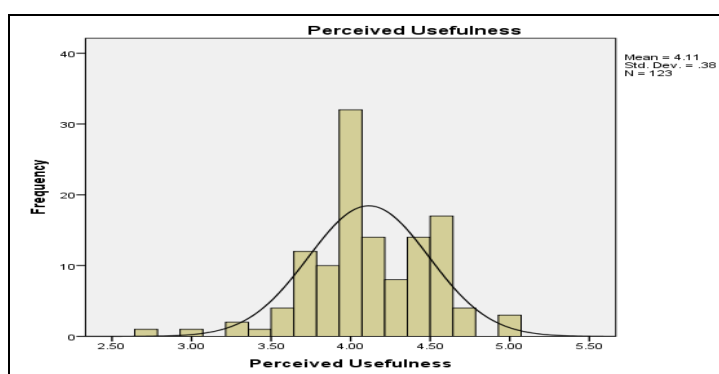


Figure 6. Perceived Ease of Use

B. Perceived Usefulness (PU) towards the Integration of Google Meet (GM)

Based on the survey, the data regarding perceived usefulness (PU) towards the behaviour in integrating GM among English teachers at primary schools during Covid-19 pandemic were recorded as shown in Table 4.

TABLE 4
PERCEIVED USEFULNESS (PU) TOWARDS THE INTEGRATION OF GOOGLE MEET (GM)

Statements	SD	D	N	A	SA
I can enhance my English teaching quality using Google Meet during Covid-19.	0	0	7	91	25
I find Google Meet useful in conducting my English lessons during Covid-19.	0	1	6	89	27
I find the administrators have been helpful in utilising Google Meet to teach English during Covid-19.	0	0.8%	4.9%	72.4%	22%
My school has given its full support on the use of Google Meet to teach English during Covid-19.	1	3	26	73	20
I have high self-esteem using Google Meet to teach English during Covid-19.	0.8%	2.4%	21.1%	59.3%	16.3%
I voluntarily use Google Meet to teach English during Covid-19.	0	1	30	69	23
I find Google Meet important in the teaching of English during Covid-19.	0	0.8%	24.4%	56.1%	18.7%
I find Google Meet relevant in the teaching of English during Covid-19.	0	0	17	82	24
I can understand the functions of Google Meet very well.	0	0	13.8%	66.7%	19.5%
I can share my experiences using Google Meet to teach English with my colleagues during Covid-19.	0	0	8	85	30
I can conduct my English lesson smoothly using Google Meet during Covid-19.	0	0	6.5%	69.1%	24.4%
I rate the results from Google Meet in the teaching of English to be excellent during Covid-19.	0	0	2	76	45
I have no difficulties telling others about pupils' results when using Google Meet to teach English during Covid-19.	0	0	1.6%	61.8%	36.6%
I can observe my learners' interaction using Google Meet during Covid-19.	0	0	3	76	44
	0	0	2.4%	61.8%	35.8%
	0	2	6	97	18
	0	1.6%	4.9%	78.9%	14.6%
	0	0	8	94	21
	0	0	6.5%	76.4%	17.1%
	0	1	3	92	27
	0	0.8%	2.4%	74.8%	22%
	0	1	18	90	14
	0	0.8%	14.6%	73.2%	11.4%
	0	2	10	84	27
	0	1.6%	8.1%	68.3%	22%
	1	2	7	79	34
	0.8%	1.6%	5.7%	64.2%	27.6%

Based on Table 4, it can be seen that majority of the respondents perceived GM to be useful (n=116), important (n=121) and relevant (n=120). Respectively, they agreed that GM is useful in conducting English lessons during Covid-19 pandemic (94.4%), important in the teaching of English during Covid-19 pandemic (98.4%) and relevant in the teaching of English during Covid-19 pandemic (97.6%). Despite the fact that GM is crucial and relevant, some of them concurred that school administrators played an instrumental role in rendering assistance, with being helpful (n=93, 75.6%) and giving full support (n=92, 74.8%).

C. Perceived Ease of Use (PEOU) towards the Integration of Google Meet (GM)

The findings regarding perceived ease of use (PEOU) towards the behaviour in integrating GM among English teachers at primary schools during Covid-19 pandemic were demonstrated in Table 5.

TABLE 5
PERCEIVED EASE OF USE (PEOU) TOWARDS THE INTEGRATION OF GOOGLE MEET (GM)

Statements	SD	D	N	A	SA
I find it easy to teach English using Google Meet during Covid-19.	0 0%	1 0.8%	6 4.9%	92 74.8%	24 19.5%
I can make my pupils' interaction more engaging using Google Meet during Covid-19.	0 0%	1 0.8%	9 7.3%	88 71.5%	25 20.3%
I could use Google Meet to teach English if someone had already taught me how to do it during Covid-19.	0 0%	1 0.8%	30 24.4%	74 60.2%	18 14.6%
I have full control over the use of Google Meet to teach English during Covid-19.	0 0%	2 1.6%	39 31.7%	69 56.1%	13 10.6%
I have the resources available to use Google Meet to teach English during Covid-19.	0 0%	0 0%	11 8.9%	92 74.8%	20 16.3%
I am not scared at all using Google Meet to teach English during Covid-19.	0 0%	2 1.6%	5 4.1%	92 74.8%	24 19.5%
I feel uncomfortable using Google Meet to teach English during Covid-19.	78 63.4%	38 30.9%	4 3.3%	3 2.4%	0 0%
I am more creative when using Google Meet to teach English during Covid-19.	0 0%	1 0%	9 7.3%	92 74.8%	21 17.1%
I can improve my spontaneity when using Google Meet to teach English during Covid-19.	0 0%	0 0%	6 4.9%	92 74.8%	25 20.3%
I find it enjoyable to using Google Meet to teach English during Covid-19.	0 0%	0 0%	4 3.3%	83 67.5%	36 29.3%
I always use Google Meet to teach English during Covid-19.	1 0.8%	1 0.8%	1 0.8%	74 60.2%	46 37.4%
I sometimes use Google Meet to teach English during Covid-19.	81 65.9%	35 28.5%	6 4.9%	1 0.8%	0 0%
I never use Google Meet to teach English during Covid-19.	100 81.3%	19 15.4%	2 1.6%	1 0.8%	1 1%

With reference to Table 5, most respondents replied that GM is easy to use, thus making them more creative and their English lessons more enjoyable. They were n=116 (94.3%), n=113 (91.9%) and n=119 (96.8%) respectively. However, 92 out of 123 respondents replied that they could use GM to teach English if someone had already taught them how to use it during Covid-19 with 74.8%. In addition, 66.7% of the respondents (n=82) claimed that they have full control over the use of GM to teach English during Covid-19 pandemic. The lowest percentage fell under the statement of 'I feel uncomfortable using GM to teach English during Covid-19' with the percentage of 2.4, where n=3.

V. DISCUSSION

The findings indicated an overall positive perception of primary ESL teachers towards the integration of GM. PU became the most outstanding factor leading to such promising results. This is in line with several researchers pertaining to relevant studies in this field (Rusmawan, Trianasari & Wilujeng, 2021; Rizal, 2021; Silviska & Latifah, 2020). It was evident that a large number of primary ESL teachers viewed GM to be highly important, relevant and useful in conducting their English lessons, particularly in this trying period of Covid-19 pandemic. Moreover, most of them could engage with the learners' interaction via GM. With respect to the theoretical perspective, Mohammed, Mohamed and Amel (2018) imply that the use of GM was able to promote collaborative learning proposed by the social constructivist theory proponents. It was further supported by Singh et al. (2020) claiming that ESL teachers possess adequate knowledge on strategising, implementing, interacting and evaluating learners using this platform. Therefore, due to those elaborated features on GM, primary ESL teachers were eager and demonstrated high enthusiasm in making their English lessons more purposeful and fulfilling.

Apart from that, GM was perceived as easy to use by the majority of primary ESL teachers in Pasir Gudang. As opposed to other video conferencing tools, GM displayed online facilitating features and functions in a more vivid

manner, resulting in the ease of use by primary ESL teachers (Purwanto & Tannady, 2020). Undoubtedly, having resources available by the primary ESL teachers serves another advantageous point. This is because Purwanto and Tannady (2020) elude that primary ESL teachers could conduct their lessons effectively using GM due to its user-friendly features like whiteboard, polls and breakout rooms. They could easily post any questions using those features and get responses from the learners. In association with connectivism theory by Corbett et al. (2018), teaching-learning is a process that links many specialised modes to information sources. More so, autonomous learning among learners was generated (Corbett & Spinello, 2020). Complementary to that, primary ESL teachers found GM to be convenient as they could replicate their pedagogies virtually when conducting their lessons (Gleason & Heath, 2021). Furthermore, the use of GM enabled primary ESL teachers to allow their learners to run smaller group discussions in a convenient manner. Thus, the use of GM provided opportunities for primary ESL teachers to be more creative and spontaneous, so as to make their English lessons more impactful to the learners.

Last but not least, the exploitation of GM sparked positive attitude from primary ESL teachers. A high percentage of the teachers (n=114, 92.7%) agreed that they are excited to use GM to teach English lessons during the pandemic era. One of the most prevailing reasons was flexibility in teaching and learning (Hiranrithikorn, 2019). With the appearance of GM, primary ESL teachers could access teaching-learning, support data and administer their lessons in a ubiquitous manner (Mohammed Saleh, 2019). Al-Marooif, Salloum, Hassanien and Shaalan (2020) also imply that even though teachers and learners were separated physically, course materials and activities could still be distributed and conducted using the virtual way of teaching. Indirectly, this helped primary ESL teachers, who allegedly developed high level of anxiety during Covid-19 pandemic, find GM to be a good platform in language teaching, hence improving learners' learning outcomes (Al-Marooif et al., 2020).

VI. CONCLUSION

In essence, this paper identified two major factors influencing the behaviour in integrating GM among primary ESL teachers, known as PU and PEOU. The former factor showcased the findings that GM as a video conferencing platform for virtual teaching and learning indeed brought many positive perceptions. The key elements were useful, important and relevant. The latter indicated that GM was easy to use, thus making primary ESL teachers more creative and improving their English lessons to be more enjoyable. In conclusion, GM could be an educational platform for primary ESL teachers to impart knowledge.

This paper could provide insights to school administrators to look into measures to render support and enhance technological skills among primary ESL teachers by encouraging them to enroll into courses or provide the teachers trainings related to GM. Future studies could also look into ESL learners from various levels and geographical locations who benefit from this platform not only in the Malaysian context, but also the global one.

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Analysis of Hemingway's Short Story "The Killers" From the Perspective of Cooperative Principle and Politeness Principle

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Abstract—The spiritual enjoyment that literature brings to you is not only due to the beauty of the words, the twists and turns of the plot, but also due to the skillful writing of the author, as can be seen from Hemingway's many short stories. The novel "The Killers" is full of character dialogue, without too much environmental and psychological description, and Hemingway's iceberg theory is shown vividly in it. From the perspective of pragmatics, this paper analyzes the characters' dialogues, interprets the characters' images and reveals the themes of the novel by using the principles of cooperative and politeness.

Index Terms—"The Killers", cooperative principle, politeness principle, character images, theme

I. INTRODUCTION

Most of the excellent literary works are good at shaping characters. The characters in good works are lifelike and vivid. In order to achieve this artistic effect, the successful use of dialogue is often the pursuit of the author, which can make the character images depicted incisively and vividly in simple words. Hemingway's short story "The Killers" tells the story of two professional killers, Max and Al, who come to Henry's restaurant to have dinner, waiting for the assassination of the Swedish boxer Andresen. However, Andresen does not show up and finally the two killers leave the restaurant. The novel ends with Nick, a young shop assistant, angrily leaving the city. There are many dialogues involving two killers and shop assistants, a young shop assistant Nick and the boxer Andresen, and two shop assistants and a cook. The plot and development of the story unfold in the dialogue between the characters. According to the iceberg theory, one eighth of "The Killers" is conversational, and seven eighth are hidden conversational meanings. Philip Booth (2007) argues that "The Killers" like many of Hemingway's short stories, gets the most drama from the least amount of words. The author analyzes the conversational meaning of the novel with the help of the cooperative principle and politeness principle, making the characters' image vivid and theme clear.

II. THEORETICAL BASIS

A. Pragmatics

1. Development

In the 1930s, American logicians Morris and Carnap firstly put forward the concept of pragmatics. In the process of conversation, objective reality is transformed into subjective information through human cognition. Only a set of systematic language can meet the needs of communication. Based on this, In 1938, Morris published the Book "Fundamentals of Symbol Theory" and the core content of which is the three components of semiotics: firstly, the study of the relationship between different symbols; secondly, the study of the relationship between symbol and the reality they refer to; thirdly, the study of the relationship between the symbols and their users. Language and its characters are the most common symbolic system. Morris's semiotics views were used in linguistics, bringing up the emergence of new sub-linguistics: syntactics, semantics and pragmatics. This is known as the "three facets of language study".

In the 1950s, Austin and his student Searle put forward "Speech Act Theory", pointing out that language has the difference of "illocutionary act", "illocutionary act" and "post illocutionary act". In the 1960s, Grice, an American philosopher of language, put forward the theory of cooperative principle in conversation, which injected new research validity into pragmatics.

The publication of The Journal of Pragmatics in 1977 marked the emergence of pragmatics as an independent discipline. The journal clearly conveys that the object of pragmatics is not grammatical relations but verbal communication. Among the core theories of pragmatics, the principle of cooperative and the principle of politeness play an important role.

2. Contents

As a branch of linguistics, it mainly studies the use of language. Pragmatics research content including four parts: discourse, context, speech act and pragmatic rules. Among this, discourse is the carrier of the pragmatic communication,

context is the environmental conditions of communication, speech act and pragmatic rules are the key to ensuring smooth communication content. They are interdependent and unified on the entire process of pragmatic communication, which guarantee the smooth completion of the language communication.

Generally speaking, Pragmatics studies the proper expression and accurate understanding of utterance meaning in different contexts and seeks and establishes the basic principles and maxims for the proper expression and accurate understanding of utterance meaning (Su Zhenyu, 2000).

B. Cooperative Principle

Grice, an American philosopher of language, proposed the principle of cooperation in 1975, believing that interlocutors in a conversation must abide by certain rules in order to make the conversation work smoothly. There are four maxims under the principle, and there are corresponding sub-maxims under each maxim. A. The Maxim of Quantity. Firstly, make what yourself say reach the detailed degree that communication requires, that is, provide enough information. Secondly, the amount of information provided should be no more or no less. B. The Maxim of Quality. Firstly, don't say anything you think is false. Secondly, don't say anything for lack of evidence. C. The Maxim of Relation. What you say should be relevant to the theme. Don't say anything that is irrelevant. D. The Maxim of Manner. What you say is clear. Avoid obscurity, avoid ambiguity, be concise, and be organized.

Grice holds that discourse has two levels of meaning: literal and conversational (Huang Guowen, 2000). In order to achieve the purpose of communication, the speaker will try to abide by the principle of cooperation, but in some occasions, for a certain purpose, the speaker will say something against the principle of cooperation, which also produces special conversational meanings. Special conversational meanings refer to "In conversational communication, one side obviously or intentionally violates a certain principle of cooperation principle, thus forcing the other side to deduce the meaning of the discourse" (Yang Xinzhang, 2005). The speaker's seemingly "uncooperative" utterance hides an intention that he wants the listener to deduce his reasons for breaking a rule so that the listener can understand its meaning.

Conversational meanings are hidden between the lines and need to be deduced by the hearer according to the specific context. The violation of the cooperative principle will produce specific conversational implications. Conversational implications enrich the form of language expression and enhance the vitality and expressiveness of language (Li Ping, 2005).

In this novel, countless situations are a violation of the cooperative principle.

C. Politeness Principle

But why do people violate the cooperative principle to express meaning indirectly? Leach's politeness principle provides some explanations and can be regarded as a complement to the principle of cooperative. Politeness is a code of conduct with moral and ethical significance in people's daily life, including people's efforts to maintain harmonious interpersonal relations (He Zhaoxiong, 2000). Politeness involves both sides of communication, which Leech calls itself and other. Politeness is to harm oneself and benefit others. By implementing the principle of politeness, "Make oneself benefit the least and others benefit the most; Maximize the damage to oneself and minimize the damage to others" (He Zhaoxiong, 2000).

Leach (1983) believes that politeness principle is altruistic. This is perfectly reflected in his six maxims. A. The Maxim of Propriety. It refers to that speech communicators should minimize the expression of opinions harmful to others in communication. B. The Maxim of Generosity. It refers to the need for speech communicators to minimize the expression of self-interested views in communication. C. The Maxim of Praise. It refers to that speech communicators should minimize their derogatory remarks to others in communication. D. The Maxim of Humility. It refers to the need for speech communicators to minimize self-praise in communication. E. The Maxim of Consistency. It refers to that speech communicators should try to reduce the inconsistency between their views and those of others. F. The Maxim of Compassion. It refers to that speech communicators should minimize the emotional opposition between themselves and others in communication.

In this novel, the conversation between the two killers and these shop assistants violated the politeness principle. The killers didn't take a good attitude toward others.

III. DIALOGUE ANALYSIS OF "THE KILLERS"

The novel can be divided into three scenes according to the development of the plot: Henry's restaurant, Andersen's house and Henry's restaurant. The author analyzes each part one by one to see if there is any violation of the principle of cooperative and politeness, so as to help readers better understand Hemingway's characters and social themes reflected in the novel.

A. Scene One: Henry's Restaurant

The dialogue is mainly between the shop assistants and the two killers. It can be divided into two smaller parts: before and during the meal of the killers.

1. Before the Meal

George: What's yours?

Max: I don't know. What do you want to eat, Al?

Al: I don't know, I don't know what I want to eat.

This is the beginning of the novel. The killers Al and Max walked into a restaurant and the waiter asked them what they wanted to eat. You are required to imagine such a situation. A person who walks into a restaurant and says he doesn't know what to eat. This is a clear violation of the maxim of quality. Even if you really don't want to eat anything, you also should express it clearly. So it violates the maxim of manner. They repeatedly replied that I didn't know. It was obvious that enjoying a meal was not the real purpose of the two killers. The violation of the maxim sets up suspense to stimulate the reader's interest and thus advance the development of the story.

Max: What have you got to eat?

George: I can give you any kind of sandwiches. You can have ham and eggs, bacon and eggs, liver and bacon, or a steak.

Max: Give me chicken croquettes with green peas and cream sauce and mashed potatoes.

George: That's the dinner.

Max: Everything we want's the dinner, eh? That's the way you work it.

Al: Got anything to drink?

George: Silver beer, beer, ginger-ale.

Al: I mean you got anything to drink?

George: Just those I said.

Max: This is a hot town, what do they call it?

George: Summit.

Al: Ever hear of it?

Max: No.

Al: What do you do here nights?

Max: They eat the dinner. They all come here and eat the big dinner.

George: That's right.

Al: So you think that's right?

George: Sure.

Al: You're a pretty bright boy, aren't you?

George: Sure.

Max: Well, you're not. Is he, Al?

Al: He's dumb. What's your name?

Nick: Adams.

Al: Another bright boy. Isn't he a bright boy, Max?

Max: The town's full of bright boys.

This is a long dialogue between two professional killers who asked George, the shop assistant, about the food and drinks in the restaurant. There are many violations of the principle of cooperative. Whether it's Max asking George the food in the restaurant, or Al yelling at George to tell him the drinks, their responses all violated the maxim of quantity. They needn't have asked so many questions and they were just picking on George. Al repeated the question that he asked George before. What was his real intention? Al obviously didn't pay attention to George's answer. His focus wasn't in the order of the meal. Readers can check their foregoing suspicions that they are here for other, deeper purposes. Max even turned the conversation around and started talking about the town's name. He violated the maxim of relation by saying something irrelevant. We all know that people come to restaurants to eat, but Al pretended to ask, which means he's not there to eat. What he said was unclear in his intention and violated the maxim of manner. In the latter part of the conversation, they came to the question of whether George and Nick are smart. Everything they said were full of sarcasm. What they really wanted to say was that the two shop assistants were extremely stupid. They told lies and broke the maxim of quality.

2. *During the Meal*

Max: What are you looking at?

George: Nothing.

Max: The hell you were. You were looking at me.

Al: Maybe the boy meant it for a joke, Max.

George laughed.

Max: You don't have to laugh. You don't have to laugh at all, see?

George: All right.

Max: So he thinks it's all right. He thinks it's all right. That's a good one.

Al: Oh, he's a thinker.

After Max and Al started eating, George found that they were both wearing gloves and stared at them out of curiosity. The killer Max was very sensitive and immediately asked George what he was looking at. He was even so angry that he said rude words. It is very rude of the customer to behave like this to the waiter. Here, Max violated the maxim of

propriety and said something harmful to others. George replied that he didn't see anything. He lied and violated the maxim of quality. So did Al. On the surface, he hurried to cover up something for George. In fact, his aim is not to let Max reveal the purpose of their trip. Then the killers praised George for his beautiful words and called him a thinker, which violated the maxim of quality. Satire after satire shows their arrogance and rudeness. At the same time, the tension and panic shown by the killers are in sharp contrast to George's calmness and composure, which promotes the development of the story.

Max: We all know that, bright boy. Talk about something else. Ever go to the movies?

George: Once in a while.

Max: You ought to go to the movies more. The movies are fine for a bright boy like you.

George: What are you going to kill Ole Andresen for? What did he ever do to you?

Max: He never had a chance to do anything to us. He never even saw us.

Al: And he's only going to see us once.

Here Max told George the real purpose of their visit - to assassinate boxer Andresen. But Max suddenly changed the topic into going to the movies, which makes readers feel confused. It is a violation for the maxim of relation. Actually, there are a lot of assassination shots in the movie, and they're giving George a hint about who they are. Then George tries to figure out why the two assassins want to kill Andresen. Instead of answering directly, the killers gave redundant and unnecessary information, violating the maxim of quantity and relation. A man is going to kill a man he's never met and who hasn't hurt them? Readers can see the darkness and turbulence of the society.

Max: That was nice, bright boy. You're a regular little gentleman.

Max: Bright boy can do everything. He can cook and everything. You'd make some girl a nice wife, bright boy.

Al: So long, bright boy. You got a lot of luck.

Max: That's the truth. You ought to play the races, bright boy.

This conversation took place in the process of waiting for Andresen, is marked by the killers lavishly praising George. These four paragraphs all violate the maxim of quality, thus producing special conversational effect and adding a thick and heavy color to the shaping of character image. They're arrogant and think they can do whatever they want in this town.

B. Scene Two: Andresen's House

Nick: I was up at Henry's, and two fellows came in and tied up me and the cook, and they said they were going to kill you. They put us out in the kitchen. They were going to shoot you when you came in to supper. George thought I better come and tell you about it.

Andresen: There isn't anything I can do about it.

Nick: I'll tell you what they were like.

Andresen: I don't want to know what they were like. Thanks for coming to tell me about it.

Nick: That's all right.

Nick: Don't you want me to go and see the police?

Andresen: No. That wouldn't do any good.

Nick: Isn't there something I could do?

Andresen: No. There isn't anything to do.

Nick: Maybe it was just a bluff.

Andresen: No. It isn't just a bluff.

Andresen: The only thing is, I just can't make up my mind to go out. I have been in here all day.

Nick: Couldn't you get out of town?

Andresen: No. I'm through with all that running around. There isn't anything to do now.

Nick: Couldn't you fix it up some way?

Andresen: No. I got in wrong.

The long conversation took place in Andresen's house, which was shown between Andresen and Nick. After the killer left the restaurant, Nick listened to George's advice and immediately ran to report to Andresen. Nick gave Andresen a detailed account of what had just happened in the restaurant and told Andresen that someone was going to kill him. However, unexpectedly, his response to the matter was simple, which is contrary to the maxim of quantity. This is obviously contrary to common sense. After all, most people will express their worries and uneasiness. Then, Nick suggested that Andresen should take actions and gave him a lot of suggestions. This shows Nick is kind and simple. Andresen's repeated refusal not only violates the maxim of quality, but also violates the maxim of consistency in the politeness principle. In the face of the coming danger, he felt helpless and numb, resulting in unwillingness to act. At that time, it was not easy for people to change their situations.

Mrs. Bell: I'm sorry he doesn't feel well. He's an awfully nice man. He was in the ring, you know.

Nick: I know it.

Mrs. Bell: You'd never know it except from the way his face is. He's just as gentle.

After persuading Andresen to no avail, Nick went downstairs to say goodbye to Mrs. Bell. No one asked about what kind of person Mr. Andresen is, so Mrs. Bell didn't have to say it one by one. Therefore, she violated the maxim of quantity. In fact, the author of the novel uses Mrs. Bell's words to tell the readers something about the boxer. In such a

small town, even if you live in a clam life, it also will inevitably lead to death, which is enough to highlight the depth of social darkness.

C. Scene Three: Henry's Restaurant

George: Did you see Ole?

Nick: Yes. He's in his room and he won't go out.

The cook opened the door from the kitchen when he heard Nick's voice.

Sam: I don't even listen to that, he said and shut the door.

George: Did you tell him about it?

Nick: Sure. I told him but he knows what it's all about.

George: What's he going to do?

Nick: Nothing.

George: They'll kill him.

Nick: I guess they will.

George: He must have got mixed up in something in Chicago.

Nick: I guess so. It's a hell of a thing. It's an awful thing.

Nick: I wonder what he did. Who was cheated by him? That's what they kill them for.

Nick: I'm going to get out of this town.

George: Yes. That's a good thing to do.

Nick: I can't stand to think about him waiting in the room and knowing he's going to get it. It's too damned awful.

George: Well, you better not think about it.

The perspective of this conversation turns again to Henry's restaurant. Nick went back to the restaurant to inform George and Sam the response of Andresen. Sam suddenly said "I don't want to hear it" before he participated in the dialogue, which violated the maxim of relation. Sam's timidity and prudence were exposed from his reaction. Combined with the background of the times and Sam's identity, it is not difficult for us to see the reason for his reaction. As a black man working in a restaurant managed by the white race, trying not to get involved in right and wrong is a good way to survive. Then the conversation almost revolved between George and Nick. At the end of the conversation, Nick said something irrelevant to the topic - I'm leaving town, which violating the maxim of relation. It was this sentence that showed that Nick realized the terrible reality and started to take actions. It is also in this part that the theme of the novel is revealed. An innocent boy realized the darkness of reality. His young heart was destroyed, and he fled the city.

IV. CONCLUSION

Having many dialogues is a major feature of Hemingway's novels. Readers can understand the theme conveyed by the author from the concise and clear character dialogue. Hemingway once said, "I think I left as much content in" the killers "as any other work I wrote. I even left the whole city of Chicago (1966)." The short story "The Killer" is praised as a classic short story in the American critics, and is also one of Hemingway's representative works with dialogue art. It has been selected into American students' reading materials for many times. At the first reading, readers may find the story simple and lack in literary color. But if you read it a few more times, you'll find its deep meaning. And its extraordinary artistic charm is shown from its concise narrative. From this novel, we can see Hemingway's "tough guy" image and his unique writing style, as well as the deep meaning behind the short text.

In recent years, pragmatics theory is an innovative perspective to analyze literary works. It makes the study of texts closer to verbal facts and helps people understand the characters and the themes reflected in novels. In authentic conversation, people always break the convention and violate certain maxims, so as to produce unexpected conversational effects. Cooperative principle and politeness principle provide a new critical perspective for the interpretation of literary works, so that readers can dig into deep things and finally understand the real intention of the characters in this scene. In this novel, the characters repeatedly violate the principles of cooperative and politeness. The two killers are arrogant and ruthless, which is an epitome of this dark society. Andresen is helpless in the face of danger. He is a typical victim of this society. Nick is the protagonist of the novel. He is innocent. After realizing the evil of society, he can't face it calmly. Eventually, he can only get away from the city.

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Challenges in Translating Rhetorical Questions in the Holy Qur'an: A Comparative Study

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Abstract—Rhetorical questions in the Holy Qur'an are one of the most critical devices in argumentation and persuasion. This study aims at shedding light on the linguistic challenges encountered by seven Qur'an translators in translating rhetorical questions in the Holy Quran into English. The sample of this study included fifteen rhetorical questions selected based on specific criteria from different Surahs in the Holy Qur'an. The translations of the seven Qur'an translators were then analyzed and discussed based on the linguistic approach as a theoretical framework. The study revealed that Qur'an translators tend to use semantic translation rather than pragmatic one in rendering the Qur'anic rhetorical questions into English to maintain the rhetorical features of the Holy Qur'an. Furthermore, the study showed that Qur'an translators convey only some of the illocutionary forces that are embedded in such questions.

Index Terms—Arabic, English, rhetorical questions, Qur'an translation

I. INTRODUCTION

Translating the Holy Qur'an is one of the biggest challenges that translators face. Al-Abbas & Haider (2020) state that translation is not merely replacing words of the SL by their equivalent in the TL because Arabic and English have different cultural heritage (Catford, 1965). In addition, the process of translation becomes heftier when the text has a sensitive nature like the Holy Qur'an.

The field of rhetoric in the Holy Qur'an is a complicated area of investigation since performative utterances require special attention from the translator to convey their pragmatic meaning and intended effect. One of the types of performative utterances is rhetorical questions. Studying rhetorical questions in the Holy Qur'an is a very distinguished topic simply because few studies tackled this issue because of the sensitive nature of these questions. Rhetorical questions have the same form as ordinary questions, but they do not seek an answer. Also, they have more functions in Arabic than in English. Thus, some translators of the Holy Qur'an encounter linguistic challenges in translating the Qur'anic rhetorical questions into English. This study is a modest attempt to overcome the main linguistic challenges faced by some translators of the Holy Qur'an.

This study investigates the linguistic challenges of translating the rhetorical questions encountered by seven translators of the Holy Qur'an selected based on directionality and religious background, namely: Abedl Haleem, Al-Hilali, Dawood, Yusuf Ali, Rodwell, Arberry, and Pickthal. It also discusses the degree of adequacy in translating fifteen Quranic rhetorical questions translated into English based on the perspective of functional equivalence.

This study derives its significance from the fact that English and Arabic are linguistically and culturally remote languages. There are few studies that tackled rhetorical questions in the Holy Qur'an in English, and this study is significant since it compares the adequacy of the translations performed by the seven mentioned translators. Furthermore, this study uses a qualitative approach rather than quantitative and analyzes data in light of the linguistic approach. Thus, it fills a gap in the literature of translation studies.

In order to fulfill the purpose of the study, the current study will attempt to answer the following questions:

1. What are the main functions of the rhetorical questions used in the Holy Qur'an?
2. What are the main challenges of translating Qur'anic rhetorical questions that Ali, Abdel Haleem, Rodwell, Arberry, Al-Hilali, Pickthal, and Dawood encountered?
3. What are the adequate strategies for translating the Qur'anic rhetorical questions?

II. LITERATURE REVIEW

A. Rhetorical Questions

Linguists have presented many definitions for the rhetorical questions. Snell-Hornby (1974, p.727) defines the rhetorical question as one "asked for the sake of effect, to impress people, no answer being needed or expected." Similarly, Ba'albaki (1992) defines the rhetorical question as:

"جواب على الحصول اب تغاء لا ال ذ فوس في ال تأث ير لمجرد ي طرح سؤال: ال بلاغي أو ل ي يادي ال سؤال" (p.787)

"Rhetorical question: is a question addressed to acquire an effect in the minds of the human beings rather than seeking an answer."

Richards and Schmidt (2002, p.459) define the rhetorical question as “a forceful statement which has the form of a question but which does not expect an answer.” i.e., the rhetorical question is an interrogative structure but does not seek information. The speaker has some purpose in his mind, either to give a command or to make a statement indirectly.

In Arabic, the interrogative structure can be built by using particles or nouns. There are two primary particles, which are: هل / hal/ and hamza/ aa/. Whereas, the interrogative nouns are eleven: مَنْ / man/, مَا / mā/, ماذا /mādhā/لماذا/limādhā/, متى/matā/, أين /ayna/, كم /kam/, كيف / kayfa/, مَنْ ذا / mandhā/ أَيْ / ay/, أَيْنَ / ayyana/ and أُنَى /anna. Each of these has its own function in the Arabic questions (Al- Ghalayeni, 1978).

According to Yusef (2000), rhetorical questions in Arabic have the following fourteen meanings: التفاخر (boasting), التقرير (assertion), التمني (wishing), الاستبطاء (indicating impatience), التهويل والتعظيم (intimidation and exaggeration), التوبيخ (chiding), النفي (negation), التعجب (astonishment), التحقير (degradation), الاستبعاد (indicating improbability), التحسر والتوجع (lamentation and wailing), التقرير (scolding).

However, in English, questions can either be open or closed. It depends on the type of reply they expect. i.e., Yes/ No questions expect affirmation or negation, but Wh- questions expect an answer from an open range of responses (Azar, 1989). According to Larson (1984), the speaker may resort to using the rhetorical questions in English to achieve one of the following purposes: to make a suggestion, to show rebuke, to emphasize, to introduce a new topic, to exhort, to show surprise, to invite, to show politeness or to criticize.

B. QUR'AN TRANSLATION

Equivalence could be a fuzzy notion with two levels according to theorists. Each level has its proponents and opponents. At the micro-level, i.e., word level, Catford (1965. p.20) defines translation as “the replacement of textual material in one language (source language) by equivalent textual material in another language (target language).” Similarly, Bell (1991. pp. 5-6) (cited in As-Safi, 2011) defines translation equivalence as “the expression in another language (or the target language) of what has been expressed in another, source language, preserving semantic and syntactic equivalence.” However, Snell- Hornby (1995) claims that Catford’s definition is too general because languages like English and Arabic are linguistically and culturally remote languages.

At the macro level, i.e., text level, Hatem (1997.p.4) states that:

translation equivalence can be adequately established only in terms of criteria related to text type membership, and in the light of how these criteria inform the kind of compositional plan (structure) and the way a text is made internally cohesive (texture).

On the other hand, Koller (1995) mentions certain conditions to achieve equivalence. These conditions are historical-cultural conditions, linguistic- textual, and extra-linguistic factors, including the language of the ST and stylistic and aesthetic contextual properties.

Syntax, Semantics, and Pragmatics differ from one language into another, especially in the case of Arabic and English since each of them has belonged to a particular linguistic family (Al-Khalafat & Haider 2022). Thus, according to Larson (1984), there are no complete synonyms within the same language, and there is no exact equivalence between words of languages. i.e., complete or total correspondence at any level is impossible, forcing the translator to make some changes in the ST to produce a smooth, natural, and idiomatic translation in the TL.

In the case of the Holy Qur’an, the target text may include new structural, textual, and rhetorical features to produce an acceptable and effective translation in the TL. The main reasons behind the emergence of these features in the TL are the connotative meaning and the semantic voids of the original text (House, 1973). In addition, due to the sensitive nature of the text, Qur'an translation is a unique case of non-equivalence in inter-textual translation (Lefevre, 1975). Thus, in order to create the same effect of the original text in the TL reader, the translator should accept a certain degree of loss in order to convey the message (Abdul-Raof, 2001).

There are two opinions regarding the translatability of the Holy Qur’an. The first opinion is that translators can transfer the meaning of the Holy Qur’an from Arabic into any foreign language. For example, followers of the prophet Mohammad interpreted the Holy Qur’an during his life, but the output of this process is not considered as a substitution of the original text; it is just an interpretation of the Qur’anic words (Murata & Chittick, 1995). This type of translation is acceptable among Muslim scholars. However, the second type of translation is that which produces another version of the Holy Qur'an in a foreign language, to be as an alternative of the Holy Qur'an. This type of Qur’an translation is rejected by all Muslim scholars since there is no complete and total equivalence for the Holy Qur’an at all levels (Al-Ghazali, 1991). According to Al- Ghazali (1991), any attempt to translate the Qur’an is just an interpretation of the meaning of the words. i.e., the Arabic Qur’an is the only Qur’an. Whereas Christians consider that Bible is Bible even if it is written in different languages (Murata & Chittick, 1995).

The Latin language is the first European language that the Holy Qur’an translated into. It was done under the instruction of Petrus Venerabilis, Abbot of Clugny. However, the first Qur’an in the English language was Alexander Ross’s translation in 1648. There are many translations of the Holy Qur’an into English performed by Muslim and non-Muslim translators nowadays, such as Yusuf Ali, Taqi-u-din, Asad, Abedl Haleem (Muslims), Rodwell, Dawood, and Arberry (non- Muslims).

C. Empirical Studies

Mousa (1995) studies the translation of rhetorical questions from Arabic into English. The research data in her study is drawn from three primary sources: The Holy Qur'an, literary works, and daily newspapers. Mousa (1995) discusses the best approaches and strategies for translating rhetorical questions from Arabic into English. She points out that there is no best approach for translating the Arabic rhetoric since the Arabic language characteristics differ in many aspects from English ones. The translation of rhetorical questions depends on the type of the text, situational context, and the intuition of the translator. In addition, She suggests the eclectic approach to translate the rhetorical questions. She presents four primary levels to analyze the rhetorical questions. These levels are the syntactic level, the semantic level, the pragmatic level, and the aesthetic level. Mousa (1995) concludes that the majority of Qur'anic translators ignore these levels and focus on the denotative meaning (the dictionary meaning) rather than the connotative meaning (the shades of the meaning).

However, Al-Malik (1995) studies the translation of the pragmatic meaning of the performative utterances in the Holy Qur'an. He discusses the five types of performative utterances; imperative, negative, interrogative, vocative and wish. In his study, a quantitative research design is adopted in collecting data, and a linguistic approach is used as a theoretical framework. Moreover, Al-Malik (1995) evaluates the translation of five English translators of the Holy Qur'an, namely: Asad, Dawood, Taqi-u-din, Yusuf Ali, and Arberry. His assessment of translations is based on the situational context and general coherence. He concludes that not all the secondary functions of the rhetorical questions are problematic, but eight of them could be challenging; improbability, fascination, negative imperative, scorn, exaltation, wish, affirmation, and disaffirmation. In addition, Al-Malik (1995) suggests some strategies for translating the informative utterances in the Holy Qur'an, where he focuses on the importance of transferring both the locutionary force and illocutionary force from Arabic into English.

Khalil (2011) studies the secondary functions of the Qur'anic rhetorical question, both in Arabic and English. Also, she focuses on investigating the role of the translator in analyzing these functions before starting a translation to convey adequate meaning. Khalil (2011) applies this study to the Holy Quran, literature, and everyday language. The sample of this study consists of sixty rhetorical questions taken from different Surahs, Najeeb Mahfoo's works: Zuqaq Al-madq and Al-lis wa Al-Kilaab, and Shakespeare's 18th sonnet. The Qur'anic rhetorical questions are translated by Arberry and Ali. However, the examples taken from literature and everyday language are translated by the researcher herself. She relies on a qualitative approach in collecting data from different resources mentioned earlier. She discusses in detail the secondary function of the rhetorical questions such as exclamation, strong assertion, introductory function, rebuke, giving a command, threatening, wishing, blaming, or stating a known fact. Khalil (2011) concludes that the functions of the rhetorical question in Arabic differ from English due to the fact that English and Arabic are linguistically and culturally remote languages. In addition, translating the rhetorical question into English is a problematic issue since it has locutionary and illocutionary forces (speech act theory). Also, she finds out that the translator should have a good knowledge of the functions of the rhetorical questions in both languages.

Similarly, Alnaeim (2015) finds out that the functions of the rhetorical question in Arabic are more complicated than English ones. In addition, she suggests some techniques in order to convey the adequate meaning of the rhetorical questions, such as using particles. In her study, Alnaeim (2015) focuses on the different functions of Arabic Qur'anic rhetorical questions and English ones and their impact on the translation of the Holy Qur'an. The sample of her study consists of ten Qur'anic rhetorical questions translated by Muhammad Taqui-ud-Din Al-Hilali and Muhammad Muhsen Khan and collected by a qualitative approach from different Surahs. She uses Al- Tahreer wa Al- Tanweer interpretation for Ibn Ashoor to determine the function of each rhetorical question, and she analyzes data according to the pragmatic analysis.

After reviewing the literature, the current study finds some gaps in the previous studies. Most of the studies conducted on the Qur'anic rhetorical questions use a quantitative method. However, this study will use a qualitative method that focuses on the meaning and analyzes sensitive issues. Also, there is no room for the researcher's pre-judgment utilizing this approach. The previous studies tackled the rhetorical questions in general, while the current study will compare Qur'an translations performed by Yusuf Ali, Abdel Haleem, Rodwell, Arberry, Al-Hilali, Pickthal, and Dawood in light of the linguistic approach. Thus, this study is significant and fills a gap in the literature of translation studies.

III. METHODOLOGY

This section explains the methodology followed in conducting the current study. It starts with a description of the data selected, followed by a description of data analysis and a theoretical framework.

A. Data Source and Sample of the Study

The sample of this study consists of fifteen Qur'anic rhetorical questions selected randomly from different Surahs in the Holy Qur'an translated by seven translators selected on the basis of directionality. i.e., whether they are native speakers like Abdel Haleem, Dawood, and Al-Hilali or non-native speakers like Ali, Rodwell, Arberry, and Pickthal and on the base of religion, i.e., whether they are Muslims like Ali, Al-Hilali, Pickthal, Abdel Haleem, and Rodwell or non-Muslims like Dawood and Arberry.

B. Method of the Study

Data is collected from different Surahs and verses of the Holy Qur'an as the following:

- Collecting a list of interrogative sentences that occur in the Holy Qur'an.
- Classifying the interrogative sentences into genuine or rhetoric according to their purpose, whether seeking an answer or not.
- Determining the function of each rhetorical question by referring to Tafsir Al-Tabari, Tafsir Ibn- Katheer, and Tafsir Al- Zamakhshari.
- Selecting only fifteen rhetorical questions to analyze according to their pragmatic functions.

C. Data Analysis

In this study, the researchers followed the research process outlined below.

After selecting the topic, five steps are involved in collecting and analyzing data. These are the following:

Step1: Categorizing the selected rhetorical questions according to their pragmatic functions.

Step2: Giving the translations of the verse translated by the seven translators according to their religion, starting with Muslim translators (Abedel Haleem, Yusuf Ali, Al-Hilali, and Pickthal), then non- Muslims (Rodwell, Dawood, and Arberry).

Step3: Analyzing these translations based on the linguistic approach.

Step4: Assessing the adequacy of translations done by seven Qur'an translators.

Step5: Determining the strategies used to achieve the pragmatic function in these questions.

TABLE 1
CATEGORIZING OF THE ANALYZED DATA

Function	The Number of Rhetorical Questions
Exclamation	4
Wishing	3
Disaffirmation	3
Threatening	2
Giving Command	1
Strong Assertion	2

D. Theoretical Framework

The current study relies on the linguistic approach since it deals with the meaning of the rhetorical questions in the Holy Quran, whether semantic or communicative. Newmark (1981, p.39) states that,

communicative translation attempts to produce, on its readers, an effect as close as possible to that obtained in the original, while semantic translation attempts to render, as closely as the semantic and structures of the second language allow, the exact contextual meaning of the original.

In other words, the semantic approach deals with the literal meaning of the text, but the communicative approach deals with the intended meaning beyond the text. i.e., pragmatics studies what speakers do with words, whereas semantics studies what words mean. The researcher will analyze the data in terms of how the meaning transferred precisely into English to maintain the rhetorical meaning by discussing the translated texts in terms of the characteristics of the translation types.

IV. RESULTS AND DISCUSSION

This section is devoted to the findings of the selected Qur'anic rhetorical questions translated by seven translators, namely: Ali, Abdel Haleem, Rodwell, Arberry, Al-Hilali, Pickthal, and Dawood. The findings are presented according to the functions of these questions as determined by Tafsir Al-Tabari, Tafsir Ibn- Katheer, and Tafsir Al- Zamakhshari. Then, they are followed by a discussion for each rhetorical question, including analyzing the translations and determining the best strategies to achieve the purpose of these questions.

Results: Functions

The analysis of data showed six functions of the rhetorical questions. These functions include:

A. Exclamation التعجب

One of the secondary meanings of the rhetorical questions used in the Holy Qur'an is Exclamation. Although the exclamation is interrogative in form, it has a pragmatic meaning of exclamatory assertion (Al-Malik, 1995). It is used to express surprise, astonishment, or any other strong emotion.

Example 1:

TABLE 2
SAMPLE OF EXCLAMATORY RHETORICAL QUESTIONS AND THEIR TRANSLATIONS

The Arabic Text	(25:7) " وَقَالُوا مَالِ هَذَا الرَّسُولِ يَأْكُلُ الطَّعَامَ وَيَمْشِي فِي الْأَسْوَاقِ لَوْلَا أُنْزِلَ إِلَيْهِ مَلَكٌ فَيَكُونُ مَعَهُ نَذِيرًا " (25:7).
Abdel Haleem	"They also say, 'What sort of messenger is this? He eats food and walks about in the marketplaces! Why has no angel been sent down to help him with his warnings?' (2004, p. 227).
Yusuf Ali	" And they say: 'What sort of a messenger is this, who eats food and walks through the streets?' (1990, p.1034).
Al-Hilali	" And they say: 'Why does this messenger (Muhammad) eat food, and walk about in the markets (like ourselves)?' (1993, p.528).
Pickthal	"And they say: What aileth this messenger (of Allah) that he eateth food and walketh in the markets? Why is not an angel sent down unto him, to be a warner with him." (2011, p.112).
Rodwell	"And they say, "What sort of apostle is this? He eateth food and he walketh the street" (1909, p. 159).
Dawood	" They also say: 'How is it that this apostle eats and walks about the market-squares?' (1990, p.253).
Arberry	" They also say, 'What ails this messenger that he eats food, and goes in the markets?' (1991, p.364).

The Interpretation of the Verse

By referring to Tafsir Al-Tabari (2005), Tafsir Ibn- Katheer (1999), and Tafsir Al- Zamakhshari (1392 AH), this verse was revealed to Prophet Mohammad after he had met the unbelievers of Mecca. The speakers in this verse are Abu Jahl and his host, al-Nadr and his host, and Umayyah Ibn Khalaf and his host. When Prophet Mohammad invited them to embrace Islam, they rejected his invitation, and they made many objections about why this messenger (of Allah) eateth (food) like they do, and why an angel is not sent down to him as evidence that he is the messenger of Allah. They asked these questions to express their exclamation and surprise.

Discussing the Translations

As table (2) shows, the seven translators seek to render this verse in a correct grammatical form. The main challenge of translating Qur'anic rhetorical questions encountered by the seven translators is whether to use a semantic translation, i.e., literal translation to be faithful to the ST and maintain the original form, or to use a pragmatic translation, i.e., idiomatic translation to convey the illocutionary force that is embedded in the rhetorical question (Newmark,1981).

In this example, translators tend to use Wh- question form to render the Arabic rhetorical question rather than using the Yes/No question. The Arabic particle "ما" is rendered by different Wh- particles, such as what, Why, and How.

The most striking result that emerged from the data is that all translators resort to using the semantic translation to render this question because the exclamatory meaning of the rhetorical question is used in both languages, Arabic and English. According to the linguistic approach, semantic translation is so biased to the ST structure, and it seems possible that these results are there due to the sensitive nature of the text to maintain the rhetorical aspects of the Holy Qur'an. Therefore, translators did not render this rhetorical question into a statement.

Translations of Abdel Haleem, Ali, Rodwell, Arberry, and Pickthal, are very strong since they convey the illocutionary force of the rhetorical question by using some exclamatory elements, such as the relative clauses "that and who". Although they translate the question into interrogative forms, the translators convey the indirect meaning of the question, and it is obvious that the question does not seek an answer. Abdel Haleem's translation could be considered the adequate one since he uses the exclamation mark as a strong indication of the Qur'anic pragmatic meaning. However, Pickthal and Rodwell tend to use archaic words, such as aileth and walketh, to preserve the same level of formality included in the ST. On a par with Abdel Haleem, Yusuf Ali tends to use one of the translation strategies, adding footnotes at the bottom of a page to explain the implicit meaning of the question. This footnote is,

This another objection: 'He is only a man like us: why is not an angel sent down, if not by himself, at least with him?' The answer is: angels would be of no use to men as Messengers, as they and men would not understand each other. And if angles came, it might cause more confusion and wonder than understanding in men's minds. Cf xxi.7-8; xxvii, 94-95. The office of an angle is different. A teacher for mankind is one who shares their nature, mingles in their life, is acquainted with their doings, and sympathizes with their joys and sorrows (Ali,1990, p.1034).

On the other hand, translations of Al-Hilali and Dawood might be semi adequate because they might confuse the TL reader. Al-Hilali used the Wh- particle "why" in his translation to change the rhetorical question into a real one. In addition, the lack of exclamatory elements and the use of question marks at the end of his translation could lead to misunderstanding.

B. Wishing التمني

As table (1) shows, the second meaning of the rhetorical questions used in the Holy Qur'an is Wishing. It is used to express the speaker's hope and desire toward some situations that are different from those that exist.

Example 2:

TABLE 3
SAMPLE OF WISHING RHETORICAL QUESTION AND ITS TRANSLATIONS

The Arabic Text	(7:53) "فَهَلْ لَنَا مِنْ شَفْعَاءَ فَيُشْفَعُوا لَنَا"
Abdel Haleem	"Is there anyone to intercede for us now?" (2004, p. 98).
Yusuf Ali	"Have we no intercessors now to intercede on our behalf?" (1990, p.413).
Al-Hilali	"Now are there any intercessors for us that they might intercede on our behalf?" (1993, p.233).
Pickthal	"Have we any intercessors, that they may intercede for us?" (2011, p.47).
Rodwell	"Shall we have any intercessor to intercede for us" (1909, p.270).
Dawood	"Will no one plead on our behalf?" (1990, p.113).
Arberry	"Have we then any intercessors to intercede for us?" (1991, p.149).

The Interpretation of the Verse

By referring to Tafsir Al-Tabari (2005), Tafsir Ibn- Katheer (1999), and Tafsir Al- Zamakhshari (1392 AH), this verse is talking about the situation of the unbelievers when they will be led to the fire on the Day of Resurrection. This day that they were forgetful of it. At this time, they will be remorseful and start to wish that they had an intercessor who could intercede them.

Discussing the Translations

As table (3) shows, the seven translators tend to use the Yes/ No question form to render the Arabic rhetorical question. The Arabic particle هل is used by the unbelievers to express the meaning of hope rather than seeking information. It is rendered in the TT by different Yes/No particles, such as Is, Have, Shall and will. Moreover, the seven translators, whether native speakers or non-natives, transfer the Arabic question into an English one, preserving in this way the Arabic style.

Translations of Dawood and Yusuf Ali could be very strong since they tend to use the negative, which gives the question a strong indication that it is not a real question and does not seek information.

Translations of Abdel Haleem, Al-Hilali, Pickthal, and Rodwell could be semi adequate since they tend to use a form that is considered a straightforward question. Thus, for non-native speakers who are not familiar with Arabic rhetoric, they cannot understand the indirect meaning of this verse unless the translators resort to using specific strategies to convey the meaning.

However, Arberry's translation could be considered semi- adequate since he uses "then" to express some elements of wish. Moreover, in their translations, Yusuf Ali and Rodwell tend to express the verse's implicit meaning by adding a footnote after the translation. The following is Ali's footnote:

If those without Faith want to wait and see what happens in the Hereafter, they will indeed learn the truth, but it will be too late for them to profit by it then. All the false ideals and false gods which they put their trust upon will leave them in the lurch. If they thought that the goodness or greatness of others would help them, they will be undeceived on the day when their personal responsibility will be enforced. There will be no salvation except on their own record. How they will then wish that had another chance! But their chance will be gone (Ali,1990, p.413).

By contrast, Rodwell resorts to adding the following short footnote to convey the pragmatic meaning of the verse "The fulfillment of its promises and threats" (Rodwell, 1909, p.280).

C. Disaffirmation الانكار

One of the most important meanings of the rhetorical question is disaffirmation since it is used to express a refusal to grant the truth of a statement or such a thing.

Example 3:

TABLE 4
SAMPLE OF DENIAL DISAFFIRMED RHETORICAL QUESTION AND ITS TRANSLATIONS

The Arabic Text	"أَفَأَصْفَاكُمْ رَبُّكُم بِالْبَنِينَ وَاتَّخَذَ مِنَ الْمَلَائِكَةِ إِنَاثًا إِنَّكُمْ لَتَقُولُونَ قَوْلًا عَظِيمًا" (17:40).
Abdel Haleem	"What? Has your Lord favoured you people with sons and taken daughters for Himself from the angles? What a monstrous thing for you to say!" (2004, p. 177).
Yusuf Ali	"Has then your Lord, (O pagans) preferred for you sons, and taken for himself from among the angles daughters?" (1990, p.788).
Al-Hilali	"Has then your Lord (O pagans of Makkah) preferred for you sons, and taken for himself from being the angles daughters?" (1993, p.414).
Pickthal	"Hath your Lord then distinguished you (O men of Mecca) by giving you sons, and hath chosen for Himself females from among the angles? Lo! verily ye speak an awful word!" (2011, p.87).
Rodwell	"What! hath your Lord prepared sons for you, and taken for himself daughters from among the angles? Indeed, ye say a dreadful saying." (1909, p.168).
Dawood	"What! Has your Lord blessed you with sons, and Himself adopted daughters from among the angles?" (1990, p.206).
Arberry	"What, has your Lord favoured you with sons and taken to Himself from the angles females?" (1991, p.278).

The Interpretation of the Verse

By referring to Tafsir Al-Tabari (2005), Tafsir Ibn- Katheer (1999), and Tafsir Al- Zamakhshari (1392 AH), in this verse, God responds for liars unbelievers who claim that angels are God's daughters and preferred sons are for men of Mecca.

Discussing the Translations

Table (4) compares the seven translations of this verse. As shown, Abdel Haleem, Rodwell, Dawood, and Arberry tend to use Wh- question form whereas Ali, Al-Hilali, and Pickthal tend to use the Yes/ No question form. Using the latter one changes the question from being rhetorical into being close to the real one. However, adding "then" to the translation conveys some aspects of disaffirmation.

On the other hand, Using Wh- question in general and "What" in particular followed by an exclamation mark is considered a strong indication that this question carried a pragmatic meaning rather than a semantic one.

Abdel Haleem's translation and Dawood's translation could be the adequate ones since they use the exclamation mark and render the word "بَنَاتٌ" into daughters rather than females. According to the Tafsirs, "بَنَاتٌ" here means that angels are God's daughters. By contrast, in his translation, Pickthal resorts to using archaic words, such as Hath, Lo, and ye.

Ali, Al-Hilali, and Pickthal resort to illustrating the meaning of the verse by using one of the translation strategies, which is paraphrasing, such as adding "O pagnas" and "O men of Mecca". Moreover, Ali uses another translation strategy which is the addition of footnotes. He adds the following one:

Insistence on true worship also means the exclusion of false worship or worship derogatory to God. In circles where daughters were despised, and even their lives had to be protected by special legislation, what could have been more dreadful than ascribing daughters to god?

Suggested Strategies and Signals

The results of this study show that there is no best approach to translate the rhetorical questions in the Holy Qur'an. Thus, translators can use one of the two types of translation according to the linguistic approach: semantic or pragmatic. If the translators tend to use semantic translation, they have to use the strategy of elaboration and explication, whether by adding footnotes at the bottom of the page or paraphrasing within the text. On the other hand, if the translators tend to use the pragmatic translation, they have to use the conversion strategy. i.e., render a question into a statement. The findings of this study agree with Mousa's (1995) findings, which showed that there is no significant approach to translating the rhetorical questions. It depends on the type of the text, situational context, and the translator's intuition.

Overall, these results indicate that Qur'an translator should be fully aware of the secondary meaning of the rhetorical questions in both Arabic and English to be able to determine which type of translation, semantic or pragmatic, is appropriate to render such questions since rhetorical questions in Arabic are more complicated than in English. The current study's findings are consistent with those of Khalil (2011) and Alnaeim (2015). In addition, translators should take the following signals into consideration to make the intended meaning of the rhetorical questions clearer in the TT, and this goes with what Mona Baker argues for Universals: explication and implication:

1. Adding certain words that are not existed in the ST, such as "O", "then" and "also".
2. Adding some punctuation marks in the TT.
3. Using brackets to explain specific terms.
4. Adding footnotes.

V. CONCLUSION

Based on the analysis of the data, the current study revealed that rhetorical questions have six main functions: which are exclamation, wishing, disaffirmation, giving a command, threatening and strong assertion, and this answered the first question of the study which is "What are the main functions of the rhetorical questions used in the Holy Qur'an?"

Comparing the types of questions in Arabic with English ones answered the second question of the current study and showed that the main challenges of translating Qur'anic rhetorical questions are whether to render the rhetorical question into a question or into a statement, (i.e., whether to explicit what is implicit or not). In addition, the study focused on the best strategies to make these pragmatic meanings of the questions explicit.

Regarding the third question, which is "What are the adequate strategies of translating the Qur'anic rhetorical questions?" the study pointed out that there are different strategies to translate them, such as the strategy of elaboration and explication, whether by adding footnotes at the bottom of the page or paraphrasing within the text.

In conclusion, the current study has demonstrated that translating Qur'anic rhetorical questions into interrogative forms may not convey the illocutionary forces of the source text leading to misunderstanding. However, the results have shown that transferring the Arabic rhetorical questions into English ones may convey some and not all of the illocutionary forces that are embedded in them. Also, it has indicated that since the Holy Qur'an is considered the sea of rhetoric, the functions of Arabic rhetorical questions differ somehow from English ones. Thus, Qur'an translators should have good knowledge of the functions of rhetorical questions in English as well as in Arabic. Furthermore, the study has shown that the afore-mentioned translators tried to compensate for the translation loss by using different strategies, such as explication and elaboration. It has also attributed these results to the sensitive nature of the Holy Qur'an and the difficulty in rendering the speech of Allah, which is full of rhetoric.

The limitations of this study can be summarized as:

1. The sample of this study is selective and limited to fifteen Qur'anic rhetorical questions due to time limitations.
2. The methodology of this study is qualitative in nature.

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A Study on Teaching Strategies of English Writing in Senior High School From the Perspective of Thematic Progression

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Abstract—Writing is an important competence for English learners, which can reflect their English expression ability and logical ability. However, there are still many problems in English writing teaching, such as students' lack of logic and teachers' lack of writing teaching strategies. By analyzing the problems in English writing teaching in senior high school, this study puts forward some pre-writing and post-writing teaching strategies from the perspective of thematic progression, in order to provide more insights for the field of English writing.

Index Terms—writing teaching strategies, writing teaching problems, thematic progression

I. INTRODUCTION

National English Curriculum Standard for General High School (2017) points out that language competence is an important part of language-using ability. Language competence includes listening, speaking, reading, writing, watching and other competence, among which listening, reading and watching are comprehensive competence while speaking and writing are expressive competence. Through practical English teaching, it is found that writing is the weak competence of most students, which can not be ignored.

In the field of English writing, many scholars have done relevant research. For example, Guo Jia (2021) points out that the difficulty of writing tasks has a significant impact on students' confidence and interests in completing tasks, as well as their motivation to complete similar tasks in the future. This shows that there are a variety of subjective and objective factors affecting students' writing competence in English learning. Teachers should try to overcome the negative factors brought by students' confidence and interests, teach students according to their aptitude, find appropriate writing teaching methods, and help students improve their writing competence. Another example is that students excessively pursue the "economic" principle of language use, resulting in loose discourse structure, monotonous and tedious language (Han Ling, Zhou Ping, 2003). This is an important and common factor leading to students' writing difficulties. Students should realize that writing good English articles requires not only good structure, but also rich language and good textual logic. As can be seen from scholar Tian Lirong (2021), although there are many ways and channels for English learners to learn English, for most English learners, classroom is still the most important place for them to learn language knowledge and develop language competence. To help students improve their writing competence, we need to pay more attention to teaching strategies and methods. Of course, some scholars regard writing as a cyclic and dynamic process by studying the process writing method, and put forward writing teaching strategies such as brainstorming and communication feedback, providing a reference for English writing teaching (Li Jing, 2015). In addition, Huang Ju (2021) conducted a study on thematic progression in high school English writing and found that thematic progression was of great help to the accuracy and fluency of high school English writing.

However, the analysis of the nature of written texts by teachers in these studies is not in-depth enough, and the research on the analysis of writing from the perspective of thematic progression needs to be improved, especially for the high school section. From the perspective of thematic progression, this paper continues to use qualitative research method and sample analysis. The research questions are as follows: 1. What are the problems in English writing teaching in senior high school? 2. How to improve students' writing competence in writing teaching from the perspective of thematic progression? This paper attempts to extend the thematic progression by exploring the linguistic features of the text and the logic of discourse to provide more insights into the field of English writing in senior high school.

II. BASIC IDEAS OF THEMATIC PROGRESSION

The two important concepts of functional grammar, theme and rheme, were first proposed by Mathesius, the founder of Prague School, who advocated sentence segmentation according to the actual communicative function of sentences rather than the grammatical function. Mathesius (1939) proposes that the perspective of the functional sentence consists of two communicative units: a Theme, which is known or at least obvious in the given situation, and a Rheme, which represents the speaker's statement. Halliday, an English linguist, helped develop the theory. For the Prague school, the theme is the topic of a sentence, or the object of a sentence narrates. For Halliday, theme is larger than topic, because it includes both topic and other elements at the beginning of a sentence that do not represent topic. Based on this point of view, Halliday

(1985) proposed the concept of simple theme and multiple themes. He pointed out that the difference between the two is that the former has no internal structure, which cannot be further analyzed, while the latter has internal structure, which can be further divided into textual theme, interpersonal theme and topical theme. Textual theme is related to cohesion of meaning, interpersonal theme describes the communication and relationship between people, including finite, mood, vocative, person and modality, and topical theme mainly refers to the object to be explained in the text. For example, in "When the Prince saw Cinderella", the conjunction "When" has the function of planning discourse, so it belongs to the textual theme. For another example, in "Could we enjoy the paintings together?", "Could" is a modal verb, showing a euphemistic attitude, belonging to the interpersonal theme, and "we" is the topical theme. Although Halliday did not explicitly say that simple theme is a topic theme, the examples he provided in the book all confirmed this point (Zhu Yongsheng, 1995). The introduction of theme and rheme by the scholars above helps people to better understand the discourse, among which, Halliday's three themes will be used to analyze the discourse in this paper.

When it comes to thematic progression, scholar Zhu Yongsheng pointed out that every sentence has its own thematic structure. When a sentence exists alone, its thematic and rheme are determined and will not change. However, when we come into contact with texts, we will find that the vast majority of texts consist of two or more sentences. At this point, there will be some kind of connection and change between theme and theme, theme and rheme, rheme and rheme, and such connection and change is called progression (Zhu Yongsheng, 1995). It can be concluded that there are four modes of thematic progression: theme consistent type, that is, the same theme and different rheme; rheme consistent type, namely, the same rheme, different theme; derived type, which means that the rheme or part of the rheme of the preceding sentence is the theme of the following sentence; split type, in which the theme of the preceding sentence is the rheme of the following sentence.

The above views on theme, rheme and thematic progression are conducive to the in-depth analysis of this paper from the field of English writing teaching, so that high school students can better grasp the rules of discourse, feel the charm of writing and improve their writing competence.

III. PROBLEMS IN ENGLISH WRITING TEACHING IN SENIOR HIGH SCHOOL

A. Psychological Aspect

On the one hand, students will be afraid of difficulties. High school students, in a relatively mature stage of development, have a strong personality in study and life. In view of the present English writing teaching model, most teachers have the wrong teaching concept of stressing the results and neglecting the process. In the whole process of writing teaching, there is neither preparation before writing, communication between teachers and students, nor repeated feedback and revision, so students are in a passive writing state, and many students think that such English writing is difficult. In addition, students often lack confidence in writing due to a lack of vocabulary and basic writing competence, and they will be afraid of difficulties, which severely dampens their interests in writing (Li Jing, 2015). In addition, writing difficulty, students' self-efficacy and other factors can also affect the writing level. The accuracy of language expression of learners with high self-efficacy in high-complexity writing tasks is not only significantly higher than that of low-complexity writing tasks, but also obviously higher than that of learners with low self-efficacy in high-complexity writing tasks (Yan Rong, Zhang Lei, 2015).

On the other hand, teachers generally do not pay enough attention to English writing teaching. In the context of quality-oriented education, teachers' teaching is still influenced by exam-oriented education, which is manifested in that teachers pay more attention to the teaching of text knowledge, including pronunciation, grammar and vocabulary, while neglecting the cultivation of student's practical English competence.

Whether from the aspect of students' fear or teachers' insufficient attention, the problems existing in the senior high school English writing teaching have a close relation with discourse logic. Hence, teachers need to integrate some advanced ideas including thematic progression into their teaching, in order to help students mentally adapt to writing, better lead students into the field of writing in the process of analyzing articles, and discover more effective ways about writing.

B. Practical Teaching

First, students lack language foundation and logic. High school students' language knowledge and ability are more perfect than junior high school students, but there is still a lack of vocabulary. Besides, learning at the senior high school is more intense and students study more subjects, which makes them susceptible to a variety of factors when writing, such as their moods and their own thoughts, which can easily result in unclear thoughts and thus affect the logic of their writing.

Second, teachers have not identified effective and innovative strategies for writing teaching. English classes are usually dominated by listening and speaking classes and reading and writing classes. Teachers tend to pay attention to students' knowledge input, namely listening and reading, while tend to ignore students' output, that is, speaking and writing, which affects the formation of students' English competence to a certain extent. In terms of writing, English teachers usually choose boring and direct teaching methods to guide students to write step by step, thus ignoring students' interests and confidence in writing. In addition, students usually do not get timely and appropriate feedback after finishing their writing, which makes it difficult for them to find their own writing problems and analyze their own suitable writing style.

From the above analysis, it can be concluded that in the practical teaching of English writing in senior high school, it is

necessary to incorporate models or ideas that are beneficial to both discourse analysis and teaching, while thematic progression is not only conducive to the interpretation of discourse, but also provides a good inspiration for the thinking of writing.

IV. STRATEGIES FOR ENGLISH WRITING TEACHING IN SENIOR HIGH SCHOOL

A. Before Writing

1. Help Students Analyze the Text and Identify the Thematic Progression

Before formal writing, it is suggested that teachers use the text relevant to the content to be written to help students carry out thematic analysis and lay a good writing foundation. When reading a text, we should first help students to distinguish between theme and rheme. The distinction between theme and rheme is that theme is the first element in the clause to express the experiential meaning, whether it refers to participant, process, or circumstance. For example, “Tiffany” means participant, “go, get, walk” means process and “over there” means circumstance. Teachers need to ask questions or explain directly to make students understand what the participants, process and circumstance of the article are, so as to guide students to summarize the content and thematic rules of the article.

Sample analysis:

The following is a sample of text used in the analysis of the writing teaching. It is from a passage in Compulsory 1 published by Chongqing University Press in China. The subtitle of this paragraph is Black Bat Flower:

Black Bat Flower

The black bat flower is an unusual flower that grows in the wild and tropical forests of Yunnan Province in China. It is famous for its bat-shaped black flowers. This flowering plant is often confused with a flying bat. A black bat flower can grow up to 36 inches and be as wide as 12 inches. Every flower has long whiskers which grow up to 28 inches. The flower may also appear in white and brown shades. It needs specific environmental conditions to grow. This is the reason why it is an endangered species.

TABLE 1
THEME AND RHEME

	Topical Theme	Rheme
1	The black bat flower	is an unusual flower that grows in the wild and tropical forests of Yunnan Province in China.
2	It	is famous for its bat-shaped black flowers.
3	This flowering plant	is often confused with a flying bat.
4	A black bat flower	can grow up to 36 inches and be as wide as 12 inches.
5	Every flower	has long whiskers which grow up to 28 inches.
6	The flower	may also appear in white and brown shades.
7	It	needs specific environmental conditions to grow.
8	This	is the reason why it is an endangered species.

The prominent theme: Flower (the black bat flower, a black bat flower, every flower, the flower)

The above table is about the identification of theme and rheme, which is needed to explain to students by teachers before writing. In this sample, the text consists of eight sentences, which focus on the extraordinary nature of the black bat flower, its state of growth and its endangered environment. As the text is explanatory, it is easy to identify that there are no interpersonal or textual theme and the themes of the eight sentences are all topical. The themes are expressed in different ways, but in essence they are all about the black bat flower, after which we call rheme, including “is an unusual flower that grows in the wild and tropical forests of Yunnan Province in China”, “is famous for its bat-shaped black flowers”, “is often confused with a flying bat”, “can grow up to 36 inches and be as wide as 12 inches”, “has long whiskers which grow up to 28 inches”, “may also appear in white and brown shades”, “needs specific environmental conditions to grow” and “is the reason why it is an endangered species”.

After helping the students to identify the theme and rheme, the most important thing for the teacher is to explain how the theme progresses. The theme of the first sentence is “the black bat flower”, the word “it” in the second sentence referring to “the black bat flower”. The theme of the third sentence is “this flowering plant”, after which are “a black bat flower”, “every flower”, “the flower”, “it” and “this”. It is worth noting that the theme in the seventh sentence refers to “the black bat flower”, but the theme “this” in the eighth sentence refers to the “specific environmental conditions” in the seventh sentence, i.e. the reason for the black bat flower being an endangered species is that it requires a special growing environment. Thus, from the perspective of thematic progression, the text progresses from the theme of the first sentence to the theme of the seventh sentence, and then from the rheme of the seventh sentence to the theme of the last sentence. The above thematic progression enables students to better understand the structure, content of the text and writing ideas, and thus facilitates later writing.

2. Remind Students of Textual Cohesion and Lexical Chains Based on Thematic Progression

After understanding the thematic progression, it is suggested for teachers to further analyze the cohesion and lexical chains of the text. Some scholars have found that English sentence logical coherence ability is significantly correlated with English writing level, and cognitive competence of English sentence logical coherence contributes significantly to

English writing level (Bai Lili, 2019). Therefore, on the basis of thematic progression, the important task of teachers is to help students further identify themes used in writing and remind students of cohesion and lexical chain use.

Scholars have explained cohesion and lexical chains in detail. Cohesion deals with devices that give a text texture. Cohesive devices include the lexical devices of repetition, semantic relations, equivalence and semblance and the grammatical devices of reference, substitution and ellipsis. Lexical chains are an excellent way of exploring the main preoccupations of speakers and writers and the way their texts develop (Butt, Fahey, Feez, Spinks, Yallop, 2003).

TABLE 2
COHESION

	Lexical device		Grammatical device
	Repetition	Equivalence	Pronominal reference
1	black bat flower	flower	
2		bat-shaped black flowers	it
3		this flowering plant	
4	black bat flower		this
5		every flower	
6		the flower	
7			it
8			this, it

TABLE 3
LEXICAL CHAINS

	Chain 1: Flower	Chain 2: Length
1	flower	
2	flower	
3	flower	
4	flower	inches, inches
5	flower	inches
6	flower	
7	flower	
8	flower	

Similarly, teachers can use a table to illustrate the text from the perspectives of cohesion and lexical chains. In the aspect of cohesion, the only lexical devices are repetition (“black bat flower” in the first and fourth sentences) and equivalence (“flower”, “bat-shaped black flowers”, “this flowering plant”, “every flower” and “the flower”), and the only grammatical device in this sample is pronominal reference, including “it” and “this”. In terms of lexical chains, the text can be divided into two lexical chains, one for flower and one for the length of growth of flower, which are relatively easy to summarize.

B. After Writing

1. Work in Groups to Examine and Reflect on the Use of Thematic Progression

Research shows that the interaction mode formed in students' cooperative writing can have a certain impact on the results of second language learning (Deng Yuan, Niu Ruiying, Deng Hua, 2021). Therefore, it is essential for English teachers to guide students through a collaborative group check after students finish their writing, not only to help students refine the content of their compositions, but also in turn to facilitate the teacher's writing teaching. To be specific, students in a group exchange with each other, check whether there are any mistakes in the use of themes of other students, discuss other themes that may appear, analyze how the thematic progression of students' compositions is made, and finally learn from each other, so as to write a more perfect composition next time.

2. Invite Students to Present Their Compositions from a Thematic Progression Perspective

Teachers should be aware of the important roles of thematic progression for students before and after writing. Thematic progression not only helps students to clarify their ideas and build a foundation before writing, but also serves as a way or criterion for students to reflect on the clarity, logic and focus of their ideas in their essays after writing. Although there are different genres of essays, including expository essays, argumentative essays, narrative essays and so on, the use of thematic progression in writing can largely help students to identify the main points that need to be expressed and to clarify their ideas so that the quality of their essays can be improved.

On the basis of this sample, the following reference is given for writing a summary with the help of thematic progression: The black bat flower is an unusual flower for its confusing bat-shaped black flowers, can grow up to 36 inches long and 12 inches wide, has 28-inch long whiskers, may appear in white and brown shades and becomes an endangered species due to its need for specific environmental conditions.

This version is based on the knowledge of thematic progression, cohesion and lexical chains, first finding out the theme of each sentence and the rheme from the original text, focusing on grasping the content of the rheme, thus analyzing how the themes progress, and then integrating thematic progression with the language cohesion and coherence, finally discovering the key content and writing logic of the text. In the formal writing of the summary, the extraordinary nature, length of growth and endangered environment of the black bat flower were highlighted, with attention to concise, logical

and focused language.

Therefore, another teaching strategy of the teacher after writing is to invite students to share the composition from the thematic progression perspective to the whole class, so as to achieve the effect of collective thinking.

V. CONCLUSION

This paper attempts to answer the existing problems of English writing in senior high school from the perspective of thematic progression and what writing teaching strategies should be used by teachers. On the one hand, the current problems in writing teaching are mainly psychological and pedagogical, and the reasons for the psychological aspects of both teachers and students are closely related to the logic of the text, etc., which shows that the use of thematic progression needs to be brought to attention. On the other hand, in teaching strategies, teachers can divide writing instruction into pre-writing and post-writing, help students to analyze thematic progression and interpret cohesion and lexical chains before writing, and lead students to cooperate in groups, check and share compositions from the perspective of thematic progression after writing, so as to improve students' writing competence. However, different writing teaching concepts have different applicable conditions, for example, in the perspective of process writing concept teachers need to inspire students' problem consciousness and to give students sufficient time to write (Fang xu, 2011). Likewise, there are conditions under which this paper is applicable, namely that the more logical students may be more likely to master the thematic progression. This is where the paper falls short and we will be refined in the future in the hope of providing further insights into the field of writing.

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English Teachers' Professional Development: Perspectives From Canada, Saudi Arabia, and Pakistan

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Abstract—English teacher professional development (PD) follows different pathways in different contexts depending on local classroom ecology; however, the main goal of PD is to improve learners' academic achievements. For this purpose, the current study provides a comparative analysis of Teaching of English to the Speakers of Other Languages (TESOL) teacher professional development perspectives from Canada, Saudi Arabia, and Pakistan. Data was collected from seven teachers who had EFL/ESL teaching experience in Canada, Saudi Arabia and Pakistan. The study attempted to find out dominant English teacher professional development pathways in the three contexts and investigated how these pathways influence teacher classroom practices.

Index Terms—English teacher professional development, cross-cultural perspectives, ESL/EFL classroom practices

I. INTRODUCTION

Teacher preparation programs follow almost identical syllabi everywhere since the aim of preparatory teacher programs is to equip graduates with a theoretical repertoire in the field. Teacher professional development (PD) programs aim to prepare in-service teachers for context-specific challenges. Therefore, PD programs do not follow a linear path like teacher education programs, but rather have a complex organization due to multiple theoretical and pedagogical factors. In other words, teacher professional development is always context-driven (Borko et al., 2010). Teacher professional development initiatives are influenced by socio-cultural factors, political thoughts and religious ideologies, teaching and learning aims, and classroom pedagogies. Hence, teacher professional development is always a customized approach in different teaching contexts. Particularly, English as a second language (ESL) and English as a Foreign language (EFL) professional development is designed and implemented based on the local classroom realities. The school-based PD incorporates the contextual teaching practices as it is rooted in students' and institution's needs as well as in teachers' own classroom pedagogies. Against this backdrop, in this article we will present a comparative analysis of EFL/ESL teacher professional development approaches in Canada, Saudi Arabia, and Pakistan.

To begin with, English language teaching in Canada mainly focuses on the immigrant population whose first language is not English. The main goal of English Language Teaching (ELT) programs therefore is to enable the learners to acquire English language competency for professional or academic purposes. Moreover, English language learners acquire the language as a second language. For this reason, the teaching approaches and methodologies are in line with ESL pedagogies. Whereas, in Saudi Arabia and Pakistan, English is taught and spoken as a foreign language mainly for academic rather than communication purposes. However, English is playing different academic and communicative functions in both countries due to the different histories and socio-political conditions.

Being a former British colony, Pakistan has adopted English as an official language (Kasi, 2010). So, English is considered a vehicle for upward social mobility and career enhancement. English language is more important than the national language, which is Urdu, for those who want to go up higher in higher education and have access to prestigious public jobs. Moreover, all academic subjects including history, sociology, sciences, medicine, and engineering are taught in English. Hence, the learners are expected to have a high level of English proficiency. For this reason, some scholars believe that English language in Pakistan has more a second than a foreign language status (Rahman, 2001). On the other hand, in Saudi Arabia, English language is used mainly for academic purposes as a subject in educational institutes, while all other subjects are taught in Arabic. Those students who aspire to higher education abroad learn advanced levels of English. Therefore, EFL/ESL teacher professional development approaches are made and implemented differently in Canada, Saudi Arabia, and Pakistan.

Hence, the objective of the current study is to investigate perceptions of TESOL teachers who taught in Canada, Saudi Arabia, and Pakistan regarding their professional development in the three contexts. The following overarching

research question is addressed in this study: *What are major TESOL teacher professional development pathways in Canada, Saudi Arabia, and Pakistan? And how they impact teachers' classroom practices?*

II. LITERATURE REVIEW

In the following section, we will review how English teaching is viewed in the three countries and how English teacher professional development is designed and applied in the three different language teaching traditions and contexts.

A. An Overview of ESL/EFL Teacher Professional Development in the Three Countries

Like most classroom pedagogies in developed nations, Canadian ESL teaching is driven by the notion of student-centeredness. Expectations from teachers are that they bring about change in student learning outcomes by providing a congenial learning environment where learning is co-constructed and teaching and learning occur naturally. Moreover, due to the egalitarian outlook of the society, classroom practices are dominated by the concept of hearing students' voices (Han, 2016). These teaching norms demand an ESL teacher to have acquired the latest knowledge and expertise in the field of English language teaching (ELT). As Canadian ESL teachers are always intrinsically motivated to take part in self-driven professional development initiatives, they strive to find ways to develop their teaching practices as well as the student learning outcomes. In addition to self-driven professional development, Canadian English language teaching institutes encourage faculty members to participate in professional workshops and programs that enhance their teaching skills. Finally, Canadian ESL teachers are motivated to get enrolled in higher education programs to develop their teaching repertoire as well as to create opportunities for better future career opportunities.

In Saudi Arabia, English language teaching is dominated by teacher-centered pedagogies. Teacher-centeredness is in line with the local traditions and cultures which have impacts on teaching and learning English as a Foreign language (Moskovsky & Picard, 2018). Quite recently, the authorities have realized that classroom teaching should shift from teacher-centered to student-centered approaches to bring learners' written and spoken competency to the global benchmark. For this purpose, local and international teacher training and teacher professional development programs have been conducted at all levels. However, there is a reluctance for egalitarian notions of teaching. This reluctance is both from learners as well as teachers, but the biggest factor is society's perceptions towards learning (Elyas & Picard, 2019). Studies have shown that such programs have had little impact on teachers' classroom practices and student learning outcomes (Al-Asmari, 2016). One of the reasons for this failure is that professional development programs have been exported from other EFL contexts which do not meet the local expectations. Moreover, in this conservative culture teacher is considered a fountain of knowledge who transmits knowledge to students; whereas, in the Canadian teaching traditions teaching is socio-culturally constructed between teachers and students and between materials and culture.

As mentioned earlier, English language teaching has a different status in Pakistan owing to the role of English in society, and the country's colonial legacy. As compared to English teaching in Canada and Saudi Arabia, in Pakistan English is an official language and therefore there are blurry boundaries between EFL and ESL. As for English language teaching, all educational institutions are dependent on grammar translation methodologies (Al-Mohanna, 2010). Moreover, in English departments, English language is taught through English and American literature which develops students' written communication which is a much-needed skill for passing public exams. Since English is not used for oral communicative purposes, spoken English is given a scant attention. When I left Pakistan for the first time and joined an English language institute in Saudi Arabia, my spoken language was replete with vocabulary and structure that I had learned from reading English literature. While communicating with colleagues from diverse linguistic and socio-cultural backgrounds, I had to unlearn the classical language. Against this backdrop, English language teachers' professional development in Pakistan is still a hazy concept. A couple of years ago, government initiatives focused on hiring international organizations such as British council for delivering professional development programs. These programs delivered ready-made materials rather than designing cultural-specific materials for the local consumptions. Therefore, these teacher professional development programs have had little impact on real teacher classroom practices (Akram, et al. 2020). Despite no or little organizational support for EFL teacher professional development, teachers are involved in self-driven professional development activities to enhance their professional careers. This will be explained further in the sections to follow. Also, in the section that follows, ESL/EFL teacher professional development approaches, models, and challenges will be discussed in relation to Canada, Saudi Arabia, and Pakistan.

1. ESL Teacher Professional Development Approaches in Canada

ESL teacher professional development approaches in Canada mainly adhere to the notion of self-development via self-driven initiatives. These include teachers' involvement in reflective practices, reading of current research-informed publications, action research, communities of practice, and professional learning communities. Engagement in such programs is driven by individuals' needs and needs analysis.

Self-reflection as a professional development enables English language educators to reflect on their classroom practices as well as on their growth as a teacher. In the Canadian ESL context, this mode of professional growth is

popular among teachers because it allows them to have an in-depth analysis of their teaching beliefs and teacher professional identity. Among the reflective practices that ESL educators use for self-development are critical autoethnography narratives (Yazan, 2018). Autoethnography is a powerful way of aligning practices with pedagogy (Canagarajah, 2012). As a professional development pathway, autoethnography not only enhances teachers' classroom repertoire but also teacher agency in designing and implementing their professional learning trajectories and their teaching methods and approaches that suit their students and the overall socio-cultural context of the classroom. In the Canadian ESL context, studies have shown that English language educators also use journal writing as a reflective practice. For example, Farrell (2013) investigated that how an ESL college teacher in Canada improved her reflective practices through journal writing. The results of the two years of reflection showed that the participant improved her awareness as a teacher and that her professional behavior changed inside and outside the classroom. Teacher professional identity development is a dominant theme in teacher professional development (Beauchamp, & Thomas, 2009). In contrast, in the Saudi EFL context studies have shown that EFL teachers' professional identity development crisis negatively impacts student learning outcomes (Mansory, 2019); but unlike in Canadian context, in the Saudi EFL teaching context researchers have suggested that formal teacher professional development programs such as in-services PD initiatives should consider teacher professional identity development as the main goal. Whereas, in the Canadian ESL context, researchers believe that self-directed teacher reflection is a way for enhancing teacher identity (Yazan, 2018).

Next, reading current research-informed publications is another way of professional development for ESL teachers in Canada. Studies have shown that K-12 English language teachers in many Canadian provinces improve their classroom practices through reading professional literature to foster more effective learning and to facilitate their academic success (Abbott et al., 2017). Reading professional literature for improving classroom practices and student learning outcomes is effective only if the practices are localized and contextualized according to the learners' level and learning styles as well as the institutions' agenda or curricula. Although enhancing classroom pedagogy and teaching repertoire through reading published articles is a proven pathway for teacher professional learning, in the ESOL field teachers have been tasked with adhering to the latest trends and publications regardless of their applicability (Nation & Macalister, 2010). Therefore, action research is a probably a better channel for teacher professional development.

Action research was conducted by teachers to gain insight and develop their reflective and classroom practices that positively enhance their English learners' academic achievements. Mills (2007) describes that action research is "any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn" (p. 5). Studies in the Canadian K-12 ESOL context (Herrera, 2018) have shown that action research has multiple benefits for the learners, teachers, and institutes.

In addition, in the Canadian English language teaching context, ESOL teachers utilize professional communities as a tool for their continuous professional development. These communities have been categorized in communities of practice (Wenger, 1998) and professional learning communities (Dufour, 2002). Communities of practice involve "groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (Wenger et al., 2002, p.4). These are formalized and structured groups but without an institutional mandate. In Canadian universities, communities of practice have provided teachers and researchers platforms for researchers and teachers to develop a shared repertoire of knowledge and practices wherein newcomers as well as veteran faculty members engaged in collaborative work (Gallagher et al., 201; Griffiths et al., 2010). Kosnik et al. (2015) have also found that communities of language teacher educators in Canada have yielded positive results for teachers and institutions. Nevertheless, as compared to the loose structure and voluntary participation in communities of practice, professional learning communities that are mandated by formal institutional structure foster better teacher collaboration in the Canadian ESL context (Abbo et al., 2018).

2. EFL Teacher Professional Development Approaches in the Kingdom of Saudi Arabia

As mentioned earlier, the Saudi EFL context is different from other EFL contexts around the world. The EFL teacher professional development approaches and methods have to be different in line with the local learning and teaching traditions and societal expectations. Unfortunately, very little attention is given to developing English teachers' professional development in this context (Al-Seghayer, 2014). In the preceding paragraphs, we have illustrated the reasons for the uniqueness of English teaching. In this section, first, we will describe the most popular Saudi EFL teacher professional development pathways and then we will present a brief analysis of the overall EFL teachers' professional development.

With the advent of Saudi Vision 2030, the Saudi government has initiated several EFL teacher professional development programs to improve students' proficiency in both oral and spoken English. For this purpose, many formal and informal professional development programs were implemented at primary, secondary, tertiary, and higher levels. Formal programs are government-led that mostly comprise teacher training to novice and in-service experienced EFL teachers by foreign professional bodies such as the British council, NILE, Cambridge Assessment, and Pearson. Research indicated that these programs failed to achieve the desired goals (Mansory, 2019). The teachers resist shifting their methodological approaches from traditional to modern ones due to internal and external factors. The internal factors include teachers' own English learning background in grammar-translation method and hence their reluctance to

acquire and practice communicative language teaching techniques. Moreover, stringent institutional policies hinder teachers' freedom to teach according to what they learn in professional development programs (Ahmad et al., 2018). Nevertheless, the external factors are no less responsible for the teachers' failure to teach well. The foremost difficulty in translating professional development into classroom practices is the mismatch between the content and pedagogy of the teacher training or professional development programs and the local classroom realities. The PD programs developed and tested in democratic societies in the West and far East hardly work in the conservative and religious culture of the Arabian Gulf.

In addition to formal PD programs, classroom observations are another EFL teacher professional development tool in Saudi Arabian higher education institutes. To improve EFL teachers' classroom performance institutes conduct professional classroom observations. It is noteworthy that the English Language Institute (ELI) is the first and probably the only English language teaching organization that have a structured teacher observation program. Being classroom observers in this institute, we can describe how classroom observations serve as a PD tool. Teacher classroom observations are divided into three categories: diagnostic observation, formal observation, and follow-up unannounced observation. Each teacher is observed during the first term to diagnose his teaching practices. After the first visit, he is advised on the areas to work on before the next formal observation visit. The formal observation visit is intended to see a cross-section of teachers' classroom practices including methodology and classroom management. Then post-observation feedback is conducted to discuss with the teacher the areas that he is good in and the areas that he should work on. Finally, at the follow-up observation stage, observers see if the teacher maintains his grade given at the formal observation. Based on my experience as a professional classroom observer, teachers improve their classroom practice as a result of the rigorous process. Although they do not adhere to the best practices around the year due to institutional constraints, they mostly practice good methods and approaches as much as possible. Nevertheless, researchers have shown that classroom observations do not achieve the desired results due to time constraints, other studies have indicated otherwise (e.g., Shah et al., 2003).

Saudi EFL teachers also utilize other professional development avenues in addition to the aforementioned ones. For example, reflective practices are becoming popular after the education modernization efforts (Sibahi, 2015). This study explored how reflective practices fail to enhance EFL teacher professional development. The results of this study indicated that the participants were aware of the importance of reflection in terms of their classroom practices and that they employed different tools for reflection. Nevertheless, the following impeding factors have been reported: uncertainties regarding reflective practices, fixed curricula, and lack of training in reflective practices.

3. EFL Teacher Professional Development Approaches in Pakistan

In this section, we will present the historical background to English language teaching in Pakistan, modes, and approaches to teachers of English professional development, professional development institutes, and challenges.

Since British colonial rule (1608-1857) in the Indian sub-continent, the English language has been enjoying a privileged status in all social and economic fields such as administration, judiciary, military, education, trade, and mass communication. A little number of westernized Pakistanis speak English as a first language, some educated or highly educated people speak it as their second language, and most educated people use it as a foreign language (Rahman, 2001). The status of English in Pakistan, therefore, is distinguished from the role it plays in Canada and Saudi Arabia: in the former people speak it as a first language while in the latter people use it as a foreign language. However, like in Saudi Arabia, in Pakistan English teaching follows the traditional transmission teaching model wherein teachers concentrate on doing a lesson irrespective of the class size and learners' learning styles. Studies (e.g. Kasi, 2010) have shown that professional development of teachers of English is carried out in a manner that rarely meets teachers' teaching needs.

Like the knowledge transmission teaching approaches, EFL teacher professional development follows top-down approaches in Pakistan. Content and pedagogy of professional development programs are imposed by the higher administration rather than designed by teachers (Khan & Afridi, 2017). One of the salient features of top-down PD is that one-shot sessions or a small series of workshops or training sessions are conducted, and teachers are expected to know the theoretical knowledge of the subject only. In other words, the training and PD materials and methods are ready-made and lack tailor-made solutions for the contextual issues. The transaction model of dissemination of knowledge is the reflection of the overall teaching and learning traditions and beliefs in the developing world (Dayoub & Bashiruddin, 2012).

Many public and private teacher professional development initiatives have been seen in the past two decades. These include pre-service as well as in-service programs by international institutions like The British Council of Pakistan (BCP), United States Educational Foundations in Pakistan (USEFP), and United States Agency for International Development in Pakistan (USAID-Pakistan). In addition, local institutes and organizations have also conducted pre-service teacher training and in-service professional development programs. These institutes include the Higher Education Commission of Pakistan (HEC), Institute of Educational Development at Aga Khan University Karachi (IED-AKU), Society of Pakistani English Teachers (SPELT), TEFL short and long courses by Allama Iqbal Open University (AIQU). However, according to Kasi (2010), almost all of the above-mentioned programs have no impact on teachers' professional learning and student learning outcomes.

Teacher professional development initiatives in Pakistan have failed to yield the intended results due to many reasons. Firstly, the teacher professional development programs are conducted in a top-down manner utilizing traditional approaches of knowledge transmission (Kasi, 2010). Secondly, teachers and teacher trainers are not provided adequate resources and time (Khattak et al., 2011). Teachers usually are unable to have time for participation in training or professional development programs because of heavy workload and social responsibilities. Moreover, participation in any professional development activities outside the regular work is not rewarded in the forms of academic credits, salary increase, or promotion. Thirdly, EFL teachers rarely get professional support from more experienced peers in their own organizations or from university researchers (Chaudary & Imran, 2012). Finally, due to the above-mentioned hindering factors and other socio-cultural impediments, teachers have no personal drive for enhancing their professional knowledge and hence students' academic achievement (Khan & Afridi, 2017).

III. METHODOLOGY

A. Participants

Seven English as a Foreign Language (EFL) teachers from three Saudi Arabian public universities were interviewed. Six EFL teachers were Pakistani-Canadians serving in preparatory year programs of Saudi universities. They had English teaching experience in the three countries. One participant was Canadian born who taught English in Canada and Saudi Arabia. The participants' demographic profiles are given in Table 1. To fulfill the ethical requirements of confidentiality, the researchers maintained the anonymity of the participants by referring to their pseudonyms.

TABLE 1
DEMOGRAPHIC INFORMATION OF THE PARTICIPANTS

Pseudonym	Nationality	Academic qualification	EFL/ESL teaching experience	Length of stay in Saudi Arabia
Tim	Canadian	MA Applied Linguistics	15 years	7 years
Khan	Pakistani	PhD in TESOL	20 years	10 years
Ali	Canadian	MA TEFL	17 years	4 years
Dawood	Pakistani	PhD Language Education	25 years	8 years
Rashid	Canadian	MA Applied Linguistics	15 years	3 years
Ahmad	Pakistani	MA English Language & Literature	27 years	9 years
Tariq	Canadian	MA TESOL	22 years	8 years

B. Instrument

To investigate the phenomena of EFL teacher professional development across the three contexts, data was collected using semi-structured interviews. All participants were asked the same questions to increase reliability of the data.

C. Procedure

The interviews were conducted online via Google Meet. The participants were sent the interview questions before the interviews. Interviews were recorded and transcribed verbatim. The data analysis was conducted through using Maxqda 2021. The transcribed data was sent to the respondents for member-check. The qualitative data analysis had the following stages which are based on the guidelines given by Creswell (2012) and Saldana (2009):

- To get a global idea, the transcripts were read thoroughly (Creswell, 2012) to be ready for analysis.
- Then the transcripts were coded according to the recommendations given by Creswell (2012) and Saldana (2009). A code, according to Saldana (2009) is "is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (p.3). During the first cycle of coding, the researcher did decoding and encoding (Saldana, 2009); *decoding* is to extract the core meaning from a data passage, whereas *encoding* is allocating an appropriate code to the data.
- A pattern of codes was detected.
- In the second cycle of coding, similar codes were grouped together.
- To follow Creswell (2012) and Saldana (2009), after the second cycle codes were subsumed to broad categories.
- These categories were grouped together in the light of the research question and themes were developed. The researchers made sure that the themes answer the research questions.

IV. FINDINGS

After analyzing the data, the following categories emerged from the participants' responses regarding the EFL teacher professional development in the three English teaching contexts (Canada, Saudi Arabia, and Pakistan):

A. *Reflective Practices*

Participants of the study have a unanimous opinion on the concept that in Pakistani and Saudi Arabia English language teaching institutes view professional development from the traditional lenses and do not apply reflective practices as a teacher professional development tool.

"In Pakistan and Saudi Arabia EFL teachers cling to transmission-oriented teaching paradigm which has or little space for reflective practices; while in Canadian ESL context we develop as teachers mainly through our reflection of our past practices". (Ali)

On the other hand, one participant regarded the Pakistani teachers' teaching philosophy as outdated which does not cater to the modern and emerging student learning needs.

B. *Reading a Research-informed Literature*

Most of the participants believe that in Canadian English teaching institutes teachers enhance their skills through reading professional literature. In fact, research in the field is considered authentic and reliable. *"In Canada, research is genuine and authentic". (Tim)*

In contrast, the participants opined that research practices especially in the field of EFL in Pakistan and Saudi Arabia are sometimes not credible and practical and hence cannot be considered a tool for professional development.

"True, here we don't rely on literature for improving our classroom practices, as the researchers rarely address the issues we face. Instead, we depend on trial-and-error tactics". (Dawood)

Obviously, teachers read articles that are context specific and useful. EFL teachers in Pakistan and Pakistan doubt that research conducted in their contexts paves way for better classroom practices.

In line with research-based practices, respondents revealed that in addition to implementing literature in their classrooms, teachers in Canadian ESL context use action research as a major pathway for their professional development.

C. *Communities of Practice (CoPs) / Professional Learning Communities (PLCs)*

The participants' accounts indicate that contrary to the collaborative teacher learning in Canada, in Pakistan and Saudi Arabia teacher professional development is a solo journey.

"We rarely sit together to discuss what's happening in our classroom or to share materials that could help us and our students". (Ahmad)

On the other hand, participants appreciated the collegiality in Canadian institutes. The institutional culture encourages teachers to learn from each other.

"In Canada, teaching methods especially English language teaching skills get improved through working in professional learning communities and communities of practice" (Khan)

As has been revealed by the participants' narratives, Canadian teaching and learning is influenced by the democratic norms of the society.

D. *EFL Teacher Professional Identity*

Interviewees' responses showed that English teacher professional development approaches in Canada cater not only to the skills related needs but also to the teachers' social and psychological needs.

I'm glad that the Canadian in-service teacher development programs make you feel who you are as a teacher and offer opportunities to locate our professional and personal selves in schools as well as in the society. In turn, you make the teachers feel their worth. (Rashid)

However, the interviewees' responses never indicated that teacher professional development in Pakistan and Saudi Arabia address teacher identity matters.

E. *Classroom observations*

The role of teacher classroom observations has been overlooked in Canadian and Pakistani English teaching contexts. However, participants expressed that classroom observations are important sources of their professional development in Saudi context.

"During classroom observation, teachers have a chance to seen teaching other colleagues who are professional teachers. I like that some higher education institutes in Saudi Arabia value classroom observations". (Tariq)

However, the interviews showed that peer-observations are more beneficial than observations conducted by a mentor or academic coordinator.

"I like peer observations as they are more developmental than evaluative". (Khan)

When asked to describe the role that classroom observations play in their professional development, most respondents used descriptors such as: "integral", "vital", "significant", and "key".

F. *One-shot Teacher Training Sessions*

While reflecting on their teaching and learning experience from Pakistan, participants pointed out that one-shot training sessions or workshops only focus on theoretical aspects of classroom teaching topics.

"There trainers think that a single session or a series of sessions will bring changes in teachers' performance, while mere theoretical knowledge without contextualizing it is not sufficient". (Ali)

Other participants focused on the need of reflective practices during trainings and workshops.

"I believe in Pakistan and in Saudi Arabia EFL professional development specialists should encourage novice and in-service teachers to reflect on their teachings to know whether the course requirements and student needs are fulfilled". (Khan)

G. Top-down Approaches

The participants criticized professional development approaches in Pakistan and Saudi Arabia for being imposed and mainly top-down which lack teacher voice and contextual requirements.

"One-size-fits-all formula doesn't work everywhere. EFL trainers should keep in mind what students need in a particular environment and what teachers need to know about their students". (Tariq)

They praised the teacher professional development initiatives in Canada in this regard:

"In Canada, educationists like the teachers to apply methods and materials that serve the students' needs. They care less about the methods popularity. So, we are one step ahead." (Tim).

A more detailed analysis of the interview responses has allowed us to tease out a relational understanding between the teachers' productivity and bottom-up approaches in this regard.

H. Transmission Teaching Model

The participants believed that the concept of mere knowledge transmission has a significant impact on EFL teacher professional development in Pakistan and Saudi Arabia. Trainers and professional development specialists consider themselves as fountains of knowledge and trainees or teachers as empty vessels.

"In the developing nations, we still believe that trainers or experienced teachers impart knowledge to the viewers; whereas, in Canada everybody learns from their own and others experience." (Dawood)

Teachers lambasted international trainers as well for not paying attention to develop this sense in educators that knowledge is co-constructed.

"They [trainers] should shoulder the responsibility of enlightening the EFL teachers not to rely on others for their own learning and development." (Khan)

I. Teachers' Being Heavy Worked

The interviewees presented another side of EFL teachers that hampers their professional development.

"You know, I don't put all the blame on Pakistani teachers for not keeping abreast with global trends in English language education as they have heavy workload." (Ahmad)

Besides, participants reported that teachers in Pakistan have other social responsibilities that do not allow them to invest their time and money in professional development.

Another interviewee highlighted the disease linked with heavy workload. He mentioned: *"I try very hard to always balance my well-being, social responsibilities, and work; but the former two does not allow the affordances to do justice with the latter".*

V. DISCUSSION AND RECOMMENDATIONS

From the findings, we saw that in Canada dominant ESL/ESOL teacher professional development approaches include teacher self-reflective practices, reading research informed publications, action research, and language educators' communities of practice and professional learning communities. In addition, professional development activities not only develop their classroom practices but also enhance their teacher professional identity. On the other hand, in Saudi Arabia EFL teacher professional development approaches are training in-service teachers by international bodies, and classroom observations. The findings reveal that top-down prescribed teaching practices and transmission teaching models are more favorable options than bottom-up or customized approaches in PD programs. It was shown that transmission teaching models is a corollary of top-down approaches. In Pakistan EFL/ESL teacher professional development is dominated by short one-shot training courses by local and international bodies which has resulted in old-fashioned teacher classroom practices such as transmission teaching models. In addition, the findings showed that teachers in Pakistan are heavy worked in conjunction with heavy social responsibilities which allow them little or no time for engaging in professional development. After mapping out the three scenarios, it is imperative to provide suggestions for practice based on the strengths and weaknesses of the three contexts.

Although ESL/ESL teacher professional development in Canada is according to the best international practices in the field, teacher classroom observation seems to have been given little attention. Therefore, Canadian higher education may incorporate classroom observation element and a follow up feedback in the teacher development programs. The experience of King Abdulaziz University Jeddah can be of great value in this regard.

Similarly, the Saudi EFL field may benefit from the Canadian experience to improve the classroom teaching. For this purpose, teacher self-reflective practices should be part of teacher development portfolio. In addition, teachers should enhance their practice by reading research informed studies of high esteem conducted locally as well as internationally. Also, as was seen in the Canadian context, Saudi EFL teachers should engage in local and global communities of practice and professional learning communities to globalize their teaching and enhance learners' performance. In addition to introducing innovations, the existing professional development scheme should be reformed by contextualizing the content, pedagogies, and methodologies of the programs delivered by international bodies. Also, like in Canada, action research should be among the leading pathways to teacher professional development. Finally, the newly launched 'Saudi TESOL' by King Abdulaziz University should be used as a platform for orienting EFL teachers to the best practices in the field.

The ESL/EFL teacher PD practices from Canada and Saudi Arabia should be utilized by the Pakistani higher education to develop the growing number of teachers of English. Besides introducing reflective practices, classroom observations, action research, reading professional literature, Pakistan should overhaul the existing teacher professional development framework. The international bodies should conduct a thorough needs analysis of the Pakistani classroom ecology before importing global training material and methods. Furthermore, collaborative action research (CAR), as suggested by Kasi (2010), should be implemented by the HEC. More importantly, the socio-economic conditions of teachers should be improved to make them like developing themselves as well as their learners. As a final note, like in Canada, EFL teacher professional development in Saudi Arabia and Pakistan should focus on teacher identity development (Ahmad et al., 2017).

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A Multimodal Discourse Analysis of Movie Posters From the Perspective of Visual Grammar — A Case Study of "Hi, Mom"

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Abstract—Poster is one of the main modes of multimodal discourse and plays a very important role in film promotion. Based on the visual grammar system under the framework of meta-functional theory, this paper gives a multimodal discourse analysis on a poster of the movie *Hi, Mom*. The purpose is to interpret the reproducing meaning, interactive meaning and composition meaning of the film poster, which helps to explore the connotation and thematic meaning of the film poster discourse, so as to help people better understand the theme of the film.

Index Terms—visual grammar, multimodal discourse analysis, movie posters

I. INTRODUCTION

The wide application of multimedia technology makes multimodal means such as image and sound greatly enrich human communication activities. A discourse that expresses meaning does not just appear as a text pattern, multimodal discourses like images, colors and sounds also carry special meanings. Multimodal discourse analysis, which originated in the 1990s, has aroused great interest of scholars at home and abroad, especially functional linguists. They shifted the focus of the study on the social symbolism of language to images, voice, movement and other multimodal communication methods. Although the research of multimodal discourse in China is still in the initial stage, many scholars such as Li Zhanzi (2003), Hu Zhuanglin (2007), Zhu Yongsheng (2007) and Zhang Delu (2009) have made contributions to enrich and improve the theoretical framework of multimodal discourse analysis. These research achievements have greatly promoted the theoretical development and application of multimodal discourse analysis.

As the embodiment of a movie, a movie poster is a typical multimodal discourse integrated with image, text and color. It undertakes the task of highlighting the movie plot and attracting audiences' attention. In view of this, based on the theoretic framework of visual grammar from Kress and Van Leeuwen, this paper firstly starts with the theory of multimodal discourse and visual grammar, and then gives a systematic multimodal discourse analysis on an excellent poster of *Hi, Mom*, which is a hit film in 2021. The purpose of this paper is to study how the film poster realizes the reproducing meaning, interactive meaning and composition meaning, so as to further interpret the implications of the poster and help people better understand the theme of the film.

II. MULTIMODAL DISCOURSE

Mode refers to the discourse mode perceived by information receivers, namely the channels and media of communication, including language, image, color, music and other symbol systems. Multimodal is a discourse form that combines images, sounds, tables and other communication modes in addition to words to convey information. In other words, multimodal discourse is the result of the comprehensive use of multiple modes in human communication. In short, multimodal discourse is a discourse composed of two or more single modes that express meaning.

Since the emergence of multimodal discourse analysis in the West in the 1990s, the theory of multimodal discourse analysis has developed rapidly and has attracted the attention of scholars at home and abroad. Multimodal discourse, which is derived from the linguistics research, is based on systematic functional linguistics founded by Halliday. Halliday (1978) believes that language, as a social symbol and a system of "meaningful potential", has three pure functions: the conceptual function of representing the objective world and the inner world, the interpersonal function of reflecting the communication participation and role relationship of language users and the textual function of organizing coherent discourse. Multimodal discourse scholars take this theory as a research perspective to extend the characteristics of social symbols in language to other symbol systems other than language, and believe that multimodal discourse is as versatile as language symbols, that is, with three meta-functions. Among them, the most representative one is the visual grammar proposed by Kress & Van Leeuwen (1996). They believe that images are also social symbols and have the function of conveying significance. So they extend the idea of pure physical function to the visual mode and establish a framework of multimodal discourse analysis for image analysis.

III. VISUAL GRAMMAR THEORY

The visual grammar theory of multimodal discourse developed by Kress & Van Leeuwen (1996) is based on the theory of systematic functional linguistics, in which the meta-function is proposed for language research, but not limited to language. In their study, they argue that the grammar system of language determines how words can be used to form clauses, sentences and discourse, while visual grammar determines how characters, things, etc. form visual statements with different degrees of complexity. Therefore, they extend the grammar of the language to the visual mode and put forward the three major meanings in the visual grammar corresponding to the representational meaning, interpersonal meaning and compositional meaning in the functional grammar. The construction of these three meanings can be said to be an innovative extension of meta-function ideas, providing a reliable theoretical perspective for the multimodal discourse analysis of images.

A. Reproducing Meaning

Reproducing meaning, corresponding to the conceptual meaning in the functional grammar, refers to the real reproduction of objective things and the relationship with the external world, which can be divided into narrative reproduction and conceptual reproduction. The difference between the two is whether the image representation is connected through a vector, in which the elements in the graph form oblique, usually strongly diagonal, forming the vector, which is the symbol of the narrative image. Among them, narrative reproduction includes the action process, the reaction process, and the speech as well as psychological process. During action process, the vector that sends out is the actor and the vector that is pointed serves as the goal. The reaction process is mainly the eye contact of the participant, that is, the vector is composed of eyes rather than action, so the participants in the reaction process become the reactor and phenomenon. The vectors in speech and psychological processes are mainly connected by the participants and the thinking bubble or the dialogue bubble: the content of the thinking bubble is indirectly presented through the sensor, while the content of the dialogue bubble is reflected in the through the speaker. Conceptual reproduction includes classification, analytical, and symbolic processes. The analysis and classification processes focus on the study by which relationships the participants are interconnected, while the symbolic processes study what the participants are, which actually correspond to the relational processes and existence processes in the conceptual meaning.

B. Interactive Meaning

Interactive meaning, corresponding to the interpersonal meaning in the functional grammar, aims to explore the particular social relationship between the image producer and viewer. Images can cause specific relationships between the viewer and the world in the image. They interact with the viewer and prompt the viewer's attitude towards the reproduced scene. The realization of interactive meaning mainly depends on four elements: contact, attitude, and modality. They interact together to create a complex and delicate relationship between the viewer and the reproduced content.

Contact reflects some imaginary relationship between the viewer through the eye contact of the participant in the image, which is composed of request and provision. If participants look to the viewer, it will form request; while provision is just passing the message rather than pointing to the audience. Social distance determines the affinity of the image participant and the viewer, usually related to the frame size of the shot. The smaller the lens frame, the closer the relationship and vice versa. Attitude refers to the subjective opinion of the viewer to the participant, mainly reflected by the perspective. Different perspectives reflect different attitudes. From the horizontal perspective, the front-view direction transmits a sense of immersion and empathy and side direction shows the viewer's indifference. From the vertical perspective, overlooking shows the strength of the viewer, looking up represents the participant in the strong position and parallel angle shows the equality. Modality refers to the truth and credibility of the statements people make to the world they concern. Halliday (1978) divides the modality into high, middle and low levels. Kress & van Leeuwen (1996) explore the high and low of the magnitude of modality in an image from eight visual markers, that is, color saturation, color discrimination, color coordination, contextualization, performance, depth, illumination, and luminance of light.

C. Composition Meaning

Compositional meaning, corresponding to the textual meaning in the functional grammar, refers to how the image integrates reproducing meaning and interactive meaning to form a meaningful whole. It mainly includes information value, viewfinder, and significance. The information value is represented by the location of the different components in the overall composition, and the role of any particular element in the ensemble depends on whether it is placed on the left or right, top or bottom. The composition from top to bottom can convey ideal to real structure, and the composition from left to right can establish the structure from known to new information. The so-called viewfinder is the size of the composition component, by using the architectural method to create the lines of the actual segmentation framework to cut off or connect the elements in the image, to symbolize whether they belong to each other in some aspects. Significance is reflected in the different degrees to which the elements attract the attention of the viewer, and can be achieved by the position where people or objects are placed, relative size, color value contrast (or color), brightness, etc.

IV. AN ANALYSIS OF MOVIE POSTERS FROM THE PERSPECTIVE OF THE VISUAL GRAMMAR

In this poster, the images, colors, text and other symbols complement each other and participate together in the construction of the film theme. As a kind of graphic visual art, film posters often take pictures as the main form of communication. The picture is foregrounding, and various social symbols such as language, color and composition in it are coordinated with the role of supplementing and strengthening the theme of the film. Then this poster will be analyzed from three aspects of the Reproducing meaning, interactive meaning and composition meaning.

A. Reproducing Meaning in the Film Poster

Kress & van Leeuwen (1996) distinguish the reproducing meaning of the image into narrative and conceptual categories. They believe that the narrative images are an interpretation of phenomenon, while the conceptual images are reflecting the essence. The poster consists of two images, both mainly narrative images. The mother and baby in the front end of the picture are the most prominent participants, which occupy the largest poster size and have sufficient light. Compared with the hazy characters in the background, the overall color of the picture is relatively bright, with a clear focus and a real sense. The gaze of the mother and infant constitutes the vector of this picture, and therefore it is a narrative image representing the reaction process. The mother's eyes are slightly down, showing a tenderness and love. The baby's eyes are up, showing a trace of joy and loveliness. In this process, it can be said that mother is the responder because the baby her view pointing to is the object of perception, or can be said that the baby is the responder and the mother is the perceived phenomenon. When participants are connected by a vector and interact with each other, representing they are doing something to each other, which reflects the mutual eye contact. In the back part of the picture, standing outside by the window is another hostess of the film. We can see her vision looking slightly down, with a little sadness and comfort, looking at such warm frame, focusing on the smiling mother, which forms the vector. At this time, as a participant, she was a lonely responder, and the direction of the gaze was the orientation of the vector, that is, the mother is a phenomenon. However, the mother did not form a convective eye interaction with her. At this time, the poster image shows the reproducing meaning of the narrative, creating a warm and sentimental atmosphere, and we can feel the daughter's deep yearning for the mother.

B. Interactive Meaning in the Film Poster

Kress & Leeuwen (1996) believe that interactive meaning is about the relationship between the image producer and the viewer and it prompts the viewer's attitude towards representing things, which consists of four elements: contact, social distance, attitude and affection.

First is contact. Contact is divided into request and provision, meaning an imaginary contact relationship established between the participant and the viewer through the direction of the gaze. None of the characters in the poster looks directly at the audience and there is no connection with the viewer, as if they were the specimens displayed there, providing information through their facial expressions and posture. Therefore, the poster is a picture of provision responsible for providing the meaning of the image information. As mentioned before, the mother's slightly downward eyes reveal a tenderness and love, and the baby's slightly upward eyes just meet her mother. At this time, the daughter's vision in the back part and her mother's vision form a right Angle. From her eyes, it seems to see a trace of sadness and happiness. The posture and scene of the mother holding the bowl and the baby with her spoon show a simple and happy sense of warmth. In sharp contrast to her daughter, who stands alone outside the window, the warm atmosphere contains a kind of sadness.

Second is social distance. Social distance is reflected by the shooting, and the distance of the camera reflects the interpersonal relationship between the participants and the viewer. In the two images of the poster, the distance between the characters and the audience is different. Close-up suggests intimate relationships, while long shots suggest distant relationships. In the first part of the picture, the mother and baby waist above take a relatively large room, belonging to personal distance. We can feel the proper distance between the participants and the audience, neither close or far away. This distance allows the audience to feel the intimate emotion between the mother and the baby, but this emotion is only between two people, forming a certain boundary with the audience. The latter part takes a public distance, with the daughter standing outside the window being surrounded by the surrounding space, about the size of three or four people. The daughter in the picture is looking at her mother, feeling different from the time and space her mother is in. And the audiences observe the daughter in the form of the attitude of an onlooker. Such a scene opened the distance from the audience and excluded the audience, which can only be quietly seen in the distance, making us objectively think about the daughter's heart and fate.

Third is attitude. Attitude is reflected through the "perspective" to express the subjective and objective attitude of the viewer. From a horizontal dimension, the poster adopts a positive perspective, making the audience feel empathy and naturally integrate into it and resonate. From the vertical dimension, the mother looks down on the baby while the infant looks up at the mother, indicating that one is on the strong status and the other is weak, that is, the mother is the guardian of the baby and the infant is the object of protection. The daughter looks parallel at the mother and tends to convey an objective message, which shows an equal relationship. Based on the two perspectives, we can not only intervene in the world of mother and baby and be moved by their warm scenes, but also feel the mood of the daughter from the identity and perspective of her peers.

The last one is modality. It refers to the degree of expression method used in image analysis. The three levels of modality are distinguished from color saturation, color differentiation, color coordination, contextualization,

performance, depth, lighting, and brightness. Color is the most common visual element of movie posters. Most of the poster uses light yellow, tender pink, green and other moderate saturated colors to create a warm scene atmosphere. With a very peaceful appeal, there seems to be a quiet time to tell the story, causing the emotional resonance of the audience. The latter part of the picture mainly uses lower saturation colors such as beige, forming a feeling of time and space union and separation, which also suggests that the daughter's ending in trying to reverse her mother's fate will only fail. On the whole, the poster does not have a great color distinction and the color coordination is relatively stable. The whole is relatively bright, presenting a warm and soft tone, which belongs to the middle modality. This will not cause a great visual impact to the audience and bring people a real and credible feeling, making people feel calm and comfort.

In terms of contextualization and performance, this poster simply reproduces the scene of mother and baby eating in the family. The objects around it are also simple decorations. The daughter outside the window is not clearly shown in front of the audience. It is obviously very close but seems to be very far away, giving people a very real feeling. In depth, this poster is also characterized by neutral modality. The prospect of the image is part of a relatively closed room, with mothers, babies and furnishings occupying a large space, making the audience feel a sense of happiness in an ordinary life. The back scene is a slightly wider space, in which stands a slightly blurred daughter, giving the audience a distant and sentimental feeling.

C. Composition Meaning in the Film Poster

Composition meaning correlates the elements in the different meanings of the image through the information value, viewfinder, and significance. First of all, in terms of information value, the poster's mother and the baby and some of the specific furnishings are under the picture, which is "real". The information makes people feel real and credible and the scene created also gives people a kind of natural and loving happiness. Above the picture is the background of the daughter and some hidden branches outside the window, which is "ideal". It implies that the existence of the daughter in the film at this time is nothingness, and the thoughts and actions of trying to change the mother's life track will be just an "ideal", an impossible idea, which is the collision of "real" and "ideal". The mother smoothed her daughter's inner guilt with practical experience and helped her daughter get out of the shadow of the bottom of her heart, and finally realized her daughter's "ideal" from another Angle. From a viewfinder perspective, the poster takes two scenes, which is divided by the obvious bezel line around the window. The image of the mother and the baby accounts for almost three-quarters of the picture, and a small part consists of the daughter and the location, which very cleverly connects the mother to the "future" daughter. Regarding significance, the most striking part of the film posters is the mothers and baby. One of the most prominent parts is the mother's gentle and friendly expression, shining light yellow dress and the posture of bowl holding, which is in line with the name of the film and better fit with the theme of the film. Then is the daughter outside the window. Although her overall size is not large, but the comparison between her and her mother makes people cannot ignore her existence. It can not only reflect her daughter's sad and gratified mood, but also achieve the effect of publicity to attract the audience.

V. CONCLUSION

This paper analyzes the multimodal discourse based on the theoretical framework of visual grammar combined with examples. In the discourse mode of the movie poster, the picture, color, and other symbols in the image together participate in the construction of the film theme. It is the synergistic effect of these symbols to fully reflect the overall meaning of the film discourse, convey the theme and plot of the film and attract interest of the audiences. The analysis of images from the perspective of visual grammar starts from the three functional meanings of reproduction, interaction and composition, paying attention to the internal characterization factors and structure of the discourse, which has a good explanatory power for it. At the same time, it is also helpful to comprehensively understand the story, explore the deeper significance of the film posters, and also improve the audience's film appreciation ability. Therefore, as a common multimodal expression mode in the film propaganda, it is important to analyze and study the posters from the visual grammar theory.

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Resistance Through Language Appropriation to Create a Reality for Oneself in the Postcolonial Nigeria

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Abstract—the paper explores the reasons behind appropriating the English Language to carry the native's experiences and the strategies deployed by the authors of Nigeria to reconstruct Africa's taunted imageries and cultures through their use of language. This article also examines the pattern that has been documented in Nigeria and re-evaluates some of the identified resistant strains that authors consciously or unconsciously integrate to ensure that their works are authentic. Author/Character/community or a nation is built through an indigenous choice of vocabularies that reflect the meanings of native society. Creative authors, especially with the postcolonial attitude, employ narrative strategies by using indigenous phrases and other signifiers to deviate from the standard variety to foreground the indigenized realities of the marginalized. Appropriations in the English Language help the colonized reconstruct their culture and history's lost and hidden truths. These strategies give the text an authentic identity representing the bare realities of the indigenous community. The indigenized medium of expression is also considered a form of resistance towards Eurocentric linguistic hegemony. The colonized writers articulate their native ideologies and beliefs without depending on the medium of a foreigner. The collection of criticisms in this paper will enable the upcoming writers to know and discover the elegance and inestimable elements in their native Nigerian literature than foreign literature with an alien culture that is hardly incomprehensible. The work also confirms the mimetic nature of Language and its interdependence with society.

Index Terms—Nigerian prose, resistance, reality, reconstruction

I. INTRODUCTION

Time and again, Language is being debated among the postcolonial realm of authors and critics for its lack of Eurocentric features. Colonizers actively and subconsciously promoted the English Language's superiority over all other native languages, even to the point of forbidding indigenous from speaking in their mother tongue. There were even records of humiliation while imperializing the English Language among the colonies. In response to oppressiveness through the Imperial Language, the critics and few activists retort to such practices by appropriating the Standard English language or a Eurocentric language to suit native consciousness and aura. While a few choose to appropriate, another bunch of writers completely abandon the imperial or global Language and return to the native language in all communication mediums. Ashcroft et al., a critic and theorist, comes up with a concept of Appropriation through Abrogation to deliver the native experiences against the Eurocentric norms. Appropriating the standard variety rested power in the hands of the native writers who were desperate to resist and rewrite their taunted history. The natives were broadly branched into two types, the physical and the rhetorical power. Physical power can only be exerted or implemented on an underprivileged or subordinate group. On the other hand, rhetorical power causes a person's consciousness to be disrupted, and their self-confidence weakens. The native linguaphiles attempted to oppose and overcome this rhetorical strength to give their art an authentic touch. Words are more powerful than weapons. When 'words' are mentioned, one has to look into its roots to discuss 'language' as it is the Language that gives an individual the power over the others in the society. To exert control over the other, Language is an inevitable tool in the hands of the ones in authority as it captures the breadth of human thought and endeavor.

II. REVIEW OF LITERATURE

Language is often considered a signifying system at the rudimentary level in its analysis but when streamed into the interest of its signification, do we realize the politics and power behind its usage. Max Weber (2007), a German sociologist, defines power as the "ability to control others, events, or resources; to make that happen what one wants to happen despite obstacles, resistance, or opposition." An English novelist, Angela Carter (2000), quotes that "Language is power, life and the instrument of culture, the instrument of domination and liberation." The language was a tool in the

oppressor's hands to dominate the other, and vice versa. The oppressed had to use the same tool to liberate themselves from the clutches. "We tend to look through the language and not realize how much power it has," says an American academician and a linguistic professor, Deborah Tannen. The rising postcolonial criticisms attempt to offer their ideas to the nation to empower the writers and readers to claim this authority. The empowerment is done through the Language used to frame themselves and the society around them. The act of resistance through Language that existed in the realm of the postcolonial paradigm is the core of the review paper.

David Crystal (2008), in his Cambridge Encyclopedia of Language, records the seven functions of languages, to express emotions, document the facts, instrument the thoughts, describe identity, interact with the society, the power of sounds, and define identity control the reality. One of the most potent purposes of language is to shape reality, which will be examined in detail with reviews from various critics and authors. A language lets a person see the past only to the extent it would allow him to see. The construction of reality is limited and draws boundaries with Language. The philosophy of Friedrich Nietzsche on Language is how it influences how we perceive the world and what it makes us think and do. He also puts forth a fundamental question concerning everyman's relation to truth. Nietzsche also confines the two critical functions of language "the means by which we construct the world" and "the tools by which [we] must deal with the world" (Deleuze & Tomlinson, 2006). He further proceeds to say that, as we use the language to explain reality, the reality is already assumed by that person the 'words' become the "sound form of the concepts. we are only a species of 'clever animals [which] invented cognition,' deceived by our invention; there is no single truth, no concepts independent of Language, no one reality outside of us that causes our cognitive activity" (Deleuze & Tomlinson, 2006). He affirms that there is no particular reality as we have several languages recording according to their adaptability. Kantian philosophy talks about the relationship between experience and reality; he says reality does not bounce beyond the experience but within. As Language shapes the thoughts about reality, the reality is assumed or presupposed. In that case, our knowledge about reality is determined through Language. The reality that we perceive it to be is that Language provides. So if one has to get access to "reality", they have to go beyond the realm of language and culture.

As the conferring is about, Language is a tool in constructing the reality; it would be precise to quote Ferdinand de Saussure (1998) "language becomes a mediator in accessing reality" (Saussure & Harris, 1998) as he says there is no direct relationship between sign and reality in his Course in General linguistics.

George Orwell (1946) in his Politics and English Language mentions the phrase "doublespeak" as to how "Political language . . . is designed to make lies sound truthful and murder respectable, and to give an appearance of solidity to pure wind" (Orwell, 1946) also in his Novel 1984 he talks about a fictional language in his Novel, called the Newspeak, created by the authorities to control the cognitive capacity of the nation so that the ones in charge can exercise the ultimate power.

Culture and the Real, a book by the devotee of Lucan (2004), says that a child gets access to the real through a symbolic order. In contrast, the reality is beyond the symbolic order, and she also says that till the 19th century, it was believed that "culture was anonymous with the real" (Belsey, 2004). Later in the 20th century, through many schools of thought, a contradicting concept said that culture dictates the real and is not anonymous. The 20th-century theories have further moved on to construct reality or condition it through the languages used through any available media and books. More importantly, a language gets a pejorative meaning when used to represent the other.

Frantz Fanon (2008), in his Black Skin White Mask, narrates an incident inside the train where he was made to feel like an 'object' by a kid inside the train. The kid called him a Negro and kept on saying that he was being frightened at the sight of him. Fanon had to relocate his seat thrice in that train to avoid upheaval. The very few words that the kid in the train uttered constructed a negative image of reality around him, which had crushed his actual identity and made him isolate himself from the crowd. Fanon also says that he feels disintegrated inside by internalizing the colonizer's Language.

Gauri Viswanathan (2014), in her book Mask of Conquest, validates the mirror-like function of the literary text to the Englishmen and how those texts became a mask to the exploitation that camouflaged the activities of the colonizers, the British rule in India. The mask here denotes the English Language introduced under 'English Studies' in the educational institutions. In his Minutes on Education, Sir Macaulay (1835) mentions a derogative comment on the Indian languages as he finds neither scientific nor literary information. The Language of the natives is poor and rude, and any translations to the native languages will be of no effect. He also puts forth a debate in the meeting between the English Language contrary to the Sanskrit or Arabic Language as to which one is 'worth knowing'. To substantiate his argument, Macaulay says,

I have never found one among them who could deny that a single shelf of a good European library was worth the whole native literature of India and Arabia. The intrinsic superiority of the Western literature is indeed fully admitted by those members of the committee who support the oriental plan of education

(Laurie & Macaulay, 2017)

The two eminent contemporary authors of the African nation, Ngugi Wa Thiongo and Chinua Achebe contradict writing literature ideologies. Ngugi says that the reason for various Kenyan indigenous languages to wither away was the invasion of English as the medium of education. He believes that African literature written in English does little justice to reality. African literature is oral primarily in tradition. When a non-native writer tries to record the oral into a written form, he misses out on the minute intricacies of their reality. He relies on the fact that Language carries the culture. To

deliver his native culture in a non-native language is a hopeless way of expressing or exposing the reality of his nation to the world. Thiongo retires from writing in the English Language after a press meet where all the authors of African literature were invited except those who wrote the African literature in African languages. This incident affects him more that he retires from composing in the colonizer's language and begins writing them in Gikuyu and other indigenous languages. Ngugi argues that writing in African languages is the only way to resist the linguistic imperialism of English language. Chinua Achebe, on the contrary, uses the English Language as a 'tool' to write back to the colonizers by incorporating native folklore elements like proverbs, riddles, stories, myths and vocabularies to create a new English variety that suits his consciousness.

Achebe (2004) was always against the European notion, Art for art sake; instead, he believes in "art for heart sake" (Emenyonu & Uko, 2004). Achebe, in a conversation with James Baldwin (1968), says, "Art has a social purpose [and] Art belongs to the people. It's not something hanging out there that has no connection with man's needs. And Art is unashamedly, unembarrassingly; if there is such a word, social. It is political, economic, and his art reflects his life. The whole life of man is reflected in his art" (Standley & Pratt, 1989). The whole contemporary authors of African literature always debated on the medium of language used to describe their reality. It was also argued that a non-native write can never represent but only represent the realities of culture. Until the lions have their history, the hunters would boast and glorify their hunt says, Achebe.

H.K Bhabha (2004), through his translational studies, comes up with the word 'Hybridity' where he says that the process of Hybridization creates a 'third space', creating a new reality through a hybrid language.

Most postcolonial writers and critiques have always questioned language and the expression of reality. Would a non-native language bear the burden of native culture has become a prompting question to many? Denial of a traditional medium, the English Language has become an unsuccessful attempt in many aspects as it has reduced the audience or the readers. There are several languages and dialects available to write in their respective languages, which would bring in a lot more issues in the writer's society.

To know if the non-native writers of particular literature do justice to the character portrayal, cultural representation, and other characteristics of that specific literature is what matters to the native writers who are passionate about enriching their literature. There are no exact translations of the indigenous words in the English Language, the narrative style, the patterns along with its intricacies vary in the colonizers' language, the sign and signified is not the same in different cultures, and languages are the unfulfilled demands of the writers who feel Language a barrier in expressing their reality. A part of the nationalist writers often find the European representation of the east to be an unsafe place to dwell, and the people are of a low calibre compared with that of the west. The reality constructed by the colonizers is always felt to be a distorted one so that they remain inferior objects like beings to the west or the colonizers.

The internalization of western ideologies and practices has fragmented the minds of the marginalized as they are under constant pressure to live on par with them. The standards or criterions created by them have broken the confidence and imperial spirit within the colonized as they relentlessly indulge in mimicking the westerners, not knowing that they can never become like them and are unique in their ways. To domesticate the imported tongue is what a few tried to do, appropriating the Language to carry the burden of the indigenous language and culture to bridge the gap between the two. Pramod K. Nayar (2010) says

In each case, the postcolonial writer asserts her identity, not in an abandonment of the former European master's Language, but its appropriation. A postcolonial identity is forged, in many cases, not in return to a pre-colonial language or a 'pure' form, but in hybridization where political independence means that the postcolonial is empowered through the colonial past to fashion a new identity. While it is possible to argue that this makes postcolonialism a derivative discourse and form; it is also clear that a Hybridization is an act of agency and freedom where the writer creatively uses English... to show how the crucial weapon of colonization can become a weapon of the postcolonial as well. (Nayar, 2010)

Colonial Language and Postcolonial Linguistic Hybridity, a dissertation by Jarica Linn Watts (2011), write commendably about how the Language plays a role in shaping the Reality of the Africans; she poses four research questions such as: "(1) how the texts use language to either include or exclude others; (2) how the characters interpret and respond to the mix of original and new languages; (3) how language usage either deters from or solidifies the sense of belonging together on the part of colonial natives; and (4) how language functions as a force in each text considered." (Colonial Language and Postcolonial Linguistic Hybridity | Theses & Dissertations, 2011) The conclusion she gives for the questions above is that Language or the linguistic aspect of the Language has more to do with the social part much as it has to do with words. As N.F Blake also says that the use of nonstandard varieties of the Language in literature is likely to remain an essential tool in the writer's kit, but how it is exploited remains to some extent outside his control, for it depends upon a broader attitude to Language in the society in which he lives. This quote of Blake brings in a question of, which comes first, the change in the community that is reflected in the Language or the difference in the Language that is reflected in the society. It can either be a mimetic expression in the novels or an intentional practice to resist the standard variety.

III. ENGLISH LANGUAGE AND NIGERIAN ENGLISH

Historians and critics coarsely categorized the Nigerian's literature according to their age into four different periods; the first of the pioneers in the written literature of Africa and especially of the Nigerians is the 'fourteen kingdom period' stretching between the 10th to 18th century. The Muslim Arabs had won the conquest over the Africans. Then came the 'Sokoto period', predominantly significant between the 19th and 20th centuries. There are histories, poetry, Language and other documentaries written during that period. The early 20th century is the period of colonial literature. There were a lot of publications that emphasized the concept of imperialism and colonial alignments that dribbled into both literature and social power structures. The later parts of the 20th century and the current 21st century are post-independence periods. There are strong traces of literary works unique to the African culture and traditions with a minimal affinity towards the western parameters. Only after the late 20th century did the written literature from Africa shrew the world by its native authors, whereas until then, they existed with their rich oral traditions. Once the written form came into existence, there was an intricacy between oral and written records of the literature. The evolution was not tranquil because the modern African literature was begotten by the education system levied by the westerns with parameters and models drawn from the European culture. Despite the imposition by the imperial cultures, oral tradition always had the edge over the other influencers.

Among the other countries in Asian, American and Australian continents, Nigeria stands more evident for their highest degree of exploitation among the colonized countries. The reverberation from this country, particularly from Africa, is enormous and concrete through its literature. The scars are more profound and strongly stained in Nigeria. It is easy for any foreigner to incorporate their Language into the African continent because it is made up of fifty-four countries with more than three thousand indigenous languages and dialects, and most of it was hieroglyphs, this made the English Language, with its generous capacity, grew imperial among the other indigenous languages. Exposure to other foreign languages resulted in a language shift at a sociolinguistic level in most prominent parts of the country. Language shift has its strata's starting from Diffusion, Induction, customization and finally native Recognition. English and French penetrated Nigeria through the ports of Badagry, where the Language diffused through trade and religion.

The continent was an amalgamation of the Arabs and Europeans after their conquest left Africans with multiple consciousnesses. They slowly started accepting French and English Language to be a medium to educate, govern and trade. Nicholas Lambert and Thomas Wyndham were the two European sailors who entered Nigeria for trading purposes. This process was quite demanding as the trading business led to formations of slaves under the sailors who came to trade; there were even traces of slave literature that sprung up during that period. Settlers claimed that Africans were not fully human since they couldn't compose poetry to legitimize their imperialism. Since the literary style and Language in the writing of African authors cannot be independent of their oppressed social experiences, the whites often regarded their establishments in all fields and especially in arts to be primitive and unpolished ones. The Negritude movement was initiated in Paris by the French-speaking African as they tried to express Africa and its oppression by the imperial culture of the French through the French Language in all forms of poetry, stories, plays and novels. The continuous attempt through this movement led to the black arts movement from 1930 to 1970. Black arts movements in the year 1960s brought an end to language issues, and Africans regained their power over Language and other societal recognitions.

Meanwhile, the English missionaries in the 16th century came down to eradicate the slave trade and to set them free. Later on, the freedom from slavery was exchanged for spiritual bondage, which burdened the native's Use of Language. Victory over the French led to a subtle yet robust submission to the English. Mastering the Language like that of the westerns was not possible in the initial stages, so customization of English started among the speakers, especially among Nigeria's writers. Initially, underrated practices became a gratified expression style among Nigerian fictional authors as it witnessed enormous publications in Nigerian English. Although the glory towards a customized language remained intact for a few generations, the subsequent generations among the Nigerians mastered the English Language. They created their style without any mother tongue influences in writing while most of the themes contributed to its homeland. This final stage that the nation had reached is called native recognition.

The colonial period witnessed the ultimate power of the English over the other native tongues of the indigenous populations in Africa. During the period of colonization, oral literature was time-honoured and deep-rooted with its variety like the folklores, riddles, proverbs, epics and myths of People were made to believe that writing in languages of the west would add more value to their work of Art and that such results were always superior to the other world languages. The consciousness of the Africans was altered to write in the English language. The invaders' presence causes modifications in the locals' communication patterns.

French and English were two significant languages that were seen as the most considerable influence among the people of Africa, producing many bilingual and multilingual populations that suffered an identity crisis. In Africa, very few countries have their native tongue as their official language, and according to the thesis, even Nigeria holds English as its official language. The Nigerian literary writers can be broadly classified into three distinct generations of writers. The first generation of writers was manipulated to fascinate Western writing. Then the second generation was battling between indigenous national identity and global recognition. At the same time, the third or the current generation writers from the literary field have excelled in the exoglossic Language to create a perfect writing style for themselves adhering to the modern and competing literature of the other.

African native languages did not flourish much in their literature, and a significant controversial disagreement broke out between the two groups of people having different opinions on the Language appropriate for their literature. During a conference in the year 1962, many argued that native languages would be more suitable for the literature, but at the same time, there was a group equally strong to oppose them. Obi Wali was the bigwig for the group that supported literature in native languages. They were called the 'pro-Africans'. On the other side, Chinua Achebe believed in appropriating the Language of the West to reach a broader range of audiences.

Literature in English does not carry the eminence found in English literature, was the approach of a group of people trying to be pro-Africa. Dathome, in *African literature in the Twentieth Century*, says that,

Literature in the written vernacular languages of Africa provides an imaginative and essential link with unwritten indigenous literature; this literature indicates the adaptability of oral tradition in that through the written vernacular literature, the oral tradition expresses its versatility and diversity. (Dathome, 1974)

Dathome further moves on to say that the oral traditions of the African culture can be preserved only through the means of writing them down in its vernacular tongue so that the elements of the oral traditions like the riddles, folklore, songs, proverbs and imageries would exist in the future without fading in the shadow of English language. Obi wali also talks about the importance of preserving indigenous languages through literature.

Amos Tutuola, a pioneer among the first group of African writers, was a fan of western culture and modern productions while opposing colonization in all its forms. His works were steeped in oral traditions, and his writing style was similar to that of a storyteller. The overall decolonization process, which spawned an anti-colonial movement, marked the second generation of writers. However, they were startled by the circumstances they found themselves in after independence, and writers from this period, like Chinua Achebe, Ngugi Wa Thiongo, Buchi Emecheta, Ama Ata Aidoo, and others, focused their work primarily on the predicament of their nations after freedom. These works attempted to adapt European languages to the African context and appropriate the standard variety by the native tongues. The third-generation writers were almost like the second but had a refined style and theme that awakened the world to their writings. Chigozie Obioma, Mariama Ba and Chimamanda Ngozi Adichie are contemporary or third-generation writers. The novels that are chosen for the study are *Palm wine Drinkard* by Amos Tutuola (1952), *A Man of the People* by Chinua Achebe (1966), *Devil on the Cross* by Ngugi wa Thiong'o (1980), *Purple Hibiscus* by Chimamanda Ngozi Adichie (2003), *An Orchestra of Minorities* by Chigozie Obioma (2019). The selection was based on novels published during colonization, post-colonization, and the recent modern era. The techniques carried out by each writer, consciously or unconsciously, to remain loyal to their indigenous cultural roots through Language will be examined in the study.

IV. DISCUSSION

Culture blooms only when language rains. There are no indications of culture separate from Language or vice versa. A cultural framework outlines the language patterns that emerge when people meet in a specific setting at a particular time and location. The combination and domination of the English Language made the postcolonial writers resist the control laid on their medium of expression. The bondages of linguistic limitations were broken through appropriation and abrogation.

Appropriations in the literary texts by the marginalized had been a creative tool in enhancing the native nub of any author who wanted to glaze his culture and identity with the reality that the natives experience. Bilingualism is innate in any postcolonial writer; to use that inherent particulate quality in establishing an identity or accepting the given identity by the west is what makes a difference. Appropriating strategies vary according to the authors' level of bilingualism or multilingualism; for example, Amos Tutuola and his novels are examples of literal bilingualism. The author's strategies reflect his lack of exposure to the English Language. Still, on the contrary, there are also authors like Achebe and who belong to the category of co-ordinate bilingualism, where the strategies spring out from expertise in both their native and English Language. Both writing styles are known for their inventiveness and originality, irrespective of their level of bilingualism. Indian and African literature contributes more to this realm of appropriated, profoundly recognized and appreciated literature. The authors reconstruct their broken identity through this artistic use of Language. It works in both affirmative ways by either becoming an act of resistance toward language hegemony or facilitating the authors in creating a new identity through language usage.

The spotted strategies among some postcolonial writers to indigenize a text in their style are (1) word coinage or borrowing in their text, (2) use of native similes and metaphors in targeted text, (3) translated proverbs and idioms and other folkloric elements from native to target text, (4) transfer of rhetorical devices from the native to the target text, (5) code-switching and code-mixing. Among the five, the use of native rhetorical devices plays a most crucial role in inclining towards the construction of indigenous literature. The rhetorical devices used are Euphemisms, Dysphemism, Loaded rhetorical Questions, Hyperbole, Understatement, Repetition and Images.

Euphemism is a lenient or mild phrase exchanged for a harsh one, usually used in narrating intimate scenes among characters, "As soon as her husband touches her, she gets a swollen tummy..." (Emecheta, 1983); here, the word swollen tummy is used instead of pregnancy is emphasized by Buchi Emecheta in her second class citizen novel, another example of Euphemism is from Thiong'o's (2007) *Wizard of the Crow* where he calls the 'school girls' as 'spring chicken' (Thiong'O, 2007). Words are replaced to display politeness in the background. Dysphemism is the opposite for

Euphemism as it is used in creating humour or in offensive situations. "Your greatest ruin is this woman who rules your heart and house" (Betiang, 2011) is a phrase from the novel *Cradle on the scales* (2011), here the woman is compared to destruction.

Loaded rhetorical questions are asked not expecting an answer but to either emphasize the content or character. In the novel *Things Fall Apart*, Chinua Achebe (1994) tries to emphasize the thoughts running in the mind of a boy who was self-talking as he was thinking about his family members "Would he recognize her now? She must have grown quite big how his mother would weep for joy and thank Okonkwo for looking after him so well and bringing him back [...]. Could he remember them all?" (Achebe, 1994).

Hyperbole is a tool used in exaggerating the given meaning. Adichie, in her novel *Purple hibiscus* (2012), exaggerates to describe a big house as "My son owns the house that can fit in every man in Aba" (Adichie, 2012). Repetition and images create a rhythm and colour for the readers, making the text more memorable and appealing.

Apart from the rhetoric discourse, the strategies mentioned above also play a vital role in appropriating the text to carry the burden of the natives. Loan words or coinage are seen in almost seventy per cent of Nigerian novels. Terms such as "Drinkard" for "drunkard", "juju" for "talisman", "doings" for "action" are accepted usage by given to the audience by Amos Tutuola (1939) in his Novel "The palm wine Drinkard" (Tutuola, 1993). Similes and Metaphors are the most found strategic tools in indigenous novels; Butchi (1983), in her second class citizen, uses similes and metaphors in high proportion to bring out the psychology and cognitive skills of the natives through her Novel, one such example for a simile is "Her mouth started to water like that of a starving dog, so she turned away" (Emecheta, 1983), the simile here denotes hunger, poverty of the character in the Novel.

Metaphors are there in abundance in the same Novel, "These women were so proud of this new lawyer because to them it meant the arrival of their very own Messiah." (Emecheta, 1983); here, the lawyer is compared to a Messiah.

Proverb and idiom translation is inherent among second-generation writers like Achebe and Thiong'o to portray the realities of the social life of the author or his characters in its space. "If the palm wine tapper is praised, he dilutes the palm-wine with water" (Tutuola, 1993) is a proverb that tells how a person loses his integrity when he is praised. Idioms are used in places where a brief description is projected instead of descriptive. Butchi (1983), in her *Second class citizen*, writes about the bride price, a practice in the African culture, while asking the character named Adah to study even after her father's death as it would "tide boy over" during her wedding. The phrase "tide boy over" is a brief description of the bride price practice and the cultural heritage that the Africans follow as a part of their life.

V. CONCLUSION

Appropriating the standard variety is a significant pattern among first and second-generation Africans, especially Nigerian writers like Chinua Achebe, Ngugi Wa Thiong'o, Ngozi Adichie, Sefi Atta Vonani Bila. Their works contribute to bringing the creative and exciting writing style to keep the readers engrossed in the text. Appropriating a foreign language for the purpose of representing Nigerian reality, on the other hand, is a mimetic means of expressing the society in which the writers reside. The English Language remains at a height despite appropriation processes and abrogation in the language system. The Language's flexibility and generous capacity are also noted as it remains the medium of expression in any adverse situations. The Language is mended to be available in different forms but has never been replaced by another.

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