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Effect of Text-Only vs. Video Enhanced Instructions to Tasks on Language Comprehension in a Foreign Language Online Course

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Abstract—This paper aims to explore the effect of types of instructions to tasks, text only vs. video enhanced, on student engagement and language production in an online learning environment. The online learning platforms are text heavy. Although teachers have incorporated video explanations and audio-visual input, the linguistic input in the form of “instructions to tasks” has remained mostly in text form. In face-to-face foreign language classes the moments where teachers explain the task are considered valuable linguistic input teaching moments that appear to be lost in the online environment. The purpose of this project is to evaluate if there is a significant difference in quantity and quality of language production by the student depending on what format the instructions to tasks. Secondary to this goal is exploring what are the students’ attitudes and preferences towards the format of those instructions. Results from this small-scale study show that participants in the video enhance group displayed a tendency to enriched quantity and quality of language production. The context of this study is the foreign language classroom, but it can benefit other content areas as well.

Index Terms—student engagement, text-only instructions, video enhanced instructions, online learning environment, language production

I. INTRODUCTION

The disruptions 2020 brought to institutions of higher education position online teaching at the forefront of every program. Identifying how best to approach online teaching to promote learning has become central to our pedagogical inquiries.

The initial efforts as teaching migrated to either hybrid or fully online delivery were mainly directed at addressing the basic “how to” questions of online teaching: retooling instructors, adding technology solutions to current platforms and making sure students’ needs were met. As teachers adapted to online delivery, most institutions adopted quality standards (National Standards for Quality, 2019) that are used to evaluate courses. These standards gave faculty a set of guidelines and expectations for what components an online course should incorporate. However, moving beyond these initial steps has proven to be more challenging. Once the initial shock of the pandemic passed and courses “had” all the essential parts they needed, new questions arose. Among those questions, in our language courses we have been looking at how to reproduce online the many valuable micro-interactions that occur in the face-to-face (F2F) environment.

One option to recreate more personalized interactions has been the use of video resources like Zoom, Blackboard Collaborate, Flipgrid and many others. Instructors have used video to record their lessons, lectures, feedback and to promote interaction between students. As instructors worked on making these courses more “alive” they created videos to deliver their lectures, used video to have students interact with each other, and used video to give feedback. Still, there is a sense that we, teachers, are missing out on micro teaching moments that lead to implicit or incidental learning that occurs in casual conversations and when we give instructions to tasks.

In F2F language classrooms when faculty give oral instructions on assignments for students to complete in class, those instructions provide opportunities for incidental language learning. In the online environment students also have a vast number of big and small tasks to complete and the majority of the instructions to complete the tasks comes in text form.

This realization prompted the researcher to consider whether there would be an effect on student listening comprehension if students in online classes were to receive instructions to tasks in video form. Are students denied learning opportunities by having only text type of instructions? Would creating video prompts have a return on investment?

II. RELEVANT LITERATURE

In reviewing the literature, an area that still appears to be in need of a better understanding is which type of task prompts or instructions to tasks render the best outcomes as it pertains to student learning and engagement with the tasks. The use of audio and video materials in the teaching of foreign languages online has been abundantly studied. However, the majority of the research related to video and audio-only use addresses questions about:

- a) how content is delivered (Basal et al., 2015; Londe, 2009; Macwan, 2015; Mirvan, 2013),
- b) how explanations are presented (Mandernbach, 2009; Oomen-Early et al., 2008; Skylar, 2009) and,
- c) how video and audio-only type of feedback compare (Dagen et al., 2008; Ice et al., 2010; King et al., 2008).

There is little to no research on the effect of the modality of the instruction to the task itself on the quality and quantity of language comprehended and produced by such prompts. Exploring what types of instructions benefit learners will help instructors reflect on how they are presenting tasks to students, and will help determine if there is value in spending already scarce time redesigning text and into video instructions or if the time and effort needed to do this is not worth it.

As online learning grows as a model of instruction delivery, both institutions and instructors have pushed for a better understanding of how to do it successfully. An important component of successful foreign language teaching has to do with how teachers create an environment that fosters meaningful connections with students. In the day-to-day interactions in our F2F classrooms, both when giving explanations or giving prompts to tasks, casual conversations are used to connect with learners. Conversely, interactions with students online are much more rehearsed, limited and partitioned. Creating experiences where spontaneity and connection with and between students occurs will be vital for online language learning to become a comparable alternative to in-person classes.

It is in this context of searching for more spontaneous, classroom-like interactions that the use of video comes into play. In foreign language teaching, as in many other areas, how we present information, how we explain things and what we say to students about their learning (King et al., 2008) all significantly affect the experience as a whole. There is an ample body of research on the modality of input in foreign language classes as well as feedback pertaining to the development of listening and speaking skills. However, the modality of the prompts to the tasks themselves is seldom studied.

The development of listening skills has occupied a prominent role in the teaching of foreign languages (Hamouda, 2013). Research on the effectiveness of audio and video documents to develop listening comprehension has shown that video tools give us the ability to connect students with authentic and culturally contextualized language (Rahmatian & Armium, 2011). Studies on the comparison of the use of audio and video texts in foreign language contexts (Basal et al., 2015; Londe, 2009; Macwan, 2015; Mirvan, 2013) has focused mainly on the type of input learners had to react to but not on the type of prompt given to them.

Along the same lines, there are several studies on the value and effect of presenting content and lectures using text plus audio versus text plus video and their resulting effects on comprehension and output (Mandernbach, 2009; Oomen-Early et al., 2008; Skylar, 2009). Most studies show significant differences between modalities, showing more positive results in students who were engaged with video expositions and interactions (Siegel, 2015). Additionally, studies on text vs. audio feedback show similar results.

Research on the power of multimodal feedback tells us that leveraging technology to respond to student production via a combination of written, audio and/or video has proven to have positive results when it comes to looping that feedback back into language production (Campbell & Feldman, 2017; Dagen et al., 2008; Ice et al., 2010; King et al., 2008). As studies show the power of multimodal feedback in providing opportunities to help learners to process information, there is a need to study whether the same effect could be found in presenting tasks to learners in a multimodal manner.

The specific language teachers use as they present tasks to learners is also considered linguistic input that although it may not be formally assessed for a grade, it could lead to implicit learning. Hulstijn and Laufer claim that the retention of unfamiliar (new) words is affected by the degree of involvement by the learner in the processing of those words (2001). Within information processing theories, researchers claim that the chance that new information will be kept in long-term memory does not depend on the time that the new information is kept in short-term memory but rather in the involvement and motivational component driven by the need to determine the meaning of a word. Hence, as teachers provide instructions to tasks in our F2F classes, those exchanges become rich opportunities where learners are naturally involved in trying to decipher what the teacher asks them to do. In turn, this opportunity for listening comprehension is lost online as most instructions to tasks are in text form.

III. DESCRIPTION OF THE RESEARCH PROJECT

This small-scale study seeks to contribute to the understanding of how video-enhanced prompts to tasks can be a useful tool to promote listening comprehension and engagement with the task. Using both quantitative and qualitative approaches, this study seeks to answer the following research questions,

1. Is there a significant difference in students listening comprehension skills between those who receive video enhanced instructions to tasks vs. those who receive text-only instructions to tasks in online foreign language classes?
2. What are the preferences of students for receiving those instructions?

The study follows the explanatory sequential mixed methods design “in which the researcher begins by conducting a quantitative phase and follows up on specific results with a subsequent qualitative phase to help explain the quantitative results” (Creswell & Plano Clark, 2018, p. 77).

Participants

Participants for this study consisted of university students aged between 18 and 24 enrolled in first semester university level Spanish course. Participation in this study was voluntary and data was collected while students participated in already scheduled tasks as part of their course. This study took place at a university in the southeastern United States. Students at this particular institution are required to take a foreign language course as part of their core-curriculum; therefore, these courses are populated in large majority with incoming freshman. Thirty-nine students agreed to participate in the study.

The following table illustrates the demographics of each group:

TABLE 1
DEMOGRAPHICS

	Text only group	Video-enhance group
Number of students	21 (14 female/7 male)	18 (13 female/5 male)
Levels of HS Spanish		
0	0	0
1	0	1
2	16	13
3	5	4
4 or more	0	0

IV. DATA COLLECTION

The study took place at the beginning of the 5th week of the semester when participants were entering the third chapter in their textbook and it concluded at the end of the 10th week. Two elementary Spanish one courses were selected at random for the study and one course was designated as the text-only prompts course and the other as video-enhanced prompts course.

To address the research questions, data was collected in three manners. First, the researcher administered an online open-ended questionnaire to collect demographic information, and consent to participate in the project. Secondly, the researcher collected data on listening comprehension activities (see Appendix A) administered to both groups, video enhanced and text only, to determine if it had had an effect on their listening comprehension skills. The language comprehension task consisted of four tasks: 1) ten multiple-choice items, 2) five pairing items, 3) ten translation items; and 4) ten open ended questions. All tasks contained ten items total, with the pairing tasks being two sets of five statements. All items included a combination of content from the chapter and content related to the instructional prompts given for assignments and discussions. The score on this task was not part of a grade and students were aware of it. Lastly, the researcher conducted interviews with a random sample of participants from the video-enhanced group to discuss their perceptions and preferences for the types of prompts received during the semester for different tasks.

TABLE 2
DATA COLLECTION AND INTERVENTION TIMELINE

	Week 5	Week 6 and 7	Week 8	Week 9 and 10
Text-Only group	Consent and demographic information		Language comprehension task	
Video-enhanced Group	Consent and demographic information	Intervention	Language Comprehension Task	Interviews

V. INTERVENTION

The intervention consisted on incorporating video prompts to assignments and discussions as opposed to text prompts. The content and style of prompts to tasks designed for the participants was the same for both groups for the first 5 weeks of the semester. At the beginning on the 6th week of the semester, which coincided with the start of the third chapter, instructions to all assignments and discussions were posted as a brief video prompt. Instructions for quizzes remained in text form. This video enhanced format remained in place until the end of the 7th week when chapter three ended. There were fifteen videos a week each averaging one minute, adding up to thirty video-enhanced prompts for the whole intervention. Recording the videos took the researcher approximately 5 minutes per video, totaling approximately 1 hour of preparation time.

VI. RESULTS OF QUANTITATIVE DATA AND DISCUSSION

The following tables show the results from the language comprehension tasks completed on week 8 by each group. Table 3 shows the percentage of correct/incorrect responses by group for the first three tasks.

TABLE 3
RESULTS FROM LANGUAGE COMPREHENSION TASKS 1, 2 AND 3

		Text	Video
Multiple choice	Incorrect	18.5%	26.7%
	Correct	81.5%	73.3%
Pairing Items	Incorrect	25.9%	7.4%
	Correct	74.1%	92.6%
Translation	Incorrect	43.3%	14.8%
	Correct	56.7%	85.2%

Although the limited number of participants does not allow for a statistical analysis, based on the results shown above the numbers show a tendency towards a positive effect of video-enhanced prompts on language comprehension skills. In other words, participants who received the video enhanced intervention gave overall more responses that were correct.

The first two tasks are more passive in nature, while the translation and open-ended tasks require more linguistic production on the participants' part. The first two tasks, multiple choice and pairing, gave contradictory results. In the multiple-choice task, participants in the text-only group outperformed the video enhanced group, while in the second task, the pairing items one, the results were reversed.

The translation task showed the most significant difference between both groups. The translation tasks required more linguistic output of the participants, as in the case with the translation task. The video enhanced group outperformed the text-only group when it came to the amount of language produced. It is worth noting that the video enhanced group also outperformed the text only group not only in terms of accuracy but in quantity of language.

Something point out is although participants were not pre-tested prior to the intervention, both groups had a comparable number of years of high school Spanish prior to enrolling in this class.

Table 4 shows results for the open-ended questions and degree of accuracy as well as average number of words per response used by group.

TABLE 4
RESULTS FROM LANGUAGE COMPREHENSION TASK 4

		Text	Video
Open Ended	Correct	70%	82%
	Average # of words	3	5

Part of the literature in learner engagement uses word and/or token produced by students as positive indicators of engagement with the task. Pellettieri (2010) suggests language engagement is considered as the most important driving force in research on language learning and teaching. As shown above, participants in the video-enhanced group produced an average of five words per response which was two words higher than the text only group. The degree of accuracy of their responses was also higher.

VII. RESULTS OF QUALITATIVE DATA AND DISCUSSION

Following the language comprehension test, a random sample of students from the video enhanced group participated in interviews. Data from these interviews helped to answer the second research question. Four questions were posed to the participants as listed subsequently.

1. Do you have a preference on how you receive prompts for assignments and discussions: text form or video form? And why?
2. Do you think having video prompts to these tasks had an influence on how you completed the task itself?
3. Would you have these video prompts done any differently?
4. Can you state your most and least favorite thing about the video-prompts?

The perceptions of students varied from responses that could be categorized as positive and those that could be described more as indifferent. The positive perceptions included the videos being useful, innovative and convenient, and adding clarification to the task itself. Table 5 contains a selection of dominating tendencies identified in the answers provided as well as examples from some participants' responses.

TABLE 5
DOMINATING THEMES

Questions	Theme	Examples
1. Do you have a preference on how you receive prompts for assignments and discussions: text form or video form? And why?	General preference for video prompts. Two salient reasons: more personal and it helped visualize the task.	“Video helps me to understand whatever is being said in Spanish much better.” (Female student, 21) “I felt she was talking to me, especially when she used our names in examples.” (male, 18)
2. Do you think having video prompts to these tasks had an influence on how you completed the task itself?	Not aware	“I would like to think it helped but I really do not know.” (male, 19)
3. Would you have these video prompts done any differently?	Video plus text.	“I would have probably liked to have subtitles too, that would be ideal.” (female, 20)
4. Can you tell me what your favorite thing about the video-prompts was and what was your least favorite thing?	Favorite: more F2F classroom like. Least favorite: loading time.	“The videos were not dull or rehearsed, they were casual.” (Male student, 19) “Sometimes it makes it very difficult to get the videos onto your laptop.” (Female student, 21 years)

In their responses to the third question, an overwhelming majority of students mentioned their favorite format would be video and text so they could get the benefit of the facial expressions and hand gestures as well as the text to clarify something they did not comprehend. The result from this question is challenging for language teachers since most teachers tend to use listening tasks solely as listening tasks and not with added subtitles because the consensus is that learners gravitate to process the written text and not the audio.

As described by Woottipong (2014) language learners display more interest in learning the language when their experience is aided by videos. This study also coincides that the majority of participants seem to seem to prefer video-enhanced prompts to tasks.

VIII. CONCLUSIONS AND IMPLICATIONS

The potential for exploration in the use and effect of video enhanced instruction in online environment is promising. The interest for learning in this context has grown and we need to continue researching ways of engaging the learner better. Although the results of this study are positive, they are of limited scope and there are still lingering questions. One of them being about how practical and probable it would be for faculty to spend time creating these prompts. Some recommendations for further research are:

- Conduct a study with faculty to evaluate the interest and ability to produce content in this manner;
- Recreate this study on a larger scale in order to have meaningful statistical data.
- Add a pre-test prior to the intervention to determine whether there is a significant difference in proficiency between the groups. This limitation was partially due to the exploratory nature of the study.

In order to save time, incorporating video-prompts to tasks shall be limited to those tasks that allow bring the “personal touch” in online classes that the faculty and students claim to be missing during online interactions.

APPENDIX. LISTENING TASKS

Task 1: Select the word that would most logically complete the sentence. Text in parentheses represents audio read to participants.

- | | | | |
|---|------------|---------------|---------------|
| A. (Mi padre es...) | 1. Alto | 2. Alta | 3. Altas |
| B. (El esposo de mi tía es mi...) | 1. Primo | 2. T ó | 3. Padre |
| C. (La esposa de mi hijo es mi...) | 1. Yerno | 2. Nuera | 3. Hija |
| D. (El esposo de mi hermana es mi...) | 1. Primo | 2. T ó | 3. Cu ñado |
| E. (Los chicos son...) | 1. Triste | 2. Alto | 3. Divertidos |
| F. (El trabaja en la escuela. El es...) | 1. Pintor | 2. Arquitecto | 3. Maestro |
| G. (Yo soy jueza. Yo soy...) | 1. Abogada | 2. Maestra | 3. Dentista |
| H. (La hija de mi tía es mi...) | 1. Hija | 2. Abuela | 3. Prima |
| I. (Las montañas de los Andes son..) | 1. Bajas | 2. Altas | 3. Planas |
| J. (El clima en la Antártida es...) | 1. Fr ó | 2. Fresco | 3. Caluroso |

Task 2: Match the description to the vocabulary Word that best fits the description

<p>A</p> <p>_____ 1. la esposa de mi padre</p> <p>_____ 2. los padres de mi esposo</p> <p>_____ 3. la hija de mi t í a</p> <p>_____ 4. los hijos de mi madrastra</p> <p>_____ 5. la hija de mi hermano</p>	<p>B</p> <p>a. yernos</p> <p>b. hermanastros</p> <p>c. sobrina</p> <p>d. gente</p> <p>e. suegros</p> <p>f. prima</p> <p>g. madre</p> <p>h. hijastros</p>
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Task 3: Translate the following sentences. Text in parentheses represents audio read to participants.

1. (My parents are short.) _____
2. (Your uncle is nice.) _____
3. (My mom is a doctor.) _____
4. (Our cousins are students.) _____
5. (My grandmother lives in our house.) _____

Task 4: Answer the following questions. Text in parentheses represents audio read to participants.

1. (¿Cu á l es tu apellido?) _____
2. (¿Cu á ntas personas hay en tu familia?) _____
3. (¿C ó mo se llaman tus padres?) _____
4. (¿D ó nde trabajan tus padres?) _____
5. (¿De d ó nde son tus abuelos?) _____

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Improving the Effectiveness of Teaching: The Impact of Interactive Methods in Teaching English Students as They Increase Their Proficiency Level to B2

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Abstract—The current practice of teaching foreign languages in universities is largely driven by global trends of changes in the methods and technologies of teaching, which involve the use of interactive methods. Interactive teaching methods are a means of stimulating students' interest in learning foreign languages, as they help to make the learning process more exciting and fulfilling. The aim of the study is to propose the optimal methods of interactive teaching of English to students of medical specialties when raising their level of proficiency to B2. A method of interactive learning in speaking professional (medical) English with the use of group work methods is proposed and experimentally tested. The aim of the experimental methodology is to create a comfortable learning environment that encourages the student to interactive improvement so as to improve the skills and abilities of professional communication in English on professional topics to the B2 level of language proficiency. The results suggest a positive dynamic in the performance indicators of medical students taught with the interactive method. At the same time, the absence of positive dynamics in performance indicators is detected among the students taught using the traditional method.

Index Terms—English, students, interactive learning, interactive learning methods

I. INTRODUCTION

In today's world, knowledge of foreign languages is considered a key competence that gives a specialist much more freedom and professional mobility, expands their information field and educational opportunities, and contributes to the establishment of interpersonal contacts and communication (Annushkin et al., 2021; Hernández García de Velazco et al., 2021).

In this light, it is a topical task to examine the efficiency of the methods of teaching a foreign language in institutions of higher education (Wagner et al., 2021). In this respect, one of the most popular approaches is the one presupposing active interaction between students and between students and the teacher. This refers to the interactive methods of teaching foreign languages, which have come to replace the communicative learning method as more effective techniques that improve students' motivation (Panikarova et al., 2021) and determination (Bordovskaia, 2011) and make it possible to organize classes so as to engage all students in the active practice of the language (Gorbanyova, 2016; Sergeeva et al., 2021), which students need to successfully carry out professional activities (Korotaeva & Chuksina, 2020).

Literature review

Researchers (Elovskaja & Cherniaeva, 2019) argue that interactive teaching methods can be considered as those that imply active interaction between all participants in the learning process: between the teacher and students and between students. In particular, Stupina (2009) understands interactive learning as the organization of the educational process by

the teacher with a particular system of methods, techniques, and procedures based on the subject-subject relationship between the teacher and the student (parity), multilateral communication, the construction of knowledge by students themselves, the use of self-assessment and feedback, and constant activity of the student.

Literature review gives grounds to define a number of distinctive features of interactive learning: compelled activation of thinking, a learning situation in which the student is forced to be active, whether they want to be or not (Murphy & Sharma, 2010); sufficiently long-term involvement of students in the learning process, that is, their activity should be long-term, not short-term or episodic (Tuma, 2021); the period of active work of each member of the study group must correlate with the period of activity of the teacher, that is, the activity of the student must have the same duration as the activity of the teacher (Abramova, 2008); independent creative development of solutions by the study group or microgroups (Jowallah, 2008); a higher degree of motivation, initiative, and emotionality; constant interaction between the study group and the teacher through direct communication and feedback (Prince, 2004).

Thus, by interactive learning in a foreign language, we will understand the acquisition of a certain experience of using a foreign language in a process characterized by a high level of activity, a fairly significant duration of learning activities, independent creative work of students, an increased level of motivation and emotionality, and constant interaction of the group with the teacher.

Interactive methods of teaching foreign languages in universities are covered in a number of scientific works (Likhomanova & Serysheva, 2013; Marzuki et al., 2016), which comprehensively examine and cover interactive methods and training systems, in particular, the techniques and methods of creating a positive learning atmosphere and communication (Likhomanova & Serysheva, 2013), motivation for learning activities and updating of basic knowledge (Marzuki et al., 2016), the assimilation of new knowledge, the formation of skills, abilities, emotional-value orientations, and attitudes in students (Dewi et al., 2017), as well as the generalization and systematization of knowledge and the organization of reflection on cognitive activity (Kruglikov, 2013).

Dall'Alba and Bengtson (2019) consider interactive teaching methods in the context of competence-based, communicative, culturological, reflexive, and professionally oriented approaches. Generalization, characterization, and conditions of application of interactive methods in teaching foreign languages in higher education institutions are carried out in a number of articles (Ceresia, 2016; Gill, 2013; Omar et al., 2020).

Research indicates the optimal interactive technologies for teaching students to speak foreign languages through interactive technologies: cooperative learning technologies, group and collaborative learning technologies (Bodnar et al., 2017), discussion technologies, and modeling (Zhang & Zou, 2020).

According to Rus (2020), these technologies should be used with students at the level of language proficiency not lower than average, because they require an initially high level of knowledge and insufficient knowledge of grammar and vocabulary makes it difficult for students to formulate statements at the level of text (Hsu, 2017). In addition, the training of students can involve interactive technical instruments: work with a video projector, video excerpts, work on the Internet, electronic homework, and the like (Blyth, 2018).

At the same time, the review of relevant scientific literature indicates the insufficiency of the accumulated experience and points to a need for further empirical research on this problem. In this light, despite the interactivity of the study of foreign languages as an academic discipline, we believe it necessary to research the possible methods to improve students' interactive learning of professional English in order to raise their language proficiency to the B2 level.

The goal of the study is to determine the optimal methods of interactive learning in the English language for medical students to improve their level of proficiency to B2.

The objectives set to achieve the established goal include:

- 1) to determine the methods of interactive learning and group work to be used in English speaking classes aimed to raise students' proficiency level to B2;
- 2) to experimentally test the efficiency of interactive learning in teaching speaking in professional (medical) English;
- 3) to draw conclusions on the results of the study, determine the advantages and disadvantages of interactive learning in speaking for medical students.

II. METHODS

To test the efficiency of interactive learning, we conducted an experiment with first-year medical students studying in the direction of training "Medicine and Healthcare" at the RUDN University, Russia. In total, the experiment involved 80 students, 62 of which formed four experimental groups and 18 – the control group, which was taught by the traditional methodology, i.e. with traditional types of classes, although with some elements of interactivity (dialogues, discussions).

The remaining 62 students, during the first semester of the 2021-2022 academic year, were taught using the group interactive technology with a special focus on interactive teaching in monologic and dialogic speaking on professional topics.

The pedagogical experiment was conducted in three stages.

The first stage of the experiment included an initial control, which included tasks to test knowledge of vocabulary and grammar.

At the second stage of the pedagogical experiment, the training of students in the experimental groups was conducted using group interactive technologies.

Among the actual methods of interactive teaching of professional speaking, the following were used (Table 1).

TABLE 1
INTERACTIVE LEARNING METHODS USED IN ENGLISH SPEAKING LESSONS

No.	Methods	Content
1	picture clues	the students are presented an image with a medical condition or a body organ, which they need to describe or discuss
2	a break to think	the teacher asks the students questions on the problem of treatment and gives time for discussion in small groups, after which the students present their ideas
3	response in unison	the teacher asks a question and judges on the level of the group's preparation by the level of participation when the students answer together in unison
4	ethical dilemmas	the teacher presents certain ethical dilemmas related to medicine for students to solve or to bring their own perspective
5	physical answer	the students are asked to show their agreement or disagreement with the teacher's statements in gestures, after which they must confirm and justify them verbally
6	student exit poll	one student from a group questions other students on a certain medical condition and then analyzes and announces the level of students; knowledge on this topic, the teacher then gives real information on the studied medical condition
7	"a phrase without a word"	the teacher offers the students a phrase that describes the studied medical phenomenon or topic, yet one word in that phrase is missing, and the students need to determine this word
8	"polarities"	the teacher gives students two opposite viewpoints on a certain medical phenomenon, the students need to determine the right solution
9	"riddles and guesses"	the teacher formulates a medical task the students need to solve in a group
10	"personal tasks"	each student is engaged in cooperation as the teacher gives a task that directly concerns every student, for example, to find among one's acquaintances a person with a certain illness and tell about their experience
12	"pointer"	students are offered a picture of an organ and need to either ask or tell about it themselves

Students' work in groups involved the use of the following methods (Table 2).

TABLE 2
INTERACTIVE GROUP WORK METHODS

N o.	Method	Content
1	puzzle method	groups of medical students exchange participants who have mastered certain information, and together they must put together a common presentation on the phenomenon
2	rotation between groups	constant exchange of group representatives during the work process
3	"layered pie"	group discussion of a problem, change of participants, discussion of a new problem, change of participants again, and return to the original question
4	"three roles"	division of medical students into three categories – those who pose a question, those who disagree, and those who support a point of view, with students having to switch groups all the time
5	"movie club"	discussion of films devoted to a particular medical phenomenon, offering students' own script for such a film
6	associations	students must define or show a medical phenomenon, while others guess
7	"blender"	medical students offer their own ideas on a given question, two students at first, joined by a third whose idea is consonant, and then joined by others whose ideas are logically related

At the third stage of the pedagogical experiment, final control was conducted and its results were analyzed in comparison with the initial assessment. The final control included tasks assessing the knowledge of vocabulary, grammar (single choice tests), written disclosure of the topic, as well as the oral component of the control – an interview based on prepared questions.

Statistical data processing was performed using Statistica 7.0 software. The reliability of indicators in the groups was tested by the two-sided Student's t-test. Calculation of criterion values and confidence intervals was carried out at a significance level of $p < 0.05$.

III. RESULTS

The results of the experimental study are presented in Table 3.

TABLE 3
RESULTS OF THE INTRODUCTORY AND FINAL CONTROL, IN POINTS

Group	Introductory control of vocabulary, points	Introductory control of grammar knowledge, points	Average grade	Final control of vocabulary, points	Final control of grammar knowledge, points	Final control of speaking, points	Average grade
1	4.2	3.6	3.9	4.6	4.2	4.4	4.4
2	4.4	4.0	4.2	4.8	4.7	4.7	4.75
3	3.9	4.1	4.0	4.3	4.1	4.2	4.2
4	3.6	3.4	3.5	3.9	3.6	3.8	3.8
Control group	3.7	3.5	3.6	3.7	3.5	3.2	3.45

The results of the study show that all four tested experimental groups demonstrate a positive dynamic in academic performance compared to the initial level of knowledge. In group 1, improvement in academic performance is detected as a change in the average grade from 3.9 to 4.4, in group 2 – from 4.2 to 4.75, in group 3 – from 4.0 to 4.2, and in group 4 – from 3.5 to 3.8. In contrast, the control group shows a decrease in the average grade from 3.6 to 3.45 due to the introduction of the final speaking test, as well as the lack of a positive dynamic in the knowledge of vocabulary and grammar.

The results obtained also reveal that the difference between the experimental groups and the control group is statistically significant ($p < 0.05$).

Next, the percentage distribution of the results of students in the control and experimental groups was analyzed, the data are shown in Table 4.

TABLE 4
ACADEMIC PERFORMANCE OF MEDICAL STUDENTS, %

Group	Number of "5" marks at the beginning, %	Number of "4" marks at the beginning, %	Number of "3" marks at the beginning, %	Number of "5" marks at the end, %	Number of "4" marks at the end, %	Number of "3" marks at the end, %
1	25	25	50	35	37	28
2	29	41	30	43	46	11
3	23	55	22	34	56	10
4	14	30	56	20	45	35
Control group	16	29	55	16	33	51

As follows from the above data, performance in the experimental group is improved, as there is a trend of increase in the number of positive marks, overall rise in the performance indicators, and advancement of the proficiency level up to B2. It can thus be assumed that interactive work contributes to better thinking and memory, the development of creative problem-solving skills, and more intense engagement in cognitive activities by means of the personal involvement of each medical student in the learning process. Aside from higher performance in the English language and advancement of the proficiency level up to B2 in some experimental group students, we can note the high solidarity of the students who studied by interactive methods, the development of their skills in interaction and teamwork, mutual respect, and the development of self-control and self-reflection.

In the control group, academic performance indicators are not much different; a positive dynamic is lacking. The overall result of the final control is lower in the control group compared to the initial level of knowledge, which is explained by the students' insufficient training and absence of intrinsic motivation for learning. This low level of motivation can be attributed to students' lack of understanding of the necessity of mastering professional (medical) English at the B2 level. In experimental groups, this understanding was fostered in students as part of interactive work by means of imitation of future professional activities in the English language.

IV. DISCUSSION

The results of the study reveal that the process of teaching a foreign language, particularly teaching medical students professional speaking in the English language to raise their proficiency level up to B2, has to employ interactive learning techniques. Interaction in speaking necessitates the use of interactive methods as a means that directly contributes to training in communication (Marzuki et al., 2016). Our research results demonstrate that interactive technologies are conducive to the development of communicative skills, unconventional thinking, and the ability to solve new problems, thus meeting the requirements imposed by education on modern specialists. Furthermore, as part of the need for future specialists to master a professional foreign language at the B2 level, interactive learning promotes the development of the skills of foreign-language communication with colleagues, exchange of information, and finding out-of-the-box solutions in English-language sources (Omar et al., 2020).

Interactive training of students in monologic and dialogic speaking in English employs direct and indirect teaching strategies. Direct strategies of interactive learning include memorization, cognition, and compensatory strategies (overcoming difficulties, problem-solving). Indirect strategies include metacognitive strategies (determining the essence of the subject of the conversation), emotional strategies (ability to exercise self-control), and communicative-social

strategies (communicative attitude, observing the rules of etiquette and professional behavior) (Gill, 2013). Thus, interactive learning does not simply contribute to the development of certain knowledge in professional English but also fosters the skills and abilities in direct professional communication (Dolzhenkov et al., 2021).

The conducted literature review (Ceresia, 2016; Kruglikov, 2013) and the results of experimental training give an opportunity to outline the primary principles of interactive teaching of the English language to medical students: constant interaction of the teacher and students and students with each other; positive interaction and personal responsibility of each student for the results of learning. In this case, a medical student acts both as an object and a subject in the learning process and fully takes on responsibility for the final outcome.

Overall, we agree with previous research on the point that the key advantages of interactive learning for the purpose of increasing the level of proficiency up to B2 include: the activation of medical students' cognitive activity as a result of greater interest and personal engagement of each student in the learning process and, accordingly, greater efficiency of learning (Prince, 2004); the development of communicative and teamwork skills, the formation of positive communicative learning (Marzuki et al., 2016); the development of creativity, the ability to promptly find solutions; unconventional thinking; mastery of new types of activity (Abramova, 2008). Typically, interactive classes not only form the structure of a specialist, increasing the level of proficiency in a foreign language but also produce a person who is able to work both on their own and in a team and take an unconventional approach to professional (medical) problems.

As a result of our research, we note that there are also plenty of disadvantages of interactive learning. Nevertheless, the main drawbacks, in our view, relate either to the lack of readiness of pedagogical staff to implement this type of teaching (Yu et al., 2022) or to the insufficient level of training of medical students themselves. In this regard, the introduction of interactive learning in the first year of university is possible only under the condition of detailed preparation by the teacher, clear instructions for students, identification of the methods of interaction, and their role modeling under the teacher's supervision. This condition owes to the fact that in most high schools, teaching follows the traditional authoritarian "learn-answer" approach, and in our study, the interactive technology was challenging for first-year students. That is, the students needed more time to adapt to this form of work. Insufficiently thought-out tasks related to medical problems, the lack of initial instructions, and the inability of medical students to work as a team can be considered disadvantages, but with some reservations. As noted by participants in the experiment themselves, education at high school is focused on individual work. Teamwork is either not controlled by school teachers or assessed only based on its result. For this reason, the leaders from among school students typically perform the main work while others merely participate. Thus, those participants in the experiment who were actively immersed in the learning process through interactive methods for the first time had difficulties showing creative thinking and, at the very beginning, showed a pronounced lack of initiative. This leads us to note that if the teacher carries out thorough methodical preparation and is willing to introduce interactive teaching methods in the learning process, all the aforementioned negative factors can be easily overcome, ensuring that students reach the B2 proficiency level when studying in the field of medicine and health care.

V. CONCLUSION

As a result of the conducted research, we conclude that the goal of the interactive learning of students to speak the English language is to create comfortable learning conditions that would encourage the student to interactive improvement: to raise their skills of professional communication in English on professional topics to the B2 level.

The experiment comparing the academic performance of students taught speaking by the interactive learning methods with the use of group work and by the traditional method of teaching reveals a positive dynamic in the performance of medical students trained with interactive methods and a lack of positive change in the performance of the students taught by the classical method.

To the limitations of the study, we attribute the limited sample size and time for the experiment. The involvement of only first-year students in the pedagogical experiment has not prevented us from tracing further changes in the improvement of the proficiency level at B2 and further. The issue remaining to be studied is the degree of efficiency of the assimilation of the obtained knowledge and skills. In this respect, a prospect for further research can be an analysis of the influence of interactive learning methods on the improvement of academic performance in different years of study at the university.

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A Systematic Review on the Effectiveness of Metacognitive Strategies and Multimodal Tools in Blended Learning English Language Classroom

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Abstract—Blended learning was considered to be an effective approach to language learning in various fields as it significantly increases the learner's autonomy, engagement, curiosity, and effective comprehension. In the past years, various experimental studies have been carried out to examine the positive outcome of blended learning among English language learners. Since 2000, various research studies have been carried out to analyze the strengths and limitations of the blended learning classroom. The purpose of the present study is to systematically review the research papers published on blended learning from the year 2010 to 2021. The study investigates the effectiveness of blended learning specifically in English language classrooms. Blended learning is highly reliant on the English language tools and strategies employed while teaching. Hence, the study analyses the various metacognitive strategies and English language-based multimodal tools used in the blended learning classroom. The study reviews the method, approach, and strategies used in the blended learning classroom. 25 quantitative studies were selected for the systematic review. The study uses “Preferred Reporting Items for Systematic Reviews and Meta-Analyses” and Cochrane guidelines of systematic review to analyze the selected studies. Blended learning seems to be effective among English language learners and it has significantly developed students’ attention, academic achievement, student learning involvement, students engagement, active learning, student interaction, learning process, language proficiency, English language skills, learning motivation, improves concentration and provides a new learning experience. Nevertheless, variables like English language skills, various multimodal tools, and metacognitive strategies can significantly impact the effectiveness of the blended learning approach.

Index Terms—blended learning, metacognition, multimodal tools, mixed-mode learning, hybrid Learning

I. INTRODUCTION

During the last two decades, a large number of models and frameworks have emerged in the blended learning approach. The blended learning approach has been efficient in various fields since 2000. Various multimodal tools and metacognitive reading strategies began to emerge in the past decade in the blended learning environment and the current study has selected articles from 2010 to 2021. The following reviews discuss the most influential models in metacognitive strategy and multimodal tools used in the blended learning language classroom. Blended learning was also used like “mixed-mode learning, hybrid instruction, and Technology-Mediated / Enhanced learning” (Wang et al., 2014). Blended learning employs offline teaching methods and technological tools for effective language learning instruction using a learning management system (Laborda, 2008). Metacognition is the strategy that has developed from the cognitive method. In the past decade, the metacognitive strategy was used widely in language learning and in applying the language function, based on the learner's English language needs. “The field of L2 teaching adopts the superordinate notion of teacher metacognition to better address the links between language teachers’ inner worlds, their classroom teaching, and students’ learning” (Whiteside et al., 2019). “To increase the Metacognition, adult learners can use Questioning, Revising and Assessing methods to ensure that they are on the right track” (Khodjakulova, 2021). Technology has gained massive importance in the 21st century due to its widespread influence among language learners. The teachers need to use technology in the teaching process to advance the concentration and attentiveness of the students. Technology was immensely used by the students and it is the right tool to draw the interest and attention of the students. This paper provides a detailed analysis of various studies carried out in the field of metacognition, and blended Learning and offers a wide range of information about metacognition, and multimodal tools used in blended learning classrooms.

A. Literature Review

Husamah (2014) put forth that the term blended learning has two words, which is blended and learning. Blended refers to a combination or mix. Hence the term blended learning employs both offline teaching and technological interventions for effective language learning (Husamah, 2014). “Blended instruction offers an active learning environment with flexibility in using resources for the students and provides more time for faculty members to spend with learners in small groups or even individually” (Oh & Park, 2009). The reviews of Delialioglu (2011) and Eshreth and Hisham Sijaj (2017) state the significance and educational relevance of blended learning. Jaleel and Premachandran (2016) in their research define metacognitive strategy as “thinking about one’s thinking”. The metacognitive strategy will help the students to be more attentive to what they are doing and also help them to be more sensible about how they can use the skills in different situations. Fooladvand et al. (2017) affirm that metacognitive strategies train the language learners with “self-regulation, understanding learning subjects, and the sense of knowing”.

B. Research Question

RQ1 What is the research outcome from the literature and data collected on metacognitive strategies?

RQ2 What are the new trends employed using multimodal tools in a blended learning classroom in terms of the publication year (2010-2021)?

C. Objectives

The study investigates the impact of Blended learning in English language learning from 2010 to 2021. It also examines the multimodal tools and metacognitive strategies employed in the blended learning classroom in the studies selected for systematic review.

D. Rationale of the Study

The blended learning approach is dependent on the tools, methods, and strategies used in the teaching for effective learning. Blended learning employs various multimodal tools and metacognitive strategies for effective language teaching. Metacognitive strategies promote learner autonomy, and cognition and enable the learners’ to distinctively identify the language needed. The rationale of the current review study is to identify and analyze the existing research in the field of blended learning, that was published between 2010 and 2021 distinctively in English language teaching and learning. However, Blended learning is highly reliant on the multimodal tools and strategies employed in English language learning. Hence, the study analyses the role of various multimodal tools and various metacognitive language strategies in English language learning classrooms. Metacognitive strategies and multimodal tools play an important role in blended learning classrooms for effective comprehension of the English language by improving engagement and interest. A systematic review on blended learning was carried out in various fields like Health professions (Liu et al., 2016), clinical education (Rowe et al., 2012), Online learning (Rasheed, 2020), Cloud computing tools (Al-Samarraie & Saeed, 2018), Nurse education (McCutcheon et al., 2015), Medical education (Vallée et al., 2020), Programming courses (Alammary, 2019), Pre-service education (Atmacasoy & Aksu, 2018). In English language teaching, blended learning studies were conducted on cloud computing tools (Al-Samarraie & Saeed, 2018), academic writing (Akhtar et al., 2019), and writing skill (Quvanch & Na, 2020). The present study reviews the studies, which concentrate on the efficacy of mixed-mode learning in instructing English language skills, various language-based multimodal tools, and metacognitive strategies that were employed in the English language classrooms.

II. METHOD

A. Process of Manuscript Selection

The present study uses the systematic review method. “A systematic review method will analyze the studies of existing literature in a particular domain” (Uman, 2011). The study provides a comprehensive review of existing literature on the blended learning framework between 2010 to 2021. It categorizes, analyses, and assesses the methods, and findings of research in the blended learning approach that uses various multimodal tools and metacognitive strategies. The study reviews the research selected for the systematic review using PRISMA guidelines and Cochrane Guidelines. Selected studies were divided based on the inclusion and exclusion criteria following the PICOS (Population, Intervention, Comparison, Outcome, Design) framework. The study provides the findings of previous research, which will help the future investigation to analyze the existing research gap in the study.

B. Categorisation and Definition

The paper characterizes the Blended teaching model in English language teaching by analyzing the different multimodal strategies utilized in English language education. Blended learning is an educational approach for effective teaching and learning that combines multimodal tools with traditional teaching methods. It is reliable on the multimodal tools and metacognitive strategies employed in the English teaching framework. Metacognition develops its principles from the cognitive approach to language learning. In the current study, the following categories were studied and analyzed,

1. Blended learning approach in English language teaching
2. Effective Role of blended learning in the English literature classroom

3. Multimodal tools employed in the English language classroom
4. Impact of metacognitive strategies in Blended learning classrooms.

C. Reporting Standards

The study was carried out and reported according to the guidelines of Cochrane systematic review guidelines and PRISMA (Identification, Screening, Eligibility, Included).

D. Eligibility Criteria

The Cochrane framework for systematic review was used for the inclusion of the studies. The PICOS framework was selected as an inclusion criterion. Studies were reviewed and selected for the review if they are carried out by English language students using a blended learning approach. The present review study also investigates the efficiency of the metacognitive strategy in blended learning classrooms for English language learners and various Multimodal tools employed in English language teaching. Detailed information on exclusion and inclusion criteria was discussed in the following table.

TABLE 1
INCLUSION AND EXCLUSION CRITERIA

Criterion	Inclusion	Exclusion
Type of Course	Blended learning Multimodal tools in blended learning classroom Role of metacognitive strategy in blended learning classroom	Traditional learning, distance education Unimodal instruction, and traditional classroom tools like a blackboard, and flashcards. Employing other cognitive strategies in blended learning classroom
Publication Date	2010-2021 (11 years)	Before 2011
Publication Language	English	All other language studies
Publication type	Original Quantitative research.	Qualitative studies, Thematic reviews, and systematic reviews.
Study Context	School education and higher education in English language teaching	Interdisciplinary English studies
Student Performance	Continuous test, post-test, and pre-test	Surveys and Survey reports
Statistical Information	Quantitative reports with proper statistical information of mean and standard deviation.	Qualitative Reports

E. Information Sources

The systematic research has been carried out in databases like ERIC, Taylor & Francis, Web of Science, EBSCO, and Scopus. The aforementioned databases were selected for the study as they provide eminent educational research articles related to the blended learning approach that employs, multimodal tools, and metacognitive strategies. Bibliographic databases like JSTOR, Research Gate, and Springer were used to refer to the educational research articles related to blended learning, multimodal tools, and metacognitive strategies.

F. Search Strategy

Google Scholar was used as the search engine to find and categorize the articles. Advanced search and custom range search from 2010 to 2021 was used to effectively search and identify the articles related to blended learning that employ metacognition and multimodal tools. Word combinations like 'blended learning', 'multimodal tools used in teaching', 'hybrid learning', 'metacognition', 'metacognitive strategy and the English language', 'multimodal tools in blended learning', 'remote learning', 'flipped learning', 'cognition and metacognition', 'teaching through blended learning', 'metacognition in blended learning' were used as search terms in Google scholar and databases.

G. Selection Process

In the primary screening, all the articles' abstracts and titles were screened. In the primary screening, articles related to blended learning in clinical studies, medical sciences, programming studies, cloud computing tools, and pre-service education were screened out. In English language teaching, articles related to traditional teaching approaches and metacognitive strategies in a non-blended learning environment were screened out. Finally, in the primary screening (n=73) seventy-three articles were screened out. In the secondary screening, the selection process was based on the PICOS (Population, Intervention, Comparison, Outcome, Design) which was carried out on the framework of PRISMA and Cochrane guidelines.

H. Data Collection

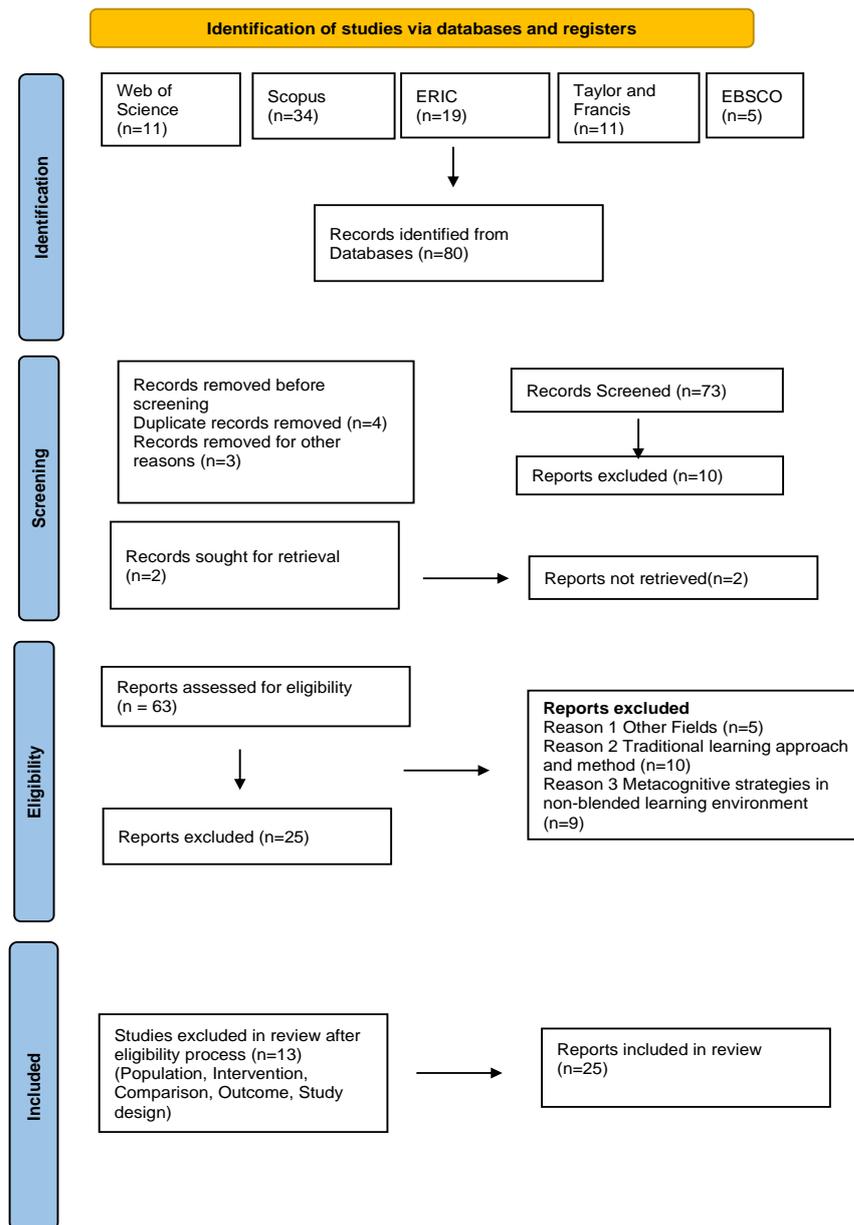


Figure 1 –PRISMA

I. Data Synthesis Process

The researcher has identified and extracted the relevant studies related to blended learning, that employ multimodal tools, and metacognitive strategies in English language classrooms. During the data collection process, aspects like PICOS (Participants, Intervention, Comparison, Outcome, and Design) were focused on selecting the studies for a standard data collection process and the data were tabulated in the table (Table 2). The statistical information of the studies was calculated and tabulated in the table (Table 5). The metacognitive strategies and multimodal tools were listed in Table 3 and Table 4.

III. RESULTS

A. Distribution of the Selected Studies

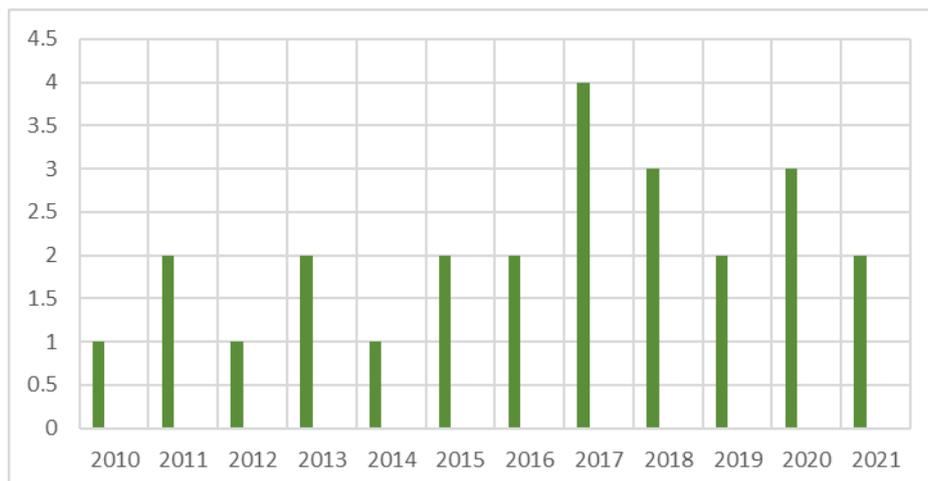


Figure 2. Distribution of the Selected Studies

The research in blended learning has flourished considerably. The chosen studies were analyzed based on the published year to find the maximum number of articles published in a particular year. 25 papers were chosen for the current review study. In the following chart, the total number of papers selected for the systematic review and their publication year have been categorized. The total number of papers was high in the year 2017 (n=4).

B. Approach, Method Strategy Used in the Selected Papers

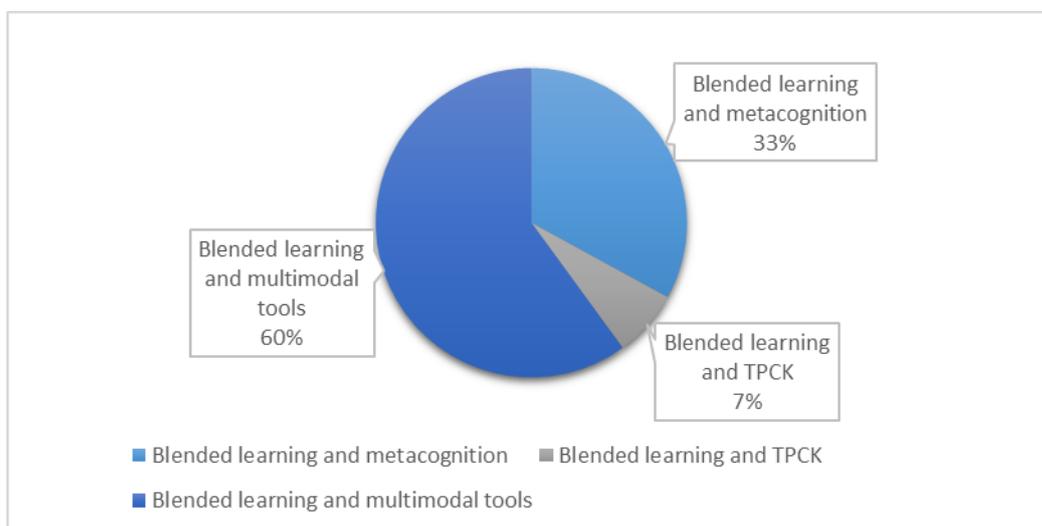


Figure 3. Approach, Method, and Strategy Used in the Selected Papers

The methods that are commonly used in the selected studies were blended learning, Metacognition, and TPCK. In Figure 3, the approach used in the selected studies for systematic review was categorized in the pie chart and the following inferences were drawn: Over 60% of the paper uses blended learning and multimodal tools, whereas 33% of the paper uses metacognition as the strategy to develop student’s cognition. 7% of the selected papers use TPCK (Technological Pedagogical Content Knowledge) approach to increase students’ language learning.

C. Level of Samples Used in the Study

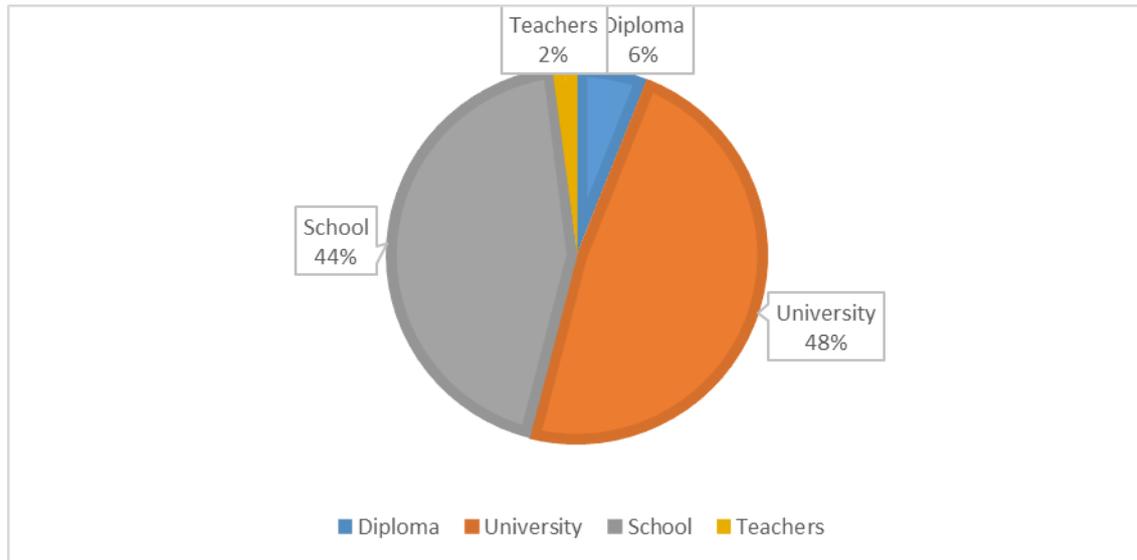


Figure 4: Level of Samples Used in the Study

In the chart (Figure 4), the samples of the studies selected for systematic review were categorized and the following inferences were drawn: Samples like school students of various grades, university students, and diploma students were used as the sample in the selected papers. School students were used as the sample in 44% of the selected articles, and 48% of articles use university students as the samples for the study, 6% of selected articles use diploma students, whereas 2% uses teachers as the sample for the study.

D. Significance of Blended Learning in ELT

Blended learning plays an important role in an English classroom as it grabs the attention and engagement of the learners. The following review discusses the significance of blended learning in the ELT classroom. Delialioglu (2011) in his article designed a computer network course and employed it as a “lecture-based blended learning environment” and as a “problem-based blended learning environment” to teach language in a blended learning classroom. Students' involvement, active learning, student interaction, academic challenge level, time on task, and course satisfaction were all dependent factors. Treatment 1 was a lecture-based blended learning environment, while Treatment 2 was a problem-based blended learning environment, and student individual factors were the independent variables. 93 junior pre-service computer teachers took part in the research. The survey method was employed in this study. During the study, students completed two surveys over two years. Subsequently, an engagement survey was conducted on the learners to analyze the student engagement with the problem-based intervention in a blended learning classroom. The findings prove that blended learning has significantly improved the language learning process among learners. Eshreteh and Hisham Siaj (2017) stress the importance of blended learning. In their research, they state the prominence of blended learning in the current language learning framework. One of the objectives of the study was to investigate learners' approach to the blended learning method at Hebron University. Variables of the aforementioned studies were discussed further. The approach used in the study was blended learning. The sample of the study was 40 students (8 male; 32 female) chosen from the English department of Hebron University. The students' attitude toward blended learning was examined by providing a questionnaire. The questionnaire's content validity was investigated by the specialist of the instructors of arts in education. The students were exposed to technology and they were taught through both technology and traditional methods. The outcome of the research showed that 70% of the students agreed that technology-based teaching was enjoyable and 85% of the students stated that it facilitates an effective learning process. The following table categorizes the studies selected for systematic review based on the PICOS criteria (PRISMA guidelines).

TABLE 2
CHARACTERISTICS OF STUDIES INCLUDED IN THE SYSTEMATIC REVIEW

Study	Intervention	Population	Study Design	Concept/Theory/Approach	Outcome
Alam khan (2014)	It stresses the importance of e-learning among students. The blended learning was accomplished in his study through EMES (Electronic Management Education System)	King Abdul-Aziz University 34 students	Questionnaires were given before the instructional session and students were asked to prepare the answers from e-resources	Blended learning/ Multimodal Tools	The blended learning technique was found to be an effective approach for both the teachers and learners in the language learning framework.
Fakhir (2015)	It analyses the impact of employing blended learning on the flipped classroom and the effectiveness of blended learning among language learners.	Sixth-grade 50 students	Quasi-experimental method. An achievement test was conducted to assess student attitudes, a questionnaire was used.	Blended Learning/ Multimodal Tools	The quasi-experimental method was carried out. Students' attitudes were also measured using an achievement test and a questionnaire. Results show that blended learning has improved learners' attitudes and language proficiency.
Kim and Yoon (2014)	The purpose of this study was to offer a strategic learning design for L2 writing classes in a blended learning setting using smartphones.	A group of eight 29-year-old pupils from a private language institute	Questionnaires, pre- and post-tests, and interviews	Blended learning/ Multimodal Tools	Through exercises on Mokafe and Kakao chat, blended learning has improved students' writing skills in both quantity and quality.
Wahyuni (2018)	The purpose of this article is to investigate the impact of the blended learning paradigm on students' writing abilities.	Population-eleventh-grade students.	Telegram Messenger questionnaires, pre- and post-tests	Blended learning approach/ Multimodal Tools	The telegram teaching method was found effective in developing the writing skill of eleventh grade English language learners
Ginaya, Regeke (2017)	Through the use of the WebQuest project, the paper studies the impact of blended learning on speaking abilities.	51, 3 rd -year students of Diploma.	WebQuest-integrated instruction questionnaires, pre- and post-tests	Blended Learning/ Multimodal Tools	WebQuest-integrated instruction was found to be a successful method in improving the speaking skill of language learners.
Francis (2017)	The use of technology in the English language classroom has significantly improved the academic success of learners and instructors.	348 students and 65 staff of New England Charter School (NECS)	Survey results, student records, and direct classroom observations.	Blended Learning/ Multimodal Tools	A majority of learners (70%) felt that technology motivated them toward English language learning.
Bester and Brand (2013)	The study analyses the use of technology increases the learner's attention and motivates learners.	90 Students from First-year in high school	20-mark achievement test, Questionnaires	Blended Learning/ Multimodal Tools	The use of technology has enhanced academic achievement, attention, and concentration.
Xerri (2012)	Poetry teaching through the multimodal tools	English Literature Students	Questionnaire, Interviews Wikis, hypertext, blending visual and print media	Blended Learning/ Multimodal Tools	The result proves that it increases students' engagement and attention in the digital medium and gives new learning experiences to students, thereby uplifting poetry from books to a new platform for teaching
Ali Zahid Elley (2015)	The study emphasized the efficacy of blended learning in poetry teaching.	26 literature students	Pre-learning activity, Questionnaires YouTube videos	Blended Learning/ Multimodal Tools	The method was far more challenging, interesting, motivating, different, and unbound compared to old traditional practices
Kummin and Rahman (2010)	It assesses students' application of numerous cognitive and metacognitive methods, as well as 19 questions related to the management of resources in a blended learning classroom.	1 st -year students National University of Malaysia	MSLQ (Motivated Strategies for Learning Questionnaire)	Blended learning, Metacognitive Strategies, and Multimodal Tools	The result of the study proves that it increases the academic achievement of language learners. (Correlation coefficient is -.28, significance probability is .05)
Jaleel and Premachandran (2016)	It analyses the metacognitive strategy, thinking, reflection	180 secondary school students from the Kottayam district	Normative survey	Blended learning, Metacognitive Strategies, and Multimodal Tools	Metacognitive awareness of students was 113.48 and 13.69 and that of urban school students was 113.41 and 15.52. hence, the blended learning and

					metacognition approach has significantly improved the learners' language proficiency.
Al-Qahtani, A. A. (2020)	It inspects the efficiency of the "Think-Aloud strategy" in developing reading comprehension skills among Saudi EFL learners.	Saudi Arabia EFL learners (n=40)	Reading Comprehension Skills Test and Attitude Scale. Post-test. Pre-test.	Blended learning Metacognitive strategies and Multimodal Tools	The experimental group's attitudes and reading comprehension skills have considerably improved after the intervention.
Alamdari, E and Hosnbakhs han, L (2021)	The study analyses the "Comparative effect of L1/L2-mediated metacognitive intervention (MI) among learners	540 uppers intermediate EFL listeners ranging from 17 to 28 years of age	MALQ and an IELTS test	Blended learning Metacognitive strategies and Multimodal Tools	The metacognitive strategy has an effective impact on learners' listening skills.
Bangkom and Sukavatee, (2021)	It stresses the significance of oracy skills, and metacognitive awareness in ESL Thai students and develops students' oral skills through a blended learning environment.	29 learners Public School, Rayang	Single group experimental design Oracy Building Instruction via Blended learning Environment (OBIBLE)	Blended learning /Metacognition /Multimodal Tools	It proves that blended learning and metacognitive strategy proved to be an effective method in improving oracy skills.
Astuti et al., (2021)	It improves the writing skill of the participants through a blended learning approach and metacognitive strategy	243 Learners State University of Semarang	It is population research and employs Pre-Experimental Intact-Group Comparison.	Blended learning /Metacognition /Multimodal Tools	Blended learning and metacognitive strategy has significantly developed the writing skill of the learners
Ting and Chao, (2013).	It analyses the effectiveness of the blended learning method in improving the self-regulated learning strategies among EFL learners.	22 participants Vocational college learners in Applied English	The research was applied in a semester on a writing course. TOEIC tests were conducted on the learners.	Blended learning /Metacognition /Multimodal Tools	Moodle and self-regulated strategies helped the learners to develop their writing skills and language acquisition.
Yang (2012).	The study employs blended learning and metacognitive strategies to improve the learners' reading difficulties	108 learners	Semi-structured Questionnaires and interviews, log files were the instructional materials	Blended learning /Metacognition /Multimodal Tools	Through online reading resources and metacognitive strategy, the learners reading proficiency have improved. Peer learning has developed self-regulated learning among the participants.

E. Impact of Blended Learning in Literature Classroom

In English literature classes, the blended learning technique was used to improve comprehension and language learning. The reviews of Abdussalam AbdAlla (2017), Dwaik et al. (2016), and Madhavi and Lakshmi (2016) affirm the effectiveness of the blended learning approach in content comprehension and language acquisition. Abdussalam AbdAlla (2017) investigated the status of technology integration in teaching literature at the University of Khartoum's Department of English by examining three factors: "teachers' and students' attitudes and use of technology, teaching literature approaches, and the impact of technology integration on the teaching process". It employs a mixed methodology that includes "two sets of questionnaires, classroom observation, structured interviews, and case studies" (Abdussalam AbdAlla, 2017). Data was gathered from 14 teachers and 143 students. He introduced the TPCK (Technological Pedagogical Content Knowledge) approach in analyzing the role of technology. Knowledge is divided into three interdependent components in the TPCK framework:

- **Content knowledge** is the information of the content material which has to be comprehended or instructed.
- **Pedagogical knowledge** is the information an instructor should have about methods or approaches employed in the language learning classroom, the characteristics of the learners, and the approaches used in assessing learners' comprehension of the content.
- **Technological knowledge** refers to a person's ability to utilize information technology productively daily.

The result of the study affirms that using technology in teaching literature and applying project-based learning proved that this method would establish the student-centered strategies in developing their autonomy and motivation, as well as engaging them in the learning process.

Dwaik et al. (2016) focus on the English learners' interest and attitude towards blended learning in language learning classrooms. "The Modular Object-Oriented Dynamic Learning Environment" (MOODLE) platform had been used as a multimodal tool in a blended learning classroom. Samples of the study include English language learners, who were enrolled in the "American Literature" course at Hebron University. 26 students were selected for the research, and the sample students were given a questionnaire related to their usage of the internet and the duration of internet surfing. Based on this data, students were asked to learn via the internet and MOODLE and the outcome was drawn. The result

of the research proved that the learners develop confidence while learning different approaches in learning English literature courses using ICT. The students who accessed the online course, MOODLE showed greater involvement and effective learning.

In the research carried out by Madhavi and Lakshmi (2016), technological aids were used to teach poetry effectively through blended learning. Students of Kakinada school were selected as the samples for the study. The following topic discusses the approaches employed in the flipped classroom. A pre-prepared Prezi, a follow-up questionnaire, a checklist, and an informal interview with students and teachers were the key instruments employed in this study. The poems were taught to the students through Prezi by visualizing their content and its true essence. The impact of Prezi in poetry teaching was administered by giving questionnaires. Multimodal methods are effective at engaging the attention, cognition, focus, and learning abilities of English language learners. The result of the study showed that Prezi provided a novel learning experience for 81 percent of the pupils. Prezi was deemed to be more appealing by 58 percent of pupils than the usual technique of teaching. From the aforementioned reviews, blended learning was found to be an effective approach in the literature classroom as it imparts content knowledge and pedagogical knowledge by developing learners' interest in learning literature. The following table discusses the various multimodal tools employed in blended learning language classrooms.

TABLE 3
MULTIMODAL TOOLS EMPLOYED IN THE STUDY

Delialioglu (2011)	Computer Network Course (for English language Teaching)
Xerri (2012)	Wikis, hypertext, blending visual and print media
Bester and Brand (2013)	Web browsers, PowerPoint presentation, Skype, E-mail.
Kim, Yoon (2014)	Mokafe and Kakao talk
Alam khan (2014)	EMES (Electronic Management Education System)
Fakhir (2015)	PowerPoint slides, computer E-resources, data show, and resources
Ali Zahid Elley (2015)	Youtube Videos
Dwaik et al., (2016)	Modular Object-Oriented Dynamic Learning Environment (MOODLE)
Madhavi and Lakshmi (2016)	Prezi, YouTube Videos
Eshreteh and Hisham Sijj (2017)	LMS (Learning Management System), E-Resources
Ginaya and Regeke (2017)	WebQuest-integrated instruction
Francis (2017)	Learning Management System (LMS)
Abdussalam Abdalla (2017)	Web browsers, PowerPoint presentations, E-resources
Wahyuni (2018)	Telegram Messengers
Bangkom and Sukavatee, (2021)	Oracy Building Instruction via Blended learning Environment (OBIBLE)
Astuti et al., (2021)	E-Learning Management System
Ting and Chao, (2013).	Moodle, Course Management System (CMS)
Yang (2012).	Log files, Online reading resources

F. Influence of Metacognitive Strategy on Student's Motivation

"The field of L2 teaching adopts the superordinate notion of *teacher metacognition* to better address the links between language teachers' inner worlds, their classroom teaching, and students' learning" (Hiver et al., 2021). Learners have to reflect upon their learning strategies whereas teachers should reflect on their level of teaching and metacognitive strategic knowledge and executive management strategies (Al-Jarrah & Tamer Mohammad, 2019). Fooladvand et al. (2017) specify that both cognitive and metacognitive approaches are extremely advantageous in helping students learn and achieve. It motivates the learners to learn and comprehend the language content effectively. They also affirm that the Metacognitive strategies are most effective in the students of experimental sciences. Both cognitive and metacognitive strategies have high positive effects on students' academic achievement. Table 4 lists the metacognitive strategies employed in the blended learning classrooms. Table 2 enumerates the characteristics of the studies included in the systematic review.

TABLE 4
METACOGNITIVE STRATEGIES EMPLOYED IN THE STUDIES INCLUDED IN THE REVIEW

Study	Metacognitive Strategies
Kummin and Rahman (2010)	"Rehearsal, Elaboration, Organisation, Critical thinking, and Meta self-regulation".
Jaleel and Premachandran (2016)	Thinking, Reflection, and Metacognitive Awareness.
Fooladvand et al., (2017)	Metacognitive Regulation
Al-Jarrah and Tamer Mohammad (2019)	Metacognitive strategic knowledge and Executive management strategies
Bangkom and Sukavatee, (2021)	Metacognitive awareness, metacognitive experience, metacognitive knowledge
Astuti et al., (2021)	"Anticipation or planning, paying attention, self-management, self-monitoring, problem identification, and self-evaluation".
Ting and Chao, (2013).	"Motivation strategy, cognitive strategy, meta-cognitive strategy, and action control strategy".
Yang (2012).	Metacognitive strategic awareness, knowledge, and experience

IV. DATA ANALYSIS

The researcher has identified the number of participants, mean value of the control and experimental group, and standard deviation of control and the experimental group from the selected papers. The data were tabulated in excel and the mean difference is calculated for each study to analyze the effectiveness of the blended learning approach which uses metacognitive strategy and multimodal tools. Mean Difference (MD) is the standard statistic measure that analyses the mean value of the control and experimental group to identify the effectiveness of the approach or method or tools employed in the study. The Formula of Mean Difference is $(\sum x1 / n) - (\sum x2 / n)$ Where $x1$ refers to the mean of group one, $x2$ refers to the mean of group two and n denotes Sample size. Hence in table 5, the mean of the control group and experiment group and the total number of participants were tabulated to analyze the mean difference.

TABLE 5
DATA ANALYSIS

Study	Participant s(N)	Mean (CG)	Standard deviation (CG)	Mean (EG)	Standard deviation (EG)	Mean Difference (MD)
Bester and Brand (2013)	45	6.41	2.28	8.87	1.25	2.46
Kim and Yoon (2014)	16	60.03	12.586	87.10	4.151	27.07
Alam Khan (2014)	34	3.47	2.035	4.29	2.201	0.82
Fakhir (2015)	50	3.24	1.923	4.33	2.287	1.09
Ginaya and Regeke (2017)	51	63.05	6.692	84.43	4.649	21.38
Wahyuni (2018)	68	76.13	8.181	82.19	5.086	6.06
Kummin and Rahman (2010)	50	3.298	2.890	3.669	1.780	0.371
Jaleel and Premachandran (2016)	180	110	14.67	114	30.72	4
Al-Qahtani, A. A. (2020)	40	30.01	7.41	31.04	7.11	0.03
Alamdari, E and Hosnbakhshan, L (2021)	180	12.57	2.43	16.15	1.55	3.58

In Figure 5, the Mean Difference (MD) of the studies was plotted, where the x-axis denotes the studies and the y-axis denotes the Mean Difference between the control group and experimental group. According to Mean Difference (MD), the value below 0 denotes the no improvement or difference in the study whereas the value above 0 denotes the improvement or effectiveness of the method. All the values mentioned in the reviews were above 0 and it denotes the effectiveness of the blended learning classroom in the English language classroom.

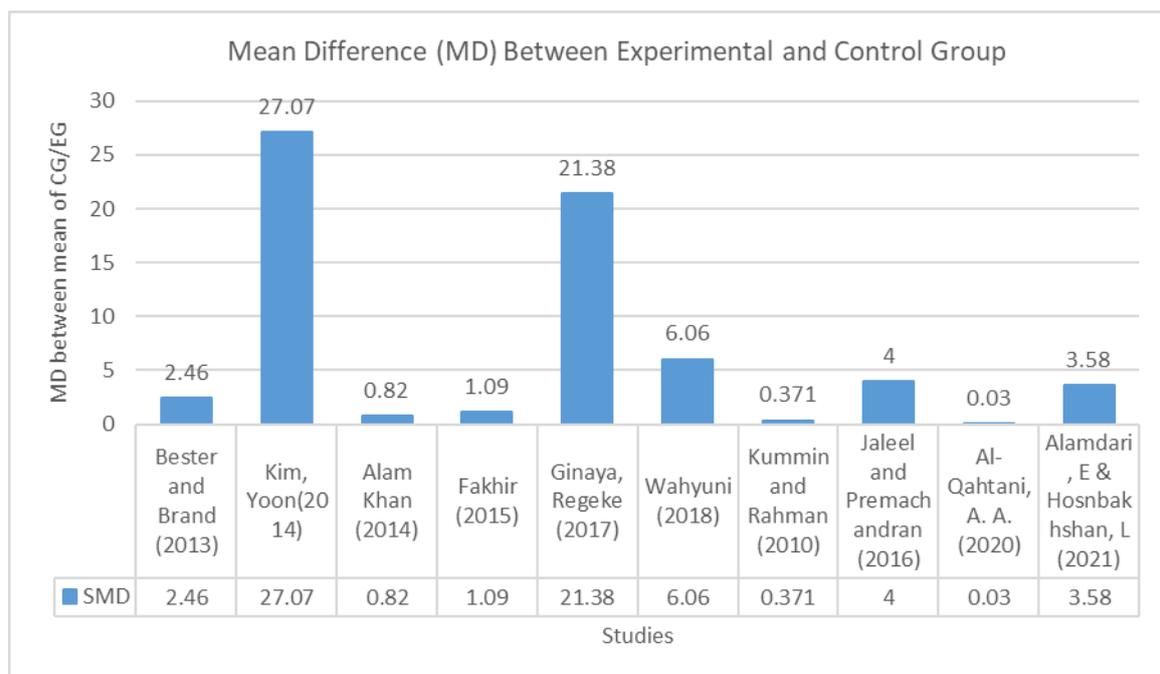


Figure 5: Plot of the Effectiveness of Blended Learning Classroom

V. DISCUSSION

A. Principal Findings

Analyzing the effectiveness of blended learning was complex and it is dependent on the various multimodal tools employed in the blended learning classrooms. Studies selected in the systematic review affirm that the blended learning has significantly developed students' attention (Xerri, 2012), academic achievement (Kummin & Rahman, 2010), students learning involvement (Dwaik et al., 2016), providing new learning experience (Xerri, 2012), students engagement (Delialiolu, 2011), active learning (Delialiolu, 2011), student interaction (Delialiolu, 2011), effective

learning process (Kummin & Rahman, 2010), language proficiency, English language skills, learning motivation (Madhavi & Lakshmi, 2016) and improves concentration. Among the above-mentioned studies, the work of (Alam Khan, 2014) proves that the study through EMES (electronic management education system) was effective. Online courses were found effective in acquiring the content by the students. Ali Zahid Elley (2015) in his study proved that blended learning is a positive approach in the current education system. Dwaik et al. (2017) claim that blended learning increases the students' participation through which students learn the content effectively. Madhavi (2016) used Prezi as a tool for language teaching. This study showed a positive outcome from the students of Kakinada and the approach was effective in teaching language to the students. Kummin and Rahman (2010) affirm that employing a Metacognitive strategy makes the learners proficient in language learning. Pre-test and post-test were used to draw the results of the study. The studies reviewed above prove that blended learning which employs metacognitive strategy, and multimodal tools can be considered to promote effective learning in the English language classroom.

The various studies mentioned above have offered a wide range of information about metacognition, blended learning, and multimodal tools. Blended Learning instills motivation and consistency in language learners. It develops students' attention, concentration, participation ability, and engagement. The blended learning approach was observed to be a highly effective method in teaching the English language. The multimodal tools employed are Learning Management system (LMS), Motivated strategies for learning questionnaire (MSLQ), wikis, hypertext, blending visual and print media, "Modular Object-Oriented Dynamic Learning Environment" (MOODLE), Electronic Management Education System (EMES) were the multimodal tools used in the blended learning classrooms. Multimodal tools aid in better concentration, attention, and cognition among English language learners. Metacognition has increased the cognitive functions, memory abilities, and attention capabilities among English language learners in a blended learning classroom. The metacognitive strategy will enable the learners to think and reflect on their language needs. The metacognitive strategies are rehearsal, elaboration, organization, critical thinking, meta self-regulation, thinking, reflection, metacognitive awareness, metacognitive regulation, metacognitive strategic knowledge, and executive management strategies.

B. Limitation

1. Blended learning has flourished since the year 2000, but the study focuses on the studies that were carried out on blended learning from 2011 to 2021 to reduce the heterogeneity of the studies.
2. It focuses on the multimodal tools employed in the blended learning approach. The studies that use multimodal tools in CBI, CLIL, Natural approach, and other approaches were excluded.
3. It examines and lists the metacognitive strategies employed in the blended learning framework, other studies, which employ cognitive and metacognitive strategies in the traditional approach were excluded.

C. Recommendations for Future Research

1. Further investigation has to be done on the experimental method and approaches used in the blended learning classroom.
2. Research has to be done in the various multimodal tools used in the language learning classroom during the pandemic period, to facilitate further research.
3. In future research, the language skills and language areas like Listening Speaking Reading Writing skills, vocabulary skills, grammar skills, and language functions should be focused on further investigation.

VI. CONCLUSION

The study emphasizes that blended learning has a positive approach among English language learners. Implications can be drawn from the study for future research and investigation in blended learning classrooms and English language learning could be carried out. The study lists the various multimodal tools and metacognitive strategies that are effective in a blended learning classroom, which can be inferred for future research in blended learning. However effective blended learning environment is highly dependent on the multimodal tools and methods employed. Therefore, educational research should focus on the methods and tools employed in blended learning classrooms. All the mentioned studies prove that blended learning, Metacognitive strategy, and multimodal tools improve the learner's attention by drawing their interest thereby rendering effective comprehension. From the data analysis, it is inferred that blended learning was more effective in drawing the learners' interest and practically operative than the traditional methods and strategies.

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English Language Anxiety and Language Achievement Among EFL Students in Saudi Arabia

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Abstract—Foreign language anxiety impedes language acquisition. Previous studies in various cultural contexts have found significantly negative and moderately high correlations between scores on the Foreign Language Classroom Anxiety Scale (FLCAS) and foreign language grades. This study aims to investigate the factor structure of the FLCAS in the Saudi Arabian context and to determine whether the main FLCAS factors predict English language achievement, as operationalised by university grades. A total of 257 Saudi students (19–21 years old) studying accounting and business administration completed a Saudi Arabian version of the FLCAS. Simultaneously, these students provided their most recent grades from university English courses. Maximum likelihood extraction with direct oblimin rotation was performed, and three main factors (trait anxiety, situation-specific anxiety, and communication apprehension and confidence) were identified, accounting for 17.5%, 18.6%, and 4.1% of the total FLCAS variance, respectively. The linear regression model with these factors as predictors and language achievement as a criterion was non-significant ($F = 0.479$; $p = 0.685$), indicating that the main FLCAS factors were not connected to English language achievement. The study highlights specific areas (trait anxiety and situation-specific anxiety) that English teachers in Saudi Arabia need to address using better-targeted techniques and strategies.

Index Terms—English as a foreign language, English language anxiety, foreign language classroom anxiety scale, language achievement, Saudi Arabia

I. INTRODUCTION

Learning a foreign language is frequently identified as a complex process affected by various factors (Moeller & Catalano, 2015). One of these factors is anxiety, which is an important affective factor that has been found to influence students' language achievement (Horwitz et al., 1986; Horwitz, 2001; Kráľová & Sorálová 2015).

Various studies were conducted to examine the link between language anxiety and language achievement, beginning with the work of Horwitz et al. (1986) in which a questionnaire for the assessment of foreign language classroom anxiety was developed. This questionnaire, the Foreign Language Classroom Anxiety Score (FLCAS), has since become standard in this field, and its reliability and validity have been tested in numerous studies (Horwitz et al., 1986; Kim, 2005; Panayides & Walker, 2013) and from various theoretical viewpoints (see Bora & Jongmin, 2011 for an item response theory analysis of the FLCAS). Moreover, special forms of the questionnaire, such as the FLCAS for children, have also been developed, with their validity and reliability confirmed (Aydin et al., 2016). Broadly speaking, FLCAS items involve situations such as speaking in front of the class in a foreign language, worrying about making mistakes, and comparing one's performance to that of others. The questionnaire has seen numerous applications in various cultural contexts (Al-Saraj, 2014; Argaman & Abu-Rabia, 2002; Azizifar et al., 2014; Gerencheal & Mishra, 2019). Studies examining the link between language anxiety and language achievement (Al-Shboul et al., 2013; Amiri & Ghonsooly, 2015; Oruç & Demirci, 2020) have reported that anxiety as measured by the FLCAS is usually coupled with poor foreign language performance.

The teaching of English in Saudi Arabia has confronted significant hindrances despite investments and reforms, with most Saudi students reporting not having greatly benefited from their many years of English education (Barnawi & Al-Hawsawi, 2017). English language teaching in Saudi Arabia has a complex history, with decades of idleness and a recent surge in interest, particularly following the *Tatweer* 2007 initiative, which saw significant investment. One of the most important aims of *Tatweer* was the development of teachers' skills (Elyas & Badawood, 2016). Although the Saudi Ministry of Education has invested considerably in new reforms (close to \$300 million), English education has posed significant challenges to all of the actors involved—teachers, students, and policymakers—with issues ranging from grading to 'the incompetency of teachers with regards to teaching methodology and test writing' and 'the adoption of a top-down model of instruction rather than a bottom-up model in which teachers play an active role in preparing materials based on students' needs and abilities' (Reda, 2013, p. 222). Despite that *Tatweer* has been designed to produce learners who are confident when communicating in English, there are issues preventing Saudi Arabian students from achieving better results. More concretely, anxiety has been identified as one of the most important factors affecting the EFL performance of Saudi students (Hakim, 2019), and it was noted that anxiety related to EFL is

extensive in the Saudi context (Alrabai, 2020). EFL anxiety in Saudi students has diverse negative consequences (Oteir & Abd Aziz, 2017) on personal (depression), academic (low performance and achievement), and social (isolation) levels.

Incompetency among teachers and anxiety in students are not unrelated. After investigating anxiety in Saudi EFL students, Hakim emphasised that ‘language teachers should be aware of the reality of anxiety in language learners and classroom settings and are expected to implement expeditious and practical tactics to manage and overcome this problem’ (2019, p. 70). In summary, investigating anxiety in Saudi EFL students can improve the outcome of educational reforms by providing essential information to English teachers.

In attempting to replicate previous findings (Alrabai, 2014) in relation to specific FLCAS factors identified in the Saudi context, this study aimed to provide meaningful recommendations to English language teachers in Saudi Arabia who seek to address anxiety among their students and to replicate previous findings on the relationship between the FLCAS and language achievement using FLCAS factors as predictors (Al-Shboul et al., 2013; Amiri & Ghonsooly, 2015; Oruç & Demirci, 2020).

A. *Research Questions, Objectives, and Hypotheses*

The two research questions of this study are as follows:

1. What is the factor structure of the FLCAS in a sample of Saudi Arabian students?
2. What is the relationship between the main FLCAS factor(s) and English language achievement?

Accordingly, the research objectives specified for this study are as follows:

- To determine the FLCAS factor structure in a sample of Saudi Arabian students
- To investigate a potential link between English language anxiety and language achievement in the EFL context among Saudi Arabian students
- To provide feasible recommendations to improve Saudi EFL students’ confidence and decrease their language anxiety

B. *Importance and Novelty of the Study*

First, this study is primarily intended to contribute to validating factors in the FLCAS within the context of Saudi society and culture. The novelty of this study is the utilisation of a factor extraction method for identifying the latent structure of FLCAS scores in a sample of Saudi students. Although reducing FLCAS variables to a smaller set of principal components was already attempted in the Saudi context (Alrabai, 2014), the current study is the only one to have employed a factor extraction method.

Second, this study seeks to determine whether the findings of previous studies on the link between foreign language anxiety and academic performance (Al-Shboul et al., 2013; Amiri & Ghonsooly, 2015; Oruç & Demirci, 2020) can be generalised to the Saudi context. Saudi researchers have found a negative relationship between the FLCAS and foreign language achievement (Ahmad et al., 2020; Al-Shboul et al., 2013). However, Ahmad et al. (2020) only correlated raw FLCAS scores and speaking test scores. It is unlikely that raw FLCAS scores would be sufficient to encompass the real variance of the construct (foreign language anxiety). It is also unclear what type of speaking test was employed in their research. The novelty of this study is in its investigation of the connection between the main FLCAS factors and academic achievement in terms of college grades.

Ultimately, this study is intended to contribute to building a necessary basis for improving the teaching of English in Saudi Arabia. Identifying the underlying structure of foreign language anxiety in students is a prerequisite for plans aiming to improve the quality of teaching English in Saudi Arabia (Hakim, 2019). More specifically, Saudi English teachers are likely to benefit from having the main factors of EFL anxiety more clearly identified. Alrabai (2014) contended that English teachers have the most important role in alleviating students’ anxiety and should be the most aware of the implications and recommendations of studies that purport to uncover the latent structure of learners’ anxiety. Thus, in furthering the work commenced by previous researchers (Alrabai, 2014; Hakim, 2019), this study is expected to provide new and relevant recommendations for English language teachers in dealing with foreign language anxiety.

C. *Hypotheses*

The following hypotheses were examined:

1. FLCAS test data can be reduced to a smaller number of factors, and the main FLCAS factors will correlate significantly. This hypothesis is based on Park’s (2014) systematic study of the FLCAS factor structure.
2. The main FLCAS factors will correlate negatively and moderately with the final English grade of the participants, enabling regression of those factors onto the final English grade as a dependent variable. This hypothesis is based on several studies performed in various cultural contexts, in which significant, negative, and moderately high correlations between FLCAS scores and foreign language grades were found (Aida, 1994).

II. LITERATURE REVIEW

A. *Types of Anxiety and the FLCAS*

Anxiety can be defined as a disproportionate and persistent feeling of dread and fear (Aydin, 2016). In the context of language learning and educational psychology, anxiety is marked by various negative self-perceptions and beliefs associated with classroom language learning (Horwitz et al., 1986; Kim, 2010).

Moreover, it is important to differentiate between trait-, state-, and situation-related anxiety. Trait anxiety relates to an individual's predisposition to experiencing anxiety (Chen & Chang, 2004; Gardner, 1985). State anxiety indicates apprehension or fear occurring during a specific period of time and is delineated from more general trait anxiety, meaning that people who experience state anxiety do not necessarily have a pronounced predisposition toward anxiety. Situation-related anxiety is usually encountered in clearly defined situations (Sarason, 1980). It has been argued that both state- and situation-related anxiety are direct responses to certain conditions (Peng, 2007).

In the field of second language acquisition, anxiety is routinely measured using the FLCAS questionnaire (Horwitz et al., 1986). Initially, the questionnaire was developed with three distinct types of anxiety 'symptoms' in mind: communication apprehension, test anxiety, and fear of negative evaluation. Horwitz (2016) emphasised that these aspects are not necessarily the key factors involved. This was also pointed out by Park (2014), who has perhaps undertaken the most methodical and systematic exploration of the FLCAS factor structure. More concretely, Park (2014) utilised both exploratory and confirmatory factor analysis and concluded that the FLCAS involves two interrelated factors: communication apprehension and understanding and communication apprehension and confidence (Park, 2014). These factors accounted for 32.3% of the total extracted variance in the scale. The similarity in factor names points to an intrinsic connection between the factors, which indeed correlate (.71; $p < .01$). Park (2014) opted for maximum likelihood extraction and direct oblimin rotation. Aida (1994) used a principal component analysis (PCA) and varimax rotation and identified four factors captured by the FLCAS, which accounted for 54% of the total variance. While Aida's (1994) pioneering study on the structure of the FLCAS is important, it nevertheless has certain flaws relating to the choice of data analysis methods. PCA is not the most appropriate method to identify the latent structure of a dataset (Costello & Osborne, 2005), and orthogonal rotations are not suitable for describing a fairly unitary concept such as foreign language anxiety.

Furthermore, Aida (1994) summarised several different studies in different contexts (e.g., French as a second language, Spanish as a second language) and found significant negative correlations between the FLCAS scores and final foreign language grades (from -0.49 to -0.54). Specifically, the FLCAS scores correlated significantly with final exam scores and oral exam scores (-0.29 and -0.27, respectively; Aida, 1994). Similar results were reported in a sample of United States students who were learning Arabic (-0.54 for the final grade and -0.53 for reading comprehension; Park, 2014).

In the Saudi context, numerous authors have utilised the FLCAS to assess anxiety levels (Al-Saraj, 2014; Alshahrani, 2016; Alrabai, 2014; Tanielian, 2020). Alrabai's study (2014) seems to be one of the few Saudi studies of the FLCAS that aimed to identify the factor structure of this scale. This author undertook an exploratory factor analysis with principal component analysis and varimax rotation and concluded that a four-factor solution explained the data most appropriately. The four-factor solution accounted for 65% to 68% of the total variance across three studies. The factors were described as follows:

1. Communication anxiety
2. Comprehension apprehension
3. Attitudes toward English class
4. Lack of anxiety

It should be noted that Alrabai (2014) employed a PCA. Unlike factors extracted via factor extraction methods, PCA covers the total variance and inevitably includes error variation, while the factors identified account for only the common variance of a dataset (Suhr, 2005). More specifically, PCA employs a correlation matrix with diagonals equating to 1, while factor extraction methods utilise an adjusted correlation matrix, with diagonals being adjusted for unique factors (Suhr, 2005). As whether the components identified by Alrabai (2014) would also be identified using a different extraction method remains unclear, this study aimed to clarify this matter.

Additionally, Ahmad et al. (2020) found a significant negative correlation (Pearson's $r = -0.242$, $p < .000$) between raw FLCAS test scores and a speaking achievement test, which was apparently developed specifically for the purposes of their study. It is unclear what this test involved and what type of items it included, as the researchers provide very limited details. The specificity of the speaking achievement test could have acted as a confounding variable. This study aimed to account for this issue by operationalising language achievement via college grades.

B. Aspects of Foreign Language Anxiety

It has been noted that communication apprehension plays a significant role in determining the presence of anxiety among language learners (Foster & Skehan, 1996; Khan & Al-Mahrooqi, 2015). This type of anxiety in language learning is associated with students' personal knowledge when they expect to experience significant challenges in understanding other people and making themselves understood (Horwitz et al., 1986). Thus, it is not surprising that language learners who exhibit signs of communication apprehension prefer to remain silent in their language classes (Eysenck, 1979; Jones, 2004).

Furthermore, students who experience test anxiety have been reported to usually have unrealistic demands and goals related to their language performance and achievement (Iwashita et al., 2001; Masgoret & Gardner, 2003). More

specifically, test anxiety has been identified as one of the most crucial aspects of anxiety related to language learning and can eventually affect the entire learning process (Khalaf, 2017; Koizumi, 2002; Oxford & Ehrman, 1992). Test anxiety is frequently described as an unpleasant feeling marked by cognitive, physiological, and behavioural symptoms (Zeidner, 2020). Cognitive symptoms include excessive worry, obsessive/irrelevant thoughts, and difficulty concentrating. Behaviourally, test anxiety can be expressed as avoidance, procrastination, and counterproductive actions. Finally, in the physiological domain, test anxiety is marked by tension, increased arousal, and bodily reactions, such as tremors, sweating, and weakness (Zeidner, 2020).

In the language learning context, considering a person's fear of receiving a negative evaluation is also important. However, a similar fear may occur in different situations, not only in test-taking scenarios (Iwashita et al., 2001). For example, it is possible for a person to demonstrate the same type of fear when being interviewed for a job (Çapan & Karaca, 2013). Therefore, it can be concluded that the fear of negative evaluation is more general than that expressed as test anxiety.

III. RESEARCH METHODOLOGY

A. Instruments

Two types of instruments were used in this study. First, the FLCAS questionnaire developed by Horwitz et al. (1986) was used to examine the English learning anxiety levels of students at the end of the second semester (May 2021). The FLCAS has 33 items. All items consist of a short statement denoting various classroom situations that might give rise to foreign language anxiety and a five-point Likert-style scale, with the following responses: SA = *strongly agree*, A = *agree*, N = *neither agree nor disagree*, D = *disagree*, and SD = *strongly disagree*. The FLCAS questionnaire has nine negative (reverse) items that needed to be recoded in the analysis. The following are examples of FLCAS items: 'I am usually at ease during tests in my language class' (test anxiety, reverse formulation), 'I feel very self-conscious about speaking the foreign language in front of other students' (communication apprehension), and 'Language class moves so quickly, I worry about getting left behind' (fear of negative evaluation).

The questionnaire was translated into Arabic by two independent translators. The two translations were then compared by the author of this article to determine the most suitable translation for the participants. Finally, the questionnaire was sent to an English professor and an Arabic professor to be checked for any mistranslation or inconsistencies.

The second set of measures related to college exams, as these provided specific information about Saudi EFL students' English language achievement. These grades were used as a measure of Saudi EFL students' achievement, and the results were examined in detail, which was useful in highlighting specific trends related to the link between English language anxiety and language achievement. The total evaluation process consisted of two midterm exams (40 points), two homework tasks (20 points), and a final exam (40 points), as this resulted in a total of 100 points. Permission was obtained from the college in which all the participants were enrolled to undertake and complete data collection (May 2021). The participants also provided their consent to participate in the study.

B. Sampling and Data Collection

The sample consisted of 257 19–21-year-old students (127 males and 130 females). The study was conducted in Saudi Arabia at a community college. Both purposive and convenience sampling were undertaken. Two classes of students participated in this study. The first class consisted of students majoring in accounting, while the second class was represented by students majoring in business administration. All of the participants were second-semester bachelor students, attending an English language course called 'English language 2'; this was also an eligibility criterion. Additionally, all the students were sent an invitation through their telegram groups to participate and complete the questionnaire online.

Data were collected online during the second semester (in May 2021) using Survey Monkey software.

C. Data Analysis

Data analysis was performed using SPSS software, involving factor analysis (maximum likelihood extraction) with direct oblimin rotation and linear regression analysis with the FLCAS factors as predictors and the final grade as the dependent variable.

IV. RESULTS

Basic descriptive statistics referring to the language anxiety test scores and language achievement scores are shown in Table 1.

TABLE 1
DESCRIPTIVE STATISTICS FOR THE FLCAS AND FINAL GRADES

	N	Minimum	Maximum	Mean	SD	Variance	Skewness	Skewness SE	Kurtosis	Kurtosis SE
FLCAS Score	257.00	38	149	89	22.24	495	0.26	0.152	-3.15	0.303
Final Grade	257.00	32	98	82	10.56	110	-1.42	0.152	2.985	0.303

Note: FLCAS, Foreign Language Classroom Anxiety Scale

The Kolmogorov-Smirnov test indicated that the FLCAS test scores were normally distributed ($KS = 0.71$; $p < .003$). High values of skewness and kurtosis for final grades would warrant further testing; however, the final grades were also normally distributed ($KS = 0.81$; $p < .000$).

In addition, skewness and kurtosis for each of the 33 FLCAS items fell between -2 and 2, indicating that further tests regarding multivariate normality were unnecessary. Importantly the Keiser-Meyer-Olkin measure of sampling adequacy was .93, which was well within the desired range, while the value of Bartlett's test of sphericity (3,980) indicated that factor analysis was suitable for the data collected in this study. Furthermore, Cronbach's alpha (0.932) showed that the scale had high reliability.

Moreover, the independent sample t-tests showed that, while men and women did not differ significantly with respect to FLCAS scores, the difference between genders concerning the final grade in English class was statistically significant ($t = 5.366$; $p < .000$). More specifically, women achieved better results than men, with mean grades of 86 and 79, respectively, in English class.

Following Park (2014), the maximum likelihood extraction method with direct oblimin rotation was performed. After rotation, four factors had eigenvalues greater than 1. When examining the scree plot and pattern matrix, it became evident that the fourth factor did not have any high loadings and was uninterpretable; therefore, a three-factor solution was retained. Loadings in the pattern matrix greater than .2 were taken into consideration for the interpretation of factors (Table 2).

TABLE 2
PATTERN MATRIX FOR FACTORS 1-3

Item	Factor 1	Factor 2	Factor 3
1	.213	.384	
3		.552	
4		.366	-.484
7	.562		
9	.259	.333	-.236
10			-.501
12	.233	.388	-.241
13	.225	.591	
15			-.485
16	.244	.374	
17		.433	
19		.547	
20		.639	
21	.276		
23	1,113		
24	.231	.574	
25	.217		
26		.367	
27		.531	
29		.315	-.500
30			-.244
31	.299	.478	
32			-.312
33			.214

Note: Only loadings > 0.2 were included

Factors 1, 2, and 3 were found to account for 17.5%, 18.6%, and 4.1% of the extracted variance of FLCAS scores, respectively. The correlations between the factors are provided in Table 3.

TABLE 3
FACTOR CORRELATION MATRIX

Factor	1	2	3
1	1,000		
2	.550**	1,000	
3	-.278**	-.166**	1,000

Note: **.01 significance level, two-tailed

Additionally, the chi-square goodness of fit for this model was 441.659 ($df = 345$), which was statistically significant ($p = .000$). The chi-square goodness of fit test tends to yield significant results in samples larger than 200, and in such cases, other fit indices can be used, such as the ratio between chi-square results and degrees of freedom (Kenny, 2020; Wu et al., 2009). A ratio below 2 is considered an indicator of a good fit. The chi-square/df ratio for this study's dataset was 1.21.

It is evident from the pattern matrix that a simple structure was not the best descriptor of the factors obtained in this analysis. Factor 1, for instance, encompassed a significant proportion of the FLCAS items; however, items 1, 9, 12, 13, 16, 24, and 32 all had equally high or higher loadings than the other two factors. Factor 2 possibly had the simplest structure, as it had the highest proportion of items with zero (or close to zero) loadings compared with Factors 1 and 3. Comparing the content of items that loaded on Factors 1 and 2, and considering the high correlation between the two (.5), it was found that the only significant differences were in relation to items 7 ('I keep thinking that the other students are better at languages than I am') and 23 ('I always feel that the other students speak the foreign language better than I do'). These items might be indicative of trait anxiety as they are rather general and do not exclusively relate to the classroom context. These were also the highest loadings of Factor 1, whereas they had zero loadings on the other two factors, which supports our decision to describe this factor as trait anxiety.

Factor 2 seemed to be most similar to the factor labelled by Park (2014) as communication apprehension and understanding. This could encompass foreign language anxiety, which involves practically all manifestations of anxiety (including test anxiety) in the classroom context. Therefore, Factor 2 was described as situation-specific anxiety. Finally, Factor 3 was quite similar to what Park (2014) labelled communication apprehension and confidence, as all the significant item loadings were negative, and the factor itself correlated negatively with the other two factors; therefore, Park's term was used to denote Factor 3 as identified in this study.

To examine the relationship between FLCAS factors and language achievement, regression analysis was performed, and all three factors were regressed onto the dependent variable, that is, the final English grade. The multiple R was .07, which was not statistically significant ($F = 0.479$; $p = 0.685$). Thus, the model with the three factors obtained in this research was unable to predict English language achievement, which means that FLCAS scores in our sample were not related to language achievement.

V. DISCUSSION

The results showed that the FLCAS scores obtained from a Saudi Arabian sample of students had a latent structure roughly comparable to that identified by Park (2014), although not identical. Cross-cultural variance in the latent structure of the FLCAS is not unexpected. As Horwitz (2016) noted, 'It is also likely that foreign language anxiety (FLA) varies in different cultural groups', and '[findings referring to cultural differences in FLA] are not surprising given the substantial amount of research that supports cultural differences in many psychological constructs' (p.3).

Therefore, it is not surprising that the factors identified in this study differed from those obtained by Park (2014), despite that the same extraction method and rotation were used. It is possible that in Saudi culture, trait-level anxiety (Factor 1) is more independent of situation-specific anxiety (Factor 2), whereas the two correlated highly and were indistinguishable in Park's cultural context of South Korea, possibly due to differing educational practices and upbringing. However, this hypothesis should be explored in future studies aiming to examine the relationship between different FLCAS factors and traits, as assessed by widely accepted instruments, such as the Revised Neuroticism Extroversion and Openness Personality Inventory (NEO-PI-R; Costa & McCrae, 2008) or the Honesty/Humility Emotionality eXtroversion Agreeableness and COncscientiousness Personality Inventory Revised (HEXACO-PI-R; Ashton & Lee, 2010). The trait anxiety factor of the FLCAS may be found to correlate more with neuroticism than situation-specific anxiety (Factor 2). Khouya (2018) has indeed shown that NEO-PI-R neuroticism correlated positively with the FLCAS score. However, the author utilised an older classification of items without performing a factor analysis, so the hypothesis that trait-level anxiety differs from situation-specific anxiety requires assessment in a study that includes both the NEO-PI-R and factor analysis of FLCAS scores.

Moreover, Factors 1, 2, and 3 only accounted for approximately one-third of the total extracted FLCAS variance. There are several possible interpretations for this finding. It is possible that the FLCAS is a heterogeneous measure that cannot provide adequate understanding in terms of only a limited number of factors or that the factor analysis method

chosen here simply did not allow for an ideal extraction of factors. The first explanation appears more plausible as Park (2014), in using the same method of factor extraction and rotation, identified two main factors of the FLCAS, which accounted for 32% and 6% of the total variance. Similar findings were obtained in this research, suggestive of the FLCAS's heterogeneity and complex latent structure. Toth's (2008) study in a Hungarian context found two main factors (global foreign language ability and fear of inadequate performance) that explained 42% of the total variance, further showing that the FLCAS involves a fairly heterogeneous set of items and that the main factors cannot explain most of the total variance of FLCAS scores.

Importantly, Horwitz (2016) emphasised that 'the items were chosen to represent the range of anxiety experiences that had been identified' (P.2). Thus, the construction of the FLCAS focused on all possible manifestations of language anxiety. However, while there are many aspects involved in language anxiety, such as listening, reading, speaking, and writing, the FLCAS mainly focuses on listening and speaking (Horwitz, 2016). Therefore, cross-cultural validations and repeated measures in the same cultural contexts are necessary to better understand how the factor structure changes at different levels of language proficiency and in different language learning contexts (e.g., formal and informal). Moreover, the FLCAS is most often administered and researched among university students. However, many more people learn foreign languages outside a university context; therefore, future research should consider these groups.

Furthermore, the relationship between the FLCAS and the final foreign language grade could also be subject to cultural differences, although most researchers have found a significant correlation between these two variables, regardless of any such potential differences. Although various researchers (Al-Shboul et al., 2013; Amiri & Ghonsooly, 2015; Oruç & Demirci, 2020) have found that summative FLCAS scores correlated significantly with language achievement, this was not found to be the case in the current study. Assessing the relationship between foreign language anxiety and academic achievement is possibly the most important way to externally validate the FLCAS. Without assessment and understanding of this relationship, the value of the FLCAS is questionable because, by definition, anxiety decreases the capacity to perform well.

One possible limitation of this study is that translating the FLCAS into Arabic may have changed the original meaning and negatively affected its external validity, which has otherwise been routinely shown in other studies (Aida, 1994; Horwitz, 1986). The author translated the test into Arabic under the supervision of an English professor, but in future studies, the translator intends to follow the advice of Van de Vijver and Hambleton (1996) and apply their comprehensive set of suggestions for cross-cultural translations in the context of psychological testing.

Another, more important limitation of the study refers to the dependent variable, namely, language achievement, as measured by college grades. In Saudi Arabia, the quality of the English language evaluation system is questionable, as this system does not 'assess students' abilities but basically helps them to pass the final examination' (Reda, 2013, p. 222). Consequently, this is perhaps why a correlation between FLCAS factors and language achievement was not found, as college grades in Saudi Arabia might not be a valid measure of real language acquisition. Future studies aiming to investigate the relationship between the FLCAS and language achievement in the Saudi context will need to use a validated and reliable English test to remove the potentially confounding Saudi language achievement evaluation system variable.

In addition, the structure of the sample was not representative of the population of Saudi university students, as the sample consisted only of students majoring in accounting and business administration. Future studies of the FLCAS factor structure in Saudi Arabia should include more diverse samples, involving students from multiple academic fields.

The choice of the FLCAS can also be brought into question. Even though the FLCAS is widely used to assess foreign language anxiety, there are other tests used for this purpose, such as the Input, Processing, and Output Anxiety scales (Onwuegbuzie et al., 2008). An appropriate assessment of foreign language anxiety needs to include scales other than the FLCAS.

Finally, there are certain recommendations that follow from our research. Teachers are considered the best placed to address the issue of foreign language anxiety in Saudi Arabia (Alrabai, 2014; Hakim, 2019). The latent structure of the FLCAS identified in this study provides indications of some ways that English language teachers in Saudi Arabia can help alleviate foreign language anxiety in students, namely, through addressing specific components of situation-specific anxiety (Factor 2), such as test anxiety (Khalaf, 2017) and its elements such as unrealistic demands and goals (Iwashita et al., 2001; Masgoret & Gardner, 2003).

Moreover, as noted, test anxiety has cognitive, behavioural, and physiological aspects (Zeidner, 2020). English language teachers in Saudi Arabia should engage with all these aspects in relation to their students and help to determine specific person-centred techniques that can be used to reduce the intensity of test anxiety. For instance, physiological tension can be alleviated by progressive muscle relaxation (Toussaint et al., 2021) or via breathing control exercises (Kalra et al., 2015). For obsessive thoughts, which comprise a cognitive element of test anxiety (Zeidner, 2020), certain cognitive behavioural techniques can be used, such as association splitting (Moritz et al., 2007), for which English teachers might need help from the school's psychologist. Further, behavioural aspects of test anxiety, such as procrastination and avoidance, can be reduced with the help of smartphone apps such as the 'mindtastic procrastination app' (MT-PRO; Lukas & Berking, 2018), which has been shown to be effective in students.

Similarly, communication apprehension can be addressed via different techniques, such as computer-mediated communication (Çapan & Karaca, 2013), which may help reduce communication apprehension in highly anxious

speakers. Additionally, communication apprehension can be addressed via more traditional techniques, such as public speaking instruction (Al-Tamimi, 2014).

Finally, it is unlikely that trait anxiety in Saudi Arabia can be appropriately addressed only by English teachers. In this respect, school psychologists should work in close coordination with teachers to ensure that the effects of trait anxiety on academic achievement are attenuated.

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Developing a Teaching Module on Arabic Vocabulary Based on the Four Strands Theory for Pre-University Students in Malaysia: A Needs Analysis

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Abstract—Vocabulary is very important in language learning. Studies on Arabic language vocabulary mastery in Malaysia show that lack of teaching materials on effective vocabulary learning contributed to problems in teaching vocabulary faced by teachers, including at pre-university level. Hence this study was carried out to identify the need for designing a module for teaching Arabic language vocabulary for pre-university students based on Nation's Four Strands theory. The survey approach was used with a questionnaire distributed for collecting data on the need to develop the module. The sample consisted of 63 pre-university Arabic language teachers, selected by purposive sampling. The research findings show that there was a need for designing the vocabulary teaching module for pre-university students based on the Four Strands theory comprising four elements, namely meaning focused input, meaning focused output, language focused learning and fluency development.

Index Terms—Arabic vocabulary, teaching module, vocabulary teaching activities, Four Strands Theory

I. INTRODUCTION

Vocabulary is a basic requirement needed in mastering a language (Arndt & Woore, 2018; Fan, 2003; Schmitt, 2008; Tuaymah, 1986). This is because without vocabulary, language learning cannot possibly proceed (Milton, 2009; Wilkin, 1972). Acquiring vocabulary is important for success in shaping language (Gu, 2003; Laufer & Nation, 1999; Read, 2000). Although vocabulary was sidelined in favour of grammar initially, until the early 1980s (Laufer, 1986; Meara, 1980); research focused on vocabulary acquisition accelerated in a dynamic way since then (AlQahtani, 2015; Daller et al., 2007). This was because of a rising awareness that language efficiency on the whole is more than just grammar efficiency (Schmitt & Meara, 1997). Teachers and educators now regard development of lexical knowledge as central to language learning (Read & Chapelle, 2001).

In the Arabic language context, a person needs to at first master vocabulary as the first step in learning a foreign language. With vocabulary, a person is able to think and then translate that thought into sentences that reflect the intended meaning (Al-Naqah, 1985). Vocabulary knowledge influences the quality of achievement in skills of listening, speaking, reading and writing. In other words, mastering of vocabulary and language have a very close and associated relationship (Samah, 2013). To perfect mastery of the four skills, vocabulary is the sub skill of language skill that must be emphasised, if the student wants to communicate through speech and writing (Mezah & Mohammad, 2016; Teng, 2014).

Nevertheless, many findings of research on Arabic language in Malaysia exposed the weaknesses in vocabulary as part of the glaring shortcomings faced by Arabic Language students (Pa, 2007). This weakness is found to continue from time to time, starting from primary school, secondary school until university level. Students were found to possess a vocabulary size way below that desired by the syllabus objectives (Baharudin & Ismail, 2014). Maskor (2020) found that only two percent of religious secondary school (SMKA) students mastered more than $\frac{3}{4}$ of vocabulary out of 1500 high frequency words tested. Studies on pre-university level have found that students did not have the Arabic language vocabulary size necessary for university level success (Baharudin & Ismail, 2014). Rejab (2016) found that inability to

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master Arabic language vocabulary hindered pre-university students from learning *Insya'*. Following from this situation, studies on vocabulary size at university level (Razak & Samah, 2018) and university college (Zaini, 2015) have shown that students face serious problems in mastering important vocabulary in learning Arabic language. These findings align with those in studies carried out overseas that reported how vocabulary acquisition is the biggest challenge faced by second language learners (Arndt & Woore, 2018; Nykos & Fan, 2007; Wallace, 2007), especially in the context of limited language exposure. Hence, problems arising especially among students at all levels of learning are related to lack of vocabulary appropriate for their learning level.

Teaching of vocabulary in Malaysia occurs in an implicit way (Baharudin & Ismail, 2014). In some other countries too, students are expected to learn vocabulary by themselves without much guidance (Oxford & Scarcella, 1994) or it is often taught without systematic instruction (Norris & Ortega 2000). The vocabulary aspect is touched upon indirectly in teaching of language skill or the subject of other language knowledge such as grammar, morphology and so forth. Teaching in implicit way is related with weakness among students in Arabic language acquisition overall (Samah, 2012). Hence, teaching needs to have a clear target and objective among teachers and students and have an approach of teaching and evaluation suited to ensuring students can acquire vocabulary. In essence, the vocabulary aspect is marginalised in the teaching process and this disturbs the Arabic language acquisition process (Zaini, 2015).

The teacher is a very important element in language teaching. In language teaching, the teacher plays a unique role in developing student vocabulary knowledge and language skill. Nevertheless, Zheng (2012) reported that teachers of foreign language face difficulties in teaching vocabulary to students in terms of pronunciation, spelling, and vocabulary in the varying context of sentences. Teachers face a dilemma in teaching vocabulary because they do not know what to teach (Wallace, 2007). Language teachers often are unsure about the best way to integrate vocabulary learning in their teaching (Berne & Blachowicz, 2008; Read, 2004; Schmitt, 2008). This occurs mainly because the text book and syllabus are often unclear in giving explanations and guidelines regarding vocabulary (Schmitt, 2008). The same issue was emphasised by Al-Batal (2006) who stated that the vocabulary aspect was neglected in Arabic language classes; either less time was allocated to vocabulary building activities or there was lack of vocabulary based activities in text books with the main focus being Arabic language grammar. The teacher's own experience perhaps was not enough to provide guidance in vocabulary development without outside help (McCrostie, 2007; Schmitt, 2008). Here it needs the role and expertise of the researcher, to give effective guidance related to activities and approach to effective teaching and learning.

In the Malaysian context, aspect of Arabic language vocabulary teaching was found to be less emphasised compared with other languages such as English. Most of the studies on Arabic language vocabulary in Malaysia focused on vocabulary learning strategies (Baharudin & Ismail, 2014; Isa et al., 2014; Ismail et al., 2016), and the size aspect in vocabulary learning (Baharudin & Ismail, 2014; Zaini & Rahman, 2017), relationship between strategy and vocabulary size (Baharudin & Lubis, 2015; Ishak, 2017) and vocabulary knowledge (Maskor, 2020). But few studies focused on what teachers needed to teach Arabic language vocabulary especially at pre-university level. A few studies have investigated the approach to teaching Arabic language vocabulary through surveys (Samah, 2009) or practices by excellent teachers of Arabic language in teaching vocabulary (Aman & Baharudin, 2019; Hasmam et al., 2017).

Nevertheless, all studies on teaching Arabic vocabulary in Malaysia were in the context of primary and secondary schools only. The reality is that teachers of pre-university Arabic language need a guide on aspects of vocabulary such as selection of theory or suitable approach for implementing vocabulary teaching. Lack of teaching aids in the form of a module for teaching Arabic language vocabulary also is a problem in Arabic language teaching. Hence, to achieve the goal for teacher and student to master Arabic language vocabulary, we suggest that a needs analysis is required for determining the needs for developing a teaching module on Arabic language vocabulary for pre-university level.

II. LITERATURE REVIEW

Vocabulary acquired by primary and secondary students will be important and will be the key provision for what they need to continue at higher education level. University students need to have vocabulary knowledge of sufficient size and depth of vocabulary. These two aspects of size (quantity) and depth (quality) in vocabulary knowledge are regarded as very important factors in language mastery (Nation, 2001; Schmitt, 2008; Vermeer, 2001).

Students who wish to further their studies in universities have needs to master a certain level to achieve *general language proficiency*. The minimum proficiency level as determined by most linguistics scholars is 2000 to 3000 high frequency words (Nation & Waring, 1997; Schmitt, 2000), but a larger vocabulary size is clearly better. In the context of Arabic vocabulary size, Tuaymah (1986) opined that the number of Arabic vocabulary terms needed to be taught in a teaching programme to non-native speaking students is something relative, depending on the programme, language skill, and situation of communication that needs training in the student. Mat Taib (2007) divided the vocabulary need into three levels, namely 1000 to 1500 words at initial or beginner level, 1500 to 2500 words at the second level and 2500 to 3500 words at the third level. Meanwhile, Al-Batal (2006) estimated that the total vocabulary needed to achieve high level efficiency requires 3000 to 3500 words. This means the pre-university student needs at least 2000 words before attending university. Nevertheless, this total is only a guide and students should acquire as many words as possible especially at the early stage of language learning, without limiting themselves to mastering only a fixed number of words (Meara, 2001; Nation, 2001).

Besides requiring a large number of lexical items, students also must know the details of a word so that they can use it well (Meara, 1996; Read, 1993, 2000). The ability to understand the meaning of a word at deeper level including its pronunciation, spelling, meaning, frequency, sound, syntax and collocation according to context (Qian, 2002) is regarded as depth of vocabulary. This means that knowledge of a lexical unit involves several aspects such as: pronunciation, spelling, register, morphological characteristics, syntactic and semantic associations with other words (Nassaji, 2004), including the meaning of collocations and knowledge of synonym, antonym as well as hyponym.

If evaluated from the pre-university syllabus level aspect, mastery of vocabulary has been stated clearly in learning outcomes to be achieved for skills such as reading texts for understanding, writing essays and speaking for semester 1 and semester 2. The learning outcomes are for the students to recognise words and phrases in these studies (Malaysian Examinations Council, 2012). This reflects the desired ideal of the Arabic language curriculum related to vocabulary aspect as delineated in the official document. Nevertheless, the pre-university Arabic language syllabus does not detail the vocabulary that needs to be taught for each theme and does not guide nor emphasise as needed on vocabulary as it deserves as with other language components especially grammar.

Baharudin and Ismail (2014) found that pre-university students who take Arabic language subject do not possess a sufficient vocabulary to function effectively. Average Arabic vocabulary size among pre-university students was 717 words out of the 4000 words tested, representing only 17.9 percent of the number of words tested. This very limited size can prevent learning, as shown by many previous studies on Arabic language in Malaysia (Pa, 2009; Samah, 2013).

Following from the knowledge of vocabulary that is low or moderate among students, this affects the student achievement which is not satisfactory in examinations. This can be seen in the Report on Sijil Tinggi Persekolahan Malaysia/STPM (Malaysian Higher School Certificate) Arabic Language paper for the three years 2016, 2017 and 2018 as reported by Malaysian Examinations Council. In the exam report for each semester for the three consecutive years, the candidate performance was weak in all sections. One of the causes for this, as reported, was weakness in vocabulary such that candidates could not understand the questions and texts. Candidates also were found not mastering the vocabulary in the themes of reading comprehension and essay writing (Malaysian Examinations Council, 2016, 2017, 2018). The report also showed that the highest percentage for each semester was the percentage failing (grade F) that exceeded 30%. Meanwhile, the candidates who passed totally were about only 50% or 40%.

Hence it can be concluded that weaknesses in Arabic language vocabulary at pre-university level require a form of intervention that can help students achieve the desired Arabic vocabulary knowledge. Hence there is a need for pre-university teachers to effect improvements in teaching approaches aimed at enhancing mastery of Arabic language vocabulary knowledge among students. We suggest that a teaching approach through developing a module using a unified theory can be used as a guide to benefit pre-university teachers and students.

III. FOUR STRANDS FOR TEACHING VOCABULARY

We have chosen the *Four Strands* theory for building the teaching module on Arabic language vocabulary for pre-university students. This theory forwarded by Nation (2001, 2007) is an approach employing principles that are balanced for teaching and learning vocabulary and is supported by second language acquisition theories. This theory can be applied effectively in various second language and foreign language learning situations. Nation's approach is known as *Four strands of teaching vocabulary*. He criticised the majority of vocabulary teaching approaches that paid attention only to introducing meaning of new words without considering other lexical aspects or various necessary knowledge that must be mastered together with vocabulary.

Four strands for teaching vocabulary emphasise a way of teaching vocabulary that is balanced, consisting of four elements, namely (a) element of meaning focused input, (b) element of meaning focused output, (c) element of language focused learning, as well as (d) element of fluency development in language. These four strands build a framework for ensuring teaching of vocabulary is carried out in a balanced and detailed way (Coxhead, 2010). Nation (2001) asserted that teaching and learning vocabulary through aligning the four elements can integrate vocabulary learning in a planned manner by *intentional learning* and learning of vocabulary by indirect or *incidental learning*.

All four elements are regarded as strands because they are seen as a set of learning situations that are continuous and mutually complement each element, transcending overall language teaching (Nation, 2007). Nation (2007) justified that the more time allocated to do something, the more a person achieves in that field. This is supported by Schmitt (2010) who emphasised that the more students are engaged with a new word, the more they will learn it better. Each language skill has its own unique difference, and must be allocated the balanced time and attention by teachers in vocabulary teaching and learning (Coxhead, 2010; Nation, 2007). The four strands are explained in Table 1:

TABLE 1
SUMMARY OF FOUR STRANDS IN TEACHING VOCABULARY (NATION, 2001)

Element	Pre-requisites	Examples of activities
Meaning focused input	(1) Students are familiar with a large part of the vocabulary heard or read.	Reading various types of reading materials, graded reading materials (graded by difficulty level), hearing stories/news clips
	(2) Students are interested in the input and desire to understand it.	
	(3) Only a small part of the vocabulary is unknown to the student, around 2% to 5% of the text.	
	(4) The student can guess the unknown vocabulary through contextual cues and background knowledge.	
	(5) Large quantities of input are given	
Meaning focused output	(1) Students must write and speak about the vocabulary they already know.	Communication activities, guided writing, activities that integrate some language skills.
	(2) Main objective of student is to deliver their message to others.	
	(3) Only a small minority of vocabulary they need to use is unfamiliar to them (2% – 5%).	
	(4) Students can use communication strategies, dictionary to overcome the lack of knowledge of productive vocabulary knowledge.	
	(5) There are many opportunities for speaking and writing.	
Language focused learning	(1) Student pays attention to vocabulary directly.	Teaching vocabulary explicitly, using vocabulary cards, training in vocabulary learning strategies.
	(2) Students process vocabulary in depth.	
	(3) Teaching and facilitation allocate enough time for giving attention and repetition of the same characteristics.	
	(4) The vocabulary learned in this element is also learned in the other three elements.	
Development of language fluency	(1) All being heard, read, spoken or written is known to the student; there is no vocabulary unknown to the student.	Reading or listening to easy materials repeatedly, training in speaking many times, and doing timed writing.
	(2) Student focus in this activity is to receive and deliver meaning.	
	(3) Some pressure or encouragement to carry out activities faster than usual.	
	(4) A lot of input and output delivered.	

The four elements forwarded by Nation are:

i) Element of meaning focused input

This element involves teaching and learning vocabulary through reading and listening activities (receptive skill) in a meaningful context. Objective of this element is to make the student acquire vocabulary knowledge in the second language by understanding input through listening and reading. Students must be able to understand 95% of the words in any input they receive and learning occurs in the 5% that is new to them. If the students do not understand 95% of the material they encounter, it will be difficult for them to predict or guess the meaning of the balance 5% of vocabulary from the context. If the student can understand only 75% of words in a particular text, one out of every four words on the page is unknown, which is a quantity beyond control from the student perspective. An example of activity in this element is to read a wide range of reading materials and to take part as a listener in a conversation, story or audio text.

ii) Element of meaning focused output

This element is similar to the input element that is focused on meaning but is related to productive skill, namely speaking and writing. Teaching and learning of vocabulary in this element is through activity such as writing or speaking for disseminating a message to another. As with input, in the element output, students only use a small part of their vocabulary that they do not know in their speaking and writing, while 95% of the language is what they already know. Students need many opportunities for speaking and writing. Examples of activities under this element include speaking on a topic learned, explaining how to do something, and taking part in a conversation.

iii) Element of language focused learning

The third strand is teaching and learning focused on language characteristics such as pronunciation, spelling, vocabulary aspects, grammar and other language aspects. It involves learning of language characteristics planned directly, as opposed to learning vocabulary indirectly that occurs in the input and output strands. Objective of this element is for the student to pay attention to characteristics of vocabulary, and students must process these characteristics deeply (Nation, 2007). This element aligns with the approach by Zimmerman (2009) who introduced two key concepts in vocabulary teaching namely *word consciousness* and *layers of word knowledge*. Knowing a certain word means knowing a lot of its characteristics, including its meaning, collocations, grammatical characteristics, derivatives and suitability of use (Zimmerman, 2009). Examples of activities in this element encompass teaching aspects of vocabulary such as pronunciation, spelling, meaning, and collocation directly. Nation (2001, 2007) also suggested in this element for teachers to train students in vocabulary learning strategies.

iv) Element of fluency development

The last strand is related to training students to practise the language they have already known so that they become more skilled in using it by repetition. The aim is for students to deliver messages, in limited time to hasten input and output processing. Students must understand 99-100% of input and must be given a large amount of input and opportunities to use the words they already know. An example of an activity in this element includes rapid reading, activity 4/3/2 (re-telling a topic using time that is reduced for each re-telling), and timed writing.

Nation (2013) consistently in various studies emphasised that a planned approach is needed for developing vocabulary in students for better effectiveness as opposed to handling it in *ad hoc* manner or only when teachers have a suitable opportunity to teach it. The idea of Four Strands had been the basis for the design of many specific vocabulary teaching components (Noroozi & Siyyari, 2019; Quentin, 2015; Tsubaki, 2018). Rationale for selecting this theory in developing the vocabulary teaching module is because it gives balanced emphasis on developing vocabulary in the form of receptive and productive (element of meaning focused input and output, fluency development), besides adequate emphasis on characteristics of vocabulary itself (element of language focused learning). The theory also holds that the main role of the student is to practise using the language, especially through two elements of meaning focused output and element of fluency development.

Needs analysis ensures that a course, programme or module and the like will contain the relevant matters and is useful for learning (Nation, 2010). The term needs analysis generally refers to the activities involved in data collection that becomes the basis for developing a curriculum to fulfil the needs of a specific student group. A good needs analysis will forward the exact questions and will seek answers effectively. This study focuses on the initial process of identifying the need for teaching and learning Arabic language vocabulary at pre-university level from the teacher perspective. The findings are expected to help the researchers design and develop a module for teaching Arabic language vocabulary suited to pre-university students.

IV. RESEARCH QUESTIONS

Based on the research objective, the following are the research questions to be answered by the study:

1. What is the level of Arabic Language vocabulary among pre-university students in Malaysia from the teacher perspective?
2. Is there a material or resource for direct teaching of Arabic language vocabulary to students in Malaysian schools?
3. Is there a need for developing an Arabic language vocabulary teaching module for Malaysian pre-university students based on elements and activities in the Four Strands theory?

V. RESEARCH METHODOLOGY

This is a survey research using a questionnaire to collect data on the need to develop a module for Arabic language vocabulary teaching from the teacher perspective based on the Four Strands theory at pre-university level.

A. Research Sample

This needs analysis study involved teachers of pre-university Arabic language in schools offering Arabic language subject at STPM (Malaysian Higher School Certificate) level. The schools involved are: Religious Secondary School (SMKA), Fully Residential School (SBP), Form Six College (Kolej Tingkatan Enam), State Government-Owned Religious Schools (SMAN) and Government-Aided Religious School (SABK) from all over Malaysia. To achieve the research objectives, respondents were selected through purposive sampling to select teachers who have taught STPM Arabic language for at least five years. The rationale for selecting this sample was that teachers who have taught for five years are experienced in teaching and have mastered the syllabus. We successfully obtained complete data from 63 respondents out of 70 STPM Arabic language teachers identified in this study.

B. Research Instrument

The survey instrument contained 4 parts, namely: (a) demographics, (b) mastery level of Arabic language vocabulary among pre-university students, (c) existence of materials or resources directly related to Arabic language vocabulary teaching in school for pre-university students, (d) need for developing Arabic language vocabulary teaching module for pre-university students based on elements and activities in the Four Strands theory. All elements of this theory are explained in the survey form. As for the answer choices, the researchers used two choice selection and multiple choice for respondents to select their agreement with the items given.

The research instrument had undergone the content validation process by five experts in the field of study as well as two language experts. Instrument reliability was obtained by carrying out pilot study on 30 respondents not involved in the actual study. The Cronbach alpha value obtained for the instrument was .937, signifying its reliability as an instrument for the research. Data analysis was carried out using descriptive statistical analysis by SPSS; research question 1 was analysed through frequency, percentage, mean, and standard deviation. Research question 2 used frequency and percentage, while research question 3 involved data analysis using mean score and standard deviation.

VI. RESEARCH FINDING

Findings of the study are aimed at answering several questions related to developing a vocabulary teaching module based on the Four Strands theory (Nation, 2001). Based on descriptive analysis of the questionnaire responses, the findings obtained are explained.

Research Question 1: What is the level of Arabic vocabulary among pre-university students from the Arabic language teacher perspective? Analysis of the level of Arabic vocabulary among pre-university students from the language teacher perspective is given in in Table 2.

TABLE 2
FREQUENCY, PERCENTAGE AND MEAN LEVEL OF ARABIC LANGUAGE VOCABULARY AMONG PRE-UNIVERSITY STUDENTS FROM THE PERSPECTIVE OF ARABIC LANGUAGE TEACHERS

Item	Frequency and Percentage					Mean	Std. Deviation
	VL	L	M	H	VH		
Level of Arabic Language vocabulary among pre-university students	5 (7.9)	24 (38.1)	34 (54.0)	0 (0)	0 (0)	2.46	0.643

1-Very Low (VL), 2-Low (L), 3-Moderate (M), 4-High (H), 5-Very High (VH)

Based on Table 2, the highest percentage of respondents (54 percent or 34 respondents) stated that the level of Arabic language vocabulary among pre-university students was moderate, while some 38.1 percent (24 respondents) reported the vocabulary of their students was at low level and 7.9 percent or 5 respondents stated that the vocabulary of pre-university students was at very low level. This means that 46 percent of teachers stated that the vocabulary level of pre-university students was at low or very low level. No teacher opined that the vocabulary level of their students was at high or very high level. The mean for item vocabulary level was 2.46, with standard deviation of 0.643.

Research question 2: Existence of materials or resources for direct teaching of Arabic vocabulary in school for pre-university students. Analysis of teacher perspective regarding existence of material or resource directed at teaching Arabic vocabulary in schools for pre-university students is displayed in Table 3.

TABLE 3
FREQUENCY AND PERCENTAGE OF TEACHER VIEWS ON EXISTENCE OF MATERIALS OR RESOURCES DIRECTLY INFLUENCING ARABIC LANGUAGE VOCABULARY DEVELOPMENT AMONG PRE-UNIVERSITY STUDENTS IN SCHOOLS

Item	Agreement	Frequency	Percentage
		(n = 63)	(%)
Existence of materials or resources directly influencing teaching of Arabic Language vocabulary for pre-university students in schools	Yes	12	19.0%
	No	51	81.0%

Table 3 shows that the majority of respondents or 81 percent stated that there are no materials or resources directly related to teaching of Arabic language vocabulary in schools for pre-university students. Only 19 percent of respondents opined that such resources or materials exist.

Research question 3: Need for developing a teaching module on Arabic language vocabulary for pre-university students in Malaysia based on elements and activities in the Four Strands theory. Analysis of findings on teacher views regarding the elements required in the teaching module on Arabic language vocabulary development for pre-university students based on the Four Strands theory is shown in the following Table 4.

TABLE 4
MEAN SCORE, STANDARD DEVIATION AND MEAN INTERPRETATION FROM TEACHER PERSPECTIVE REGARDING ELEMENTS NEEDED IN THE ARABIC LANGUAGE VOCABULARY TEACHING MODULE FOR PRE-UNIVERSITY STUDENTS BASED ON THE FOUR STRANDS THEORY

Item	Mean Score	Std. Deviation	Mean Interpretation
Element Meaning Focused Input	4.683	0.533	Very Necessary
Element Meaning Focused Output	4.746	0.474	Very Necessary
Element Language focused Learning	4.698	0.462	Very Necessary
Element Fluency Development	4.635	0.485	Very Necessary
Overall Agreement Score	4.690	0.488	Very Necessary

Table 4 shows the mean score, standard deviation and mean interpretation for the elements needed for the module to teach Arabic Language vocabulary to pre-university students. The overall mean was 4.690 and the standard deviation was 0.488 reflecting high mean interpretation. Based on findings, **all four elements** show very high interpretation; for element Meaning Focused Input ($M = 4.683$, $SD = 0.533$), element Meaning Focused Output ($M = 4.746$, $SD = 0.474$), element Language focused Learning ($M = 4.698$, $SD = 0.462$) and fluency development ($M = 4.365$, $SD = 0.485$).

Analysis of activities in teaching of Arabic language vocabulary for the Four Strands theory as required by the teachers in the module on Arabic language vocabulary for pre-university students is displayed in Table 5.

TABLE 5
MEAN SCORES, STANDARD DEVIATION, AND MEAN INTERPRETATION FOR ACTIVITIES IN FOUR STRANDS THEORY IN TEACHING MODULE ON ARABIC LANGUAGE VOCABULARY FOR PRE-UNIVERSITY STUDENTS IN MALAYSIA.

Item	Mean Score	SD	Mean Interpretation
Element of Meaning focused Input			
Reading a multi-themed text	4.508	0.564	Very necessary
Reading a graded reader text	4.413	0.612	Very necessary
Listening to a story	4.302	0.663	Very necessary
Listening to a conversation	4.444	0.616	Very necessary
Watching a video trailer/video clip	4.460	0.617	Very necessary
Overall Agreement Score	4.425	0.614	Very necessary
Element of Meaning focused Output			
Creating conversation based on a situation	4.556	0.561	Very necessary
Writing guided essays	4.667	0.508	Very necessary
Discussing the pros and cons of a certain topic	4.270	0.627	Very necessary
Giving guidance/instruction for doing something	4.540	0.563	Very necessary
Doing a book review	4.048	0.791	Very necessary
Writing letter/e-mail	4.413	0.612	Very necessary
Overall Agreement Score	4.415	0.610	Very necessary
Element of Language focused Learning			
Preparing word cards	4.016	0.793	Very necessary
Devising vocabulary learning strategies	4.492	0.504	Very necessary
Discussing understanding of text content	4.524	0.563	Very necessary
Giving feedback on student output	4.587	0.496	Very necessary
Teaching vocabulary aspects in explicit way	4.476	0.563	Very necessary
Overall Agreement Score	4.419	0.583	Very necessary
Element of Developing Fluency			
Training in repetitive fluent speaking	4.524	0.534	Very necessary
Training in speed reading	4.429	0.559	Very necessary
Training in timed writing	4.476	0.563	Very necessary
Training in listening to simple input	4.524	0.534	Very necessary
Combining several language skills into one theme	4.429	0.530	Very necessary
Overall Agreement Score	4.476	0.544	Very necessary
Overall Agreement Score for activities for Four Strands Elements	4.433	0.587	Very necessary

Table 5 displays the mean score, standard deviation and mean interpretation for activities required by teachers based on the elements in the Four Strands theory in the module for teaching Arabic language vocabulary to pre-university students. Overall mean score for activities in four elements was 4.433 with standard deviation of 0.587, that was at very necessary level of mean interpretation. Based on the study findings all activities for elements in the Four Strands model are very necessary in teaching Arabic language vocabulary to pre-university students. The activities are activities for the element meaning focused input ($M = 4.425$, $SD = 0.614$), activity for the element meaning focused output ($M = 4.415$, $SD = 0.610$), activity for the element language focused learning ($M = 4.419$, $SD = 0.583$), and activity for element developing fluency ($M = 4.476$, $SD = 0.587$).

VII. DISCUSSION

This study was carried out to investigate the need for developing a module for teaching Arabic language vocabulary to pre-university students based on the Four Strands theory (Nation, 2001). This needs analysis was carried out to identify the need for developing a vocabulary module by investigating teachers' views regarding the need for such a module through three aspects, (a) level of Arabic language vocabulary among pre-university students according to the teacher perspective, (b) existence of material or resource directed at teaching Arabic language vocabulary in schools for pre-university students, and (c) elements of the Four Strands theory that need to be integrated into the module and activities for teaching vocabulary as desired by teachers.

Need for the module was shown by the findings of the study on the level of Arabic language vocabulary among pre-university students from the perspective of respondents who encompassed experienced Arabic language teachers of university students. More than half of the respondents opined that Arabic language vocabulary among students was at moderate level while almost half opined that the level was low or very low. This finding aligned with that of Baharudin and Ismail (2014) who found the mastery of Arabic language vocabulary by pre-university students was at low level. In general, scholars have found that mastery of Arabic language vocabulary among Malaysian students did not achieve the learning objective desired by language experts and the delineated syllabus requirements (Mat & Goh, 2010). This is attributed to neglect of vocabulary instruction in the class and designated text books (Al-Batal, 2006). Hence, improved teaching approaches are required for enhancing Arabic language vocabulary mastery among pre-university students, so that weakness in vocabulary is not prolonged when students enter university.

Findings of the study also show that the majority of teachers stated that lack of materials directly related to Arabic language vocabulary teaching in school for pre-university students was a stumbling block. This aligned with the view of Mezah and Mohammad (2016) who suggested that the vocabulary aspect be given serious attention because of student

weaknesses in writing, speaking and reading stemming from weakness in mastering Arabic language vocabulary. Besides that, students lacked participation in vocabulary enhancing activities and were not exposed to Arabic language reading materials suited to their level (Samah, 2009). Since they are teaching a subject labelled as difficult, teachers need to use appropriate Arabic language teaching materials and must avoid less effective conventional teaching approaches (Maskor et al, 2016). This situation reflects the need for a teaching module for enhancing student vocabulary acquisition.

This study also shows that the respondents opined that all elements of the Four Strands (Nation, 2001) are very much needed in building the module for Arabic vocabulary teaching. The elements are: a) meaning focused input, b) meaning focused output, (c) language focused learning and (d) fluency development. The input elements (elements of reading and listening skills) as well as element of meaning focused output (writing and speaking skills) are proven to play a big role in vocabulary acquisition as underlined in language learning theory such as the input and output hypothesis (Krashen, 1989; Swain, 1995). This finding is also aligned with that of Tuaymah (1989) who opined that vocabulary teaching is not limited to aspects such as pronunciation, meaning and derivation process, or stated as element of learning focused on language according to the Four Strands theory. In fact, students need to master the word and use it in its proper place, or what Nation's theory suggested as including the element of meaning focused output in teaching and learning.

Besides that, all activities in the element of Four Strands were agreed by the teachers as being very necessary in the vocabulary teaching and learning process. This finding aligns with that of Asyiah (2017) on teacher agreement that vocabulary teaching needs to be integrated in all language skills and not be marginalised in teaching. This finding also supports the study by Noorozi and Siyyari (2019) who found that the activities under Four Strands that involve input and output focused on meaning had positive and significant effects on vocabulary learning. Hogain (2012), in a quasi-experimental study, had found that the experimental group treated with the Four Strands approach consistently outperformed the control in receptive and productive vocabulary achievement. In the Arabic language context, this aligns with the suggestion by Samah (2013) and Al-Naqah (1985) that vocabulary teaching be implemented through activity of reading varied materials and listening to easily understood sentences from varied media such that students can collect vocabulary and master language well. Subsequently, students also need exposure to activities that can build speaking and writing skills of using meaningful sentences and phrases (Al-Naqah, 1985).

Meanwhile teaching vocabulary through fluency developing activities as suggested by Nation is also endorsed by teachers as very necessary in the module. This element involves the four language skills, except that it is implemented within a stipulated time and involves element of competition. Yang (2014) also found that college students need activities for developing L2 fluency, especially in speaking skill. Nation (2007) opined that the fluency strand is needed to ensure efficiency level in foreign language learning. The rationale for creating fluency developing activities is to give students opportunities to practise already known language and vocabulary. Nevertheless, this element requires teacher readiness to implement it in teaching and learning (Yang, 2014).

Apart from activities involving the four language skills (element of meaning focused input and output, fluency development) this study also found that teachers opined that activities aimed at enhancing vocabulary directly (language focused learning) are very necessary in creating the vocabulary development module for pre-university students. This aligns with the study by Asyiah (2017) who found that teachers admitted the need for teaching vocabulary in decontextualised way as a complement to entirely contextualised learning; for example, a word list and strategies such as using conventional dictionaries will be helpful when students search and find and retain the meaning of vocabulary items learned to help them use the terms in both speaking and writing. Scott and Nagy (2004), and Zimmerman (2009) stated that it was important for teachers and students to be aware of a wide scope of vocabulary, not limited to knowledge of meaning only. Activity of teaching aspects of vocabulary in an explicit and active way will give students opportunity to enhance vocabulary knowledge.

VIII. CONCLUSION

To conclude, teachers need a form of guide or module that directly teaches Arabic language vocabulary to pre-university students. With the module, teachers can guide students through various activities aimed at improving their vocabulary knowledge. Such activities must involve all types of language skills namely reading and listening (receptive) and speaking as well as writing (productive), in a meaningful context, besides focusing on teaching activities from the vocabulary aspect in an explicit way. Vocabulary development among pre-university students is no longer a choice but a necessity that must be planned carefully, considering that its teaching in implicit way had led to neglect of this aspect. We hope that the module development will guide teachers and students in integrating vocabulary teaching and learning in all the language skills, besides focusing on teaching aspects of vocabulary knowledge directly.

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Effect of Pedagogical Competences of English Language Teachers on Their Students' Academic Achievement: A Qualitative Study

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Abstract—Teachers play a vital role in education. The academic results are related to the professional abilities of the teachers. Therefore, teachers must possess pedagogical competence. In this context, the objectives of this research study are to investigate the pedagogical competencies of college teachers in Sukkur, Sindh, Pakistan. This study involves a qualitative case study. The findings show that the teachers' competence to teach affects how well the students do in their academics.

Index Terms—pedagogical competence, English language, students' achievement, qualitative case study approach

I. INTRODUCTION

The term "pedagogical competence" refers to a teacher's capacity to manage both teaching and learning. It encompasses topic knowledge, instructional methods, technological integration, planning, management, and evaluation, as well as the process of learner growth. A competent instructor has a substantial impact on pupils' academic progress. Competence refers to an educator's pre-existing ability. It enhances the teacher's personality and guides the learner through the learning process, contributing to the creation of a conducive learning environment. A teacher's professional competency involves the capacity to grasp effective teaching methods, create good lesson plans, comprehend the curriculum, and teach in the classroom. A teacher's personality should be desirable and serve as a role model for students in order to provide effective advice and counselling. Additionally, he or she must establish and apply strategies for learning assessment. Social competency refers to an instructor's understanding of the relationship between educators and the environment or the public interest.

Additionally, social competency relates to a teacher's aptitude for communication and engagement with students, as well as their values, etiquette, and shrewdness. Competence is a broad human characteristic that incorporates all of the personal effectiveness characteristics required in a profession. Personal acumen, perception, receptivity, openness, inventiveness, attitude, and social skills are all significant markers of a teacher's strengths. Also, interpersonal maturity, as well as knowledge, comprehension, action, and skill, are all characteristics of an effective teacher. Similarly, competence is defined as the capacity or ability to accomplish specific activities. A person who has been recognized as competent in a particular sector is responsible for maintaining work skills in accordance with fieldwork requirements. Professional competence in the education system, according to Liu and Qi (2021), is a complex collection of diverse abilities, values, and attitudes that contribute to effective teaching and learning activities on a specific topic.

Competency standards focus on the pragmatic application of professional knowledge and abilities in the workplace and are bolstered by teachers' professional values (Murray et al., 2021). Competence is typically associated with high-performance professional roles. Uktamova and Ubaydullaeva (2021) assert that teachers' professional competency has an effect on pupils' academic progress. In the education sector, there is a direct correlation between a teacher's professional competency and a student's achievement. Furthermore, a competent teacher engages pupils in discourse and facilitates authentic learning through dialogue (Howeet al., 2019). When a student and teachers participate in collaborative critical thinking, they build and construct information together rather than passively conveying it. They reflect on, review, and share their experiences (Duong et al., 2019).

Singh et al. (2022) defined teachers' competencies in nine distinct dimensions: field competencies, socio-cultural competencies, emotional competencies, communication competencies, information and communication technologies competencies, and environmental competencies. The abilities of teachers have an effect on their classroom methods, professional careers, and personal behaviour. To accomplish this, many debates, discussions, and dialogues are necessary to strengthen the teaching faculty.

II. LITERATURE REVIEW

Pedagogical competence has been defined as the ability to use a coordinated, synergistic combination of tangible and intangible resources by an individual. In order to improve pedagogical efficiency and efficacy, a variety of materials, both real and intangible, are needed. These include books, articles, and cases, as well as technology, such as software and hardware. Teaching can only be considered a successful career path if a person possesses a minimum set of professional skills known as pedagogical competence (Abidin, 2021). Focusing on integrated aspects of educational challenges and typical tasks in real-world circumstances is the best way to understand pedagogical competency and create acceptable and successful outcomes for students. Personality traits relevant to their professional job that are not inborn but acquired via consistent instruction have been categorized by Wijaya et al. (2021) into four groups. (a) Important for teaching pedagogical talents, knowledge, and skills are things a teacher must learn before using a variety of teaching methods. (c) a specific body of knowledge about pedagogy and teaching methods that can assist the teacher in being more productive. (d) Teachers' attitudes and ideas about teaching, learning, and their job influence not just their choices, evaluations, and comprehension, but also their behaviours.

A. *Pedagogical Skills*

According to Kurnia-Irmawati et al. (2017), Pedagogical Competence refers to a teacher's ability to manage learning, which includes the ability to develop a learning system, interact or manage the learning process and conduct assessments. In order to achieve the goal, Merkt (2017) concentrated on four elements of pedagogical competence: personal development, institutional-based development programmes, rules and laws for the teaching profession, and competency-based national standards. According to Daminovet al. (2020) effective classroom control, improving efficiency, maintaining discipline and morale, promoting teamwork, planning, communicating, focusing on results, analyzing progress, and making regular changes are all skills that a teacher should display. The active and equal engagement of students in productive work should be ensured by organizing, assigning, and regulating time, space, and activities. Effective teaching strategies, representing many opinions, philosophies, and methods of investigation in the teaching of subject area and concepts are also important. Numerous teaching and learning techniques should be used to involve students in active learning. An experienced teacher builds up the critical thinking, problem-solving skills of students and uses learning material in the classroom efficiently. Effective assessment, which includes formal examinations, responses, evaluation of classroom assignments, projects, student performances and achievement tests are also essential to understanding what students have learned. Learners should be involved in self-evaluation activities as part of assessment strategies to assist them to become aware of their strengths and needs, as well as to motivate them to set personal learning goals. More crucially, technology skills, as well as the type and amount of technology are most appropriate for student learning (Murphy & Broadfoot, 2017).

B. *Professional Skills*

Professional development for teachers is becoming increasingly popular as a technique for assisting pupils in developing more advanced abilities in preparation for the next generation (Yakhshieva & Sidiqova, 2020). Developing student competencies such as critical thinking, problem-solving, effective communication, teamwork, and self-direction necessitates the use of advanced instructional methods. It is therefore crucial that a teacher improve and develop his or her professional abilities. The researcher identified a range of qualities of good professional growth that are supportive of the educational environment that was determined by the researcher. There must be a focus on a specific topic, active learning, collaboration, application of effective practise models, coaching and expert support, feedback and reflection, as well as a long-term length of time for professional development that fits these criteria (Darling-Hammond et al., 2017; Khimmatalievet al., 2020).

C. *Social Skills*

Teachers' social competence is critical because residents of communities must be able to blend in, which includes the ability to get along with others (Tuerk et al., 2021). Without it, the group will become rigid, which will make the final product less acceptable to the community. Social competence is the true essence of a teacher's experience and association formed in the family, community, and school in which they perform their duties, and it includes devotion and social ability. A teacher's experiences and relationships with other individuals in their family, community, and school influence how they perform their profession (Junge et al., 2020). Teachers must be able to communicate effectively and efficiently with students, colleagues, education staff, parents/guardians of children, and the rest of the community (Aulia, 2021). Teachers' social skills include being able to interact with and participate in local community events. Simply said, social competency is a teacher's approach to interacting with students and others in the community, both within and outside the classroom (Kamal et al., 2021).

D. *Personal Skills*

The personal ability of the teacher has a huge impact on the grades of the students (Sánchez-Guerra, 2020). Personal traits like patience, excitement, creativity, concern, and beliefs all help a teacher be more effective. Teachers' attitudes also have an influence on their devotion to the task, how they teach and treat students, and how they view their own professional development (Hipolito, 2021). Teachers who have high expectations for their pupils and focus on making learning easier for all students are more effective (Lee & Tan, 2018). Another aspect that adds to teachers' performance

is their dedication to the task and interest in their pupils' personal lives (Elstad et al., 2021). It's important to discuss self-awareness and introspection since they require the teacher to carefully consider his or her own behaviours and thoughts.

E. Academic Achievement

Academic achievement includes a wide range of communication skills and abilities that help kids do well in school and in the rest of the world (Amadi & Paul, 2017; Wiyono & Gipayana, 2017). The ability to teach and learn well, as measured by standard achievement tests, leads to the development of the second language (L2) skills (Botes et al., 2020; Al-Murtadha, 2021). Content areas like English, math, science and social studies are used to measure academic success (Stoffelsma & Spooren, 2019). Cimermanová (2018) says that academic achievement can also be used to measure learning and different ways of teaching. Academic achievement, such as grade point average (GPA), high school drop-out rates, and attitudes toward school, is commonly used to quantify achievement (Wibrowski et al., 2017).

III. METHODOLOGY

A qualitative case study research method was used in this study. A case study is a detailed investigation of an individual, a group, a community, a programme, or a social issue (Hesse-Biber & Leavy, 2010). Qualitative research is a type of research that is based on the constructivism philosophy and is used to investigate many points of view, ideas, and concepts within the framework of a natural setting. Qualitative research findings place a greater emphasis on meaning than generalization (Sugiyono, 2015). The study was carried out in public sector colleges in Sukkur, Sindh, Pakistan. Interviews, observation, and document analysis were used to collect data. An inductive qualitative data analysis technique was used in this data analysis technique. During the process of getting evidence and combining data from interviews, field notes were broken down into parts, reassembled, and put back together. They were then sorted into patterns. Important patterns were identified and concluded in an easy-to-understand manner for oneself and others. Data reduction, data results, and conclusion, according to Milles and Huberman (1992), are some data analysis strategies in this context.

IV. RESULTS AND DISCUSSION

For this study, 16 people (n = 16) were chosen through a "purposive criteria" sampling technique (Patton, 2002, p.238). Semi-structured interviews were used to get more in-depth, true, and real data. In this connection, the researchers interviewed 16 college English teachers (CETs) from four public colleges in Sukkur, Sindh, Pakistan. There were three main themes: teachers' perceptions, teachers' practices, and academic achievement. Teachers' thoughts and actions were further broken down into different themes that were backed up by the opinions of the people who took part in the interview.

A. Teachers' Perceptions

Teachers' Perception about Instructional planning, management, knowledge and experience is considered by 68.75% of College English Teachers (CET). The CET (1) responded that "instructional planning consists of development steps for teachers to follow while instructing the students towards learning outcomes." Further, CET (12) stated that "teaching ability and planning are the key competencies of the teacher to make his teaching systematic, effective, and learner-oriented." It reveals that thoughtful planning allows the teachers to outline the intended learning outcome and devise the teaching techniques to assess the learning goals that are in harmony with the curriculum. Teachers' perceptions about subject knowledge, effective teaching methods, techniques, and creativity were further supported by 81.25%. CET (9) added that "subject knowledge, teaching methods, and techniques are used in imparting and enhancing learning abilities." Subject knowledge is related to content and it focuses on understanding how it functions in the teaching and learning process.

TABLE.1
TEACHERS' COMPETENCES EXPLORED THROUGH THEIR PERCEPTIONS

S#	Domains	Competences
01	Teachers' Perception about Planning, Managing, Teaching, Using of their Knowledge and Experience	Knowledge, Instructional planning (goals & objectives), implementation, class management, strategies and teaching experience
02	Teachers' Perception about Subject knowledge, Effective Teaching Methods and Techniques, Creativity and Confidence	Content knowledge (Language components), methods, confidence, creative and active
03	Teachers' Perception about Conducive Environment, Skill-based teaching, Students Engagement and Result Oriented Students Achievement	Learning environment, comical, skill-based, engaging, learner-centred
04	Teachers' Perception about Motivation, Class Leadership, Professional Commitment and Dedication and Time management	Motivation (appreciation, reward, inspiration, guide), Leaders, commitment, politeness, loyalty and time conscious
05	Teachers' Perception about Critical Thinking, Counseling, Mentoring and Communication Skills	Critical thinker, mentor, intellectual, efficient, observer, interpersonal, and problem solving
06	Teachers' Perception about Assessment, evaluation, and Learning 21 st Century Skills	Observation, assessment, evaluation, innovation, regulation of behaviour, analysis, critical thinking and integration of technology

Teachers' perceptions about conducive environments, skill-based teaching, engagement, and result-oriented students' achievement were contemplated by 62.5% of CETs. CET (13), after careful consideration, stated that "teachers should create an ideal learning environment where students take an interest in learning and feel free to fill up their learning gaps." The ideal learning environment is a positive classroom atmosphere where students come forward to meet their specific learning goals. The teacher should also be positive, organized, well-planned, confident, outgoing, and concerned about teaching and learning. Besides that, teachers' perceptions about motivation were discussed by 93.75% of CETs, which helps teachers to take personal initiative to do well. However, class leadership, professional commitment, dedication, and time management were discussed by many teachers. Moreover, CET (1) said that "a teacher should be a motivational speaker to inhale knowledge and confidence in his/her student." Motivation is a mental process that guides the individual to maintain target-oriented behaviour and causes them to act. It involves social, emotional, and cognitive development, which improves the learner's behaviour. Perceived competence in critical thinking was also discussed by 43.5% of CETs. 65% of teachers are using counselling, mentoring, and communication skills. As CET (1) stated, "I give topics for discussion to students and monitor how critically they debate and discuss the topics around them." Critical thinking is an intellectually disciplined process of conceptualization and evaluating information. Such information is gathered through observation, monitoring, reflecting or experiencing the situation. It was important for 87.5% of the CETs to make decisions about how well their students did. When I teach students, I encourage them to ask questions, and sometimes I conduct class tests. When I finish the topic, I assess and evaluate the understanding of the pupils through their learning feedback. According to teachers, assessment is simply conducting an examination during the session or at the end of the session, even during classroom practice. CET (2) stated that "I involve the students in discussion and speaking activities and monitor their performance." It was found that teachers make students use their mental abilities to do well.

B. Teaching Practices

Teachers' knowledge is awareness of subject; a skilful way of doing work, delivery of knowledge and the attitude is the manners which were discussed by the 87.5% CETs. As stated by CET (1), knowledge includes understanding the subject, making a teaching plan, and coming up with ways to teach and learn. Teachers need to be able to learn about their subject, be competent in their knowledge, and be able to teach their material. However, for effective teaching, the teacher's personal attitude toward knowledge delivery, behaviour, communication styles, motivation, and interaction is necessary.

TABLE.2
TEACHERS' PRACTICES

S#	Practice Practices	Competences
1	Teachers' knowledge, skill and attitude for effective teaching	Knowledge of contents, pedagogical skills, and attitude (behaviour, manners, disposition)
2	Teachers' use of digital tools supplemented by invoking real-life experiences for better teaching	Use of technology, multimedia, quoting real-life examples
3	Teachers' multiple methods of teaching techniques for language learning	Interactive, conventional, discussion, problem-solving, reading, writing, speaking, listening, group work, observe, communicative
4	Teachers develop their professional Competences through attending training, seminars, works shops and online courses	Innovative teaching, using learning webs, CPD, vast reading, educational movies, listening lectures, workshops, seminars, a shift in teaching methods
5	Teachers grow their professional competencies through vast readings and peer discussion	Vast reading increases knowledge, understanding, language improvement, gaining rich experience, peer discussion
6	Professionalism increases, teaching beliefs, reasoning, critical thinking as and students' satisfaction	Commitment, deep knowledge, well-planned, honesty, involvement, analyst, logic, professional satisfaction
7	Teachers' beliefs and Practices about Honesty, Fair Dealing, Commitment, Dedication and Self-assessment	Ethics, honesty, values, self-actualization, dedication, care, responsible
8	Teachers' beliefs and Practices about Versatile Personality and Role Model	Knowledgeable, cooperative, polite, well-mannered, well dressed, influencing, motivating
9	Teachers' beliefs and Practices about Character Building and Moral values	Good moral, respectful, good character, charismatic personality, caring, trustworthy, polite, selfless, balance
10	Teachers' beliefs and Practices about Learning Environment, Friendly Behaviour, and Learner-centered Classroom	Creating interest, encouragement, relaxed, flexible, value others, student-centred, friendly, empowerment to others, good listener
11	Teachers' beliefs and Practices about Understanding of Learning needs of Students	Understanding, good listener, recognize, identify, feedback, assess and evaluate
12	Teachers' beliefs and Practices about Understanding of Supporting Mechanisms	Encourage, motivate, guide, support, discuss, polite behaviour, communicate

Computer-assisted teaching apps, educational websites, and online resources that aid in effective teaching are referred to as "digital tools." In their classroom methodology, only 31.25 % of teachers employ digital tools. Due to a shortage of resources in the government sector, the remaining teachers are unfamiliar with digital tools and continue to employ traditional teaching methods. "Quality teaching and learning are now intertwined with digital technology," according to CET (15), "and the teacher who is unfamiliar with new teaching tools is living in the Stone Age." We live

in a technologically advanced society where computers and electrical devices abound. The proliferation of digital technology emphasizes the significance of digital literacy for both educators and students. It has numerous benefits for everyone. Every teacher must be able to use instructional digital technology efficiently as well as help students improve their digital skills.

Learning a language starts at birth and continues throughout one's life. When asked about language learning methods, 100% of the teachers gave good responses. Every teacher aspires to use a combination of conventional and current language teaching methods while instructing students. Participants taught English as a foreign language in a variety of ways (EFL). CET (15) further said that "My teaching strategy is communicated to students orally. I ask students questions on the subject and urge them to take part in the learning process. In addition, my teaching goal is to help my pupils develop critical thinking and problem-solving skills." Most teachers in public institutions have a lesson plan in mind and begin teaching with the reading process, continuing to explain key themes while students listen passively. The instructor, on the other hand, is in charge of determining how much he engages the students. Some students pose questions, which the teacher answers by explaining the answer. Instructors employ motivational strategies to urge students to communicate about their feelings, opinions, and how they learnt.

Training, seminars, workshops, and refresher courses all count as 100% CETs when it comes to improving professional skills. According to CET (11), teachers may only inspire their students through fresh teaching methods and professional development. Learning in the classroom, at seminars and workshops, on educational websites, and through online courses is all part of keeping your skills up-to-date as a teacher. College teachers are appointed through the Sindh Public Service Commission Examination. Despite having the potential to teach, they are unable to do so in the public sector due to a dearth of teacher professional development opportunities. CET (12) stated that "A majority of teachers believed that professional development opportunities such as seminars and training are beneficial." The College Education Department feels that strengthening professional competence can increase teachers' abilities, but it isn't as focused as it should be. Professional development classes, reading habits, and classroom management abilities are all things teachers aim to improve. Seminars and workshops, they reasoned, would fill in any knowledge gaps that teachers could have with regard to effective instruction. The use of computers and the internet, as well as other modern technologies, has made it possible to teach and learn creatively. 50% of CETs agreed with teachers' belief that reading is necessary for professional competence. According to CET (16), wide reading "enhances knowledge, cognition, and language structure, and it gives sustenance for the mind." As we all know, the major purpose of reading is to increase one's level of education. For professional development, many teachers read books on a wide range of subjects, in addition to textbooks and academic literature such as journals, essays, and novels. Teacher learning is enhanced, and they are able to share their personal experiences while teaching, which allows them to better relate to their pupils.

Professional competencies refer to an individual's abilities, code of conduct, or collection of characteristics that define acceptable behaviour in a specific field. Professionalism is a powerful attribute in the teaching profession. It helps a teacher function at the highest level possible in his or her role. It aids in impressing and motivating students. It also gives a great sense of self-worth and accomplishment. To begin with, working efficiently is a fundamental trait that everyone strives for. Professionalism, according to CET (7), is defined as the dedication and motivation to devote one's heart and soul to teaching. It requires reaching high goals while adhering to high standards. CET (10) thought that "teaching must be well-structured and learner-centred because it offers students autonomy to actively participate in classroom activities." Teachers motivate and inspire pupils to study by facilitating their understanding and participation in the learning process.

Apart from that, it is primarily the responsibility of professors to ensure academic honesty and fairness, and students are expected to adhere to the values of honesty. Stop the copying culture in yearly exams, "CET (13) has addressed numerous times. This not only hurts their abilities and brilliance, but it also puts their jobs at risk. In this case, instructors could use their authority to put a stop to such behaviour. Teaching is the most rewarding job because it instils wisdom in students, fosters a love of learning, and makes it easier for information to be shared in the classroom. Teachers can use their knowledge of their coworkers' different personalities to do a wide range of things in the classroom. CET also said that "a teacher is a good actor who plays different roles based on what students need to learn." Teachers should be polite because they think about their students' needs when they make lessons that work well. They also need to be flexible when they respond to changes in the classroom or when they teach later. A good teacher must be able to be flexible and adaptable, so these are the most important traits. CET (15) says that after making the right seating arrangements, he or she gives each student an equal chance to learn. They talk with the teacher and their classmates, sharing information, cooperating, and exchanging ideas. The teacher recognizes and encourages them to correct linguistic problems with grace, no matter what good ideas they have. A flexible learning environment motivates students by allowing them to share information and concentrate on development and production.

According to teachers, character development is an important aspect of learning, and this was echoed by 31.25 teachers. CET (9) claimed that they teach pupils to be decent people, to behave well, and to respect teachers and elders in this context. It demonstrates that education attempts to develop a winning personality by instilling excellent moral values and inspiring character, in addition to raising awareness of what we do not know. Good character is the basis of a dynamic personality that draws others in and fosters a sense of loyalty and affiliation with the instructor and institution. CET (15) stated that "I teach pupils to respect teachers, respect seniors, and respect one another." It is a typical

occurrence to command and receive respect. As a result, teachers regard their students' perspectives and comprehend their issues. Also, teachers encourage them to study and develop moral values. When students are treated with respect in the classroom, they feel valued and become more engaged in the learning process. They show respect for teachers and want to learn more from them. They also become attached to their teachers in order to learn more.

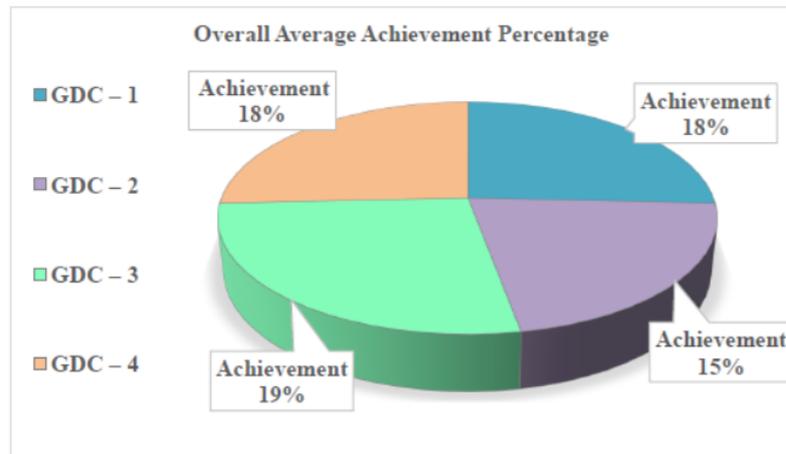
Teachers feel that their teaching approaches are influenced by the learning environment. Everything that students come into contact with, both within and outside the classroom has an impact on their learning results. According to CET (10), "creating a pleasant learning environment encourages students to relax and learn with passion." Students are more likely to ask questions if the learning environment is enjoyable. They can talk about their studies or any other topic that would help them learn and grow intellectually. The teacher thinks about the classroom climate, instructional tools, and well-behaved and well-mannered students when he or she is creating an ideal learning environment. According to CET (16), "Pedagogical competency occurs when there is an acceptable learning environment, pleasant behaviour, and a student-focused classroom." Students, teachers, parents, specialists, community members, and the many learning venues and resources all play a role in making the classroom a good place to learn. Teachers in public colleges are having trouble creating a good learning environment due to a lack of resources.

We talk about a student's "learning gap" when they don't know enough about a subject to close that gap. 100% of teachers believed that the best way to close a learning gap was to create an optimal learning environment. It is very important for the teacher to know what the students need to learn and to make sure they understand the material well. Some children, according to English teachers, have ability gaps in reading, writing, speaking, and listening in their daily lives. They asked parents and teachers to assess their children's needs and work with school officials to close any learning gaps. CET (14) said, "I engage pupils in their class activities, ask questions about the topic, and correct their responses." Teachers discover learning gaps that prevent pupils from completing academic objectives during classroom practice. Teachers employ their educational skills to remedy these flaws. Teachers' views on teaching practices include the employment of a variety of instructional strategies and assisting students in achieving academic success. This attitude was shared by nearly all CETs. In order to help my students, CET (15) says that I encourage, motivate, and improve their communication skills. Teachers plan their lessons to help pupils improve their learning capacities. They encourage and compel students to do so in order to better their understanding. Aside from that, the instructor assists students through his communication abilities. Among other things, he uses polite language and offers a variety of language learning opportunities. CET (12) believed, "My personal and social competency talents help kids make positive transformations in their lives." Teachers, on the other hand, put in long hours and focus on improving students' creative abilities. In this case, the teacher raises a question in class that needs all pupils to participate. Until a resolution is reached, each student continues to present his or her point of view. Teachers analyse students' knowledge and comprehension and work with them to help them and discuss all aspects of the issue.

C. Achievement

As English teachers, they need to be aware of the human factors that could affect their students' learning and the way they teach. Students' academic success is also affected by their personality and point of view, as well as what their teachers think. According to CET (13), a teacher's personal point of view, which is true to his or her job, is just as important as good teaching and good student results. English teachers know their students' personality types; they choose activities and tasks that they think are suitable for student learning. They will also employ their preferred teaching methods and learning styles. CET (3) said that "English teachers have an impact on students' achievement because they bring their own particular personality and attitude to the EFL classroom." Students are encouraged by teachers' knowledge, teaching methods, and pleasant behaviour toward academic achievement.

The information in this graph was collected through document analysis. The pie chart has four sectors, each of which shows the percentage of intermediate college students who did well. In this graph, you can see how well students at four government-degree colleges did on their annual exams over a five-year period. Over the five academic years from 2016 to 2020, the achievement percentages for GDC.1 and GDC.4 remained consistent and moderate at 18 %. The success rate for GDC.2 was 15% lower than the GDC1 and GDC.4 averages. On the other hand, the GDC.3 achievement percentage increased to 19%. It demonstrates that effective teachers have a significant impact on their pupils' performance.



V. CONCLUSION

The goal of this study was to look into English-language teachers' pedagogical competencies that affect students' academic advancement. As part of this study, researchers asked English teachers at public colleges to be part of it. This was an exploratory case study. The data was gathered through qualitative interviews, observation, and document analysis in order to evaluate students' successes as a result of their instructors' efforts during the last five years. It is concluded based on the findings that college teachers have good enough skills that affect the results of their students. They apply their knowledge and skills to recognize their students' needs, create a learning environment, and encourage their students to be active in cognitive, physical, social, and emotional ways. Teachers are putting in a lot of effort on their own to develop high academic accomplishments for their students, despite obstacles from college officials, parents, society, and a lack of resources. They are using their knowledge and abilities to better understand the needs of their students. They establish a learning atmosphere in which their pupils can be engaged mentally, physically, socially, and emotionally while also achieving academic success. Despite obstacles from college administration, parents, society, lack of resources, and motivation, teachers strive to increase student academic achievement.

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Friendship: Perspectives From Two Modern Plays

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Abstract—From ancient times until the nineteenth century, loyalty, trust, understanding, forbearance, and empathy were only some of the merits one expected to find as the foundation of true friendship in Western culture. For instance, Aristotle insists that friendship must be “reciprocal” and “must involve a wish for the good of the loved one as an end in itself”. Any friendship based on personal gains, whether tangible or not, would have been dismissed as false friendship. The transition from the relatively simple life of Aristotle’s time and the following centuries to the complex modern age has produced a dramatic change in the Western culture, a change that evidently encompassed the concept of friendship. Whereas the Industrial Revolution initiated a gradual change, shifting the world’s economy from an agricultural to an industrial one, the transition from friendships of ‘excellence’ to friendships of ‘utility’ and ‘pleasure’ was rather more accelerated, in the sense that what was viewed as superficial relationships became, over a short period of time, dominant in modern Western culture and recognized as manifestations of friendship. This study explores this cultural change as depicted in two modern dramas— *The Cherry Orchard* by Anton Chekhov and *A Doll’s House* by Henrik Ibsen.

Index Terms—friendship, modern drama, Western culture, Chekhov, Ibsen

I. INTRODUCTION

It is appropriate to start the discussion of friendship in modern drama with a preliminary remark on the concept of friendship as illustrated in literature of the pre-modern era. From ancient times until the nineteenth century, loyalty, trust, understanding, forbearance, and empathy were only some of the merits one expected to find as the foundation of true friendship. Pangle (2002) informs us that the great Greek critic, Aristotle, gave a solid definition, insisting “firmly that friendship must be reciprocal” and “must involve a wish for the good of the loved one as an end in itself” (p.38). Any friendship based on personal gains, whether tangible or not, would not have been classed as a true friendship. The point to be made here is that the transition from the relatively simple life of Aristotle and his contemporaries to the complex modern age has produced a dramatic change in the nature of friendship. Whereas the Industrial Revolution initiated a gradual change, shifting the world’s economy from an agricultural to an industrial one, the transition from friendships of ‘excellence’ to friendships of ‘utility’ and ‘pleasure’ was rather more accelerated, in the sense that such superficial relationships.

Thus, the question to be posed: What is the nature of friendship in modern culture? At first glance, the prevalence of materialism and the diminishing of human values appear to have undermined this highly important relationship. Most of us would agree that people in modern times are much more self-centered and possess more of a material view of the world than that held by our predecessors. Unsurprisingly, the number of modern plays that address the theme of friendship is remarkably few. It would seem that, for playwrights, as well as many ordinary people, the relationship itself has diminished. This study suggests that what is clear from the small body of modern drama that addresses the tie of friendship is that it still exists, but in a different guise. The study argues that friends in modern times settle for a much less fulfilling relationship, with ‘friendship’ slipping into a ‘gray’ space, in comparison to the snow white space of friendship portrayed in historical sources. Friends of modern time know that they do not match up to Aristotle’s vision of friendship based on ‘excellence,’ but still consider themselves bound to each other by the tie of friendship, albeit in its modern form. Materialism and friendship may not seem to be compatible, but the complexity of modern times has imposed a new slant on the term friendship, tending towards a somewhat practical type of friendship based on ‘utility’ or ‘pleasure’, which is nevertheless accepted by people of our day. Under this fresh definition of ‘utility friendship’, modern time friends are not required to love each other in themselves, but only in so far as each accrues some benefit from the other. Whereas the traditional form of friendship would necessarily have entailed a deep trust on both sides, modern friendships can survive with a lower standard of trust. The ‘friends’ settle for such a foundation to make friendship claim its existence. While in ‘utility friendship’, friends are aware that the bond that brings them together is established on personal gains; in that of pleasure, “the friends cherish one another’s company” and no “useful goods” (Pangle, 2002, p.40) are sought in this type of friendship. This article is an attempt to illustrate the meaning of friendship in modern time by examining two plays: Henrik Ibsen’s *A Doll’s House* (1879) and Anton Chekhov’s *The Cherry Orchard* (1903).

II. IBSEN'S *A DOLL'S HOUSE*

In Ibsen's *A Doll's House*, the relationship between Nora and Christine can be considered an example of modern friendship where friends stand in a gray area - still friends, but not in the traditional way. We are made aware that Nora and Christine's friendship is one that began years before the action of the play when Torvald, Nora's husband, identifies Christine as "a childhood friend" of his wife (Ibsen, 1879, p. 404). Their friendship is validated to a large extent by the fact that it began at school, a sphere free from male domination and power. Remembering the old days, Christine says to Nora, "When we were at school, you were a terrible little spend-thrift" (Ibsen, 1879, p. 400). The fact that Christine is not only aware of this trait, but feels free to make direct reference to it can be taken as a sign that they were indeed close friends at school. It also shows Christine's disapproval of Nora's tendency to overspend, which is natural as Christine's home life was not as affluent as Nora's. In Act II, we are informed that Nora was an only child and we can assume that her mother died in childbirth because Anne-Marie, her nurse, says, "Poor little Miss Nora, you never had any mother but me" (Ibsen, 1879, p. 409). Thus we see that the only figure of authority was her father, and there were no siblings with whom to vie for fatherly affections. Thus, she enjoyed the company of a loving and indulgent father prior to entering into married life, as shown in her comment to Dr. Rank: "When I was at home, I loved Papa best" (Ibsen, 1879, p. 413). Both her father and her husband have loved her, but neither has allowed her to flourish as a person - "I've been your doll-wife, just as I used to be Papa's doll-child" (Ibsen, 1879, p. 423).

As for Christine, we learn that her father was absent from an early stage of her life and that she carried a lot of responsibility for the care of her two younger brothers. For different reasons, both Nora and Christine lived in households that guaranteed them a considerable level of freedom of movement, as females, thus permitting their friendship to follow its natural course, without obstacles or complications. In her discussion of the movement of adolescent girls to maturation, Hollinger (1998) points out that for adolescent girls' "autonomy is often seen as a way to improve relationships with others" (p. 83). In Nora and Christine's case, their friendship reflects their desire to create an autonomous sense of self, simultaneously "to establish more mature connections that involve a sense of attachment" (Hollinger, 1998, p. 83). Thus, friendship is the sole bond that brings them together. Friendship of this type, according to Grayling (2013), is "special" and different from friendships between relatives because it is "purely elective" (p.1).

The friendship of Nora and Christine, having started some years prior, has been held in animation. Marriage and familial commitments have caused their friendship to be suspended in favor of the new roles they assumed. After marriage, neither party tried to continue their friendship; rather, they allowed their husbands to set the pace of their lives, exchanging neither visits nor letters, for about ten years. This separation between Nora and Christine should not be surprising because, traditionally, male authors always judged female friendship as (Roulston, 1998, p. 217) "trivial, shallow, and inauthentic" bonds that could easily be broken. From our modern perspective, their friendship was not dissolved, but had merely gone into a sort of 'hibernation.' Upon the deaths of Christine's husband and mother, and her younger brothers becoming independent adults leading their own lives, she suddenly finds her life "unspeakably empty" Remembering her old school-friend Nora, she pays her a visit. As she simply states, she "couldn't bear to stay out there any longer, cut off from the world" (Ibsen, 1879, p. 401).

The motivation behind the visit is not a fond deep attachment, nor regret for having put that friendship on hold for almost a decade and a desire to revive it after they both have relegated it to oblivion; Christine is aware that her old friend may be in a position to help her to obtain "a regular job" (Ibsen, 1879, p. 401), of which she is in great need to earn herself a living. We should thus find it quite natural to find Christine saying that her happiness in hearing that Nora's husband has been newly appointed as a manager of a bank is more for herself than for her friend: "When you told me about this luck you've just had with Torvald's new job . . . I was happy not so much on your account, as on my own" (Ibsen, 1879, p.401). It is only in modern friendship that a friend would make so bold as to disclose such a feeling and it still be accepted by his/her friend. Aristotle describes this friendship as utility friendship and considers it "the furthest from perfect friendship" (Pangle, 2002, p.39). However, Nora neither protests upon hearing that statement, nor does she accuse her friend of being selfish or a fake friend. On the contrary, Nora acts as a true friend, as if no hiatus had occurred in the relationship. She replies with a warm willingness to do all she can to convince her husband to find her friend a job in the bank, saying:

He will too, Christine. Just leave it to me. I'll lead up to it so delicately, so delicately; I'll get him in the right mood. Oh, Christine, I do so want to help you. (Ibsen, 1879, p. 401)

Their first meeting after the long separation is marked by general 'catching up' and the two women "openly show affection" (Geoffrey, 2008, p. 20) by checking on one another's well-being. Knowing that their friendship exists in the gray area where that relationship can be mixed with interests or sacrificed for more important matters, neither of the two tries to blame the other for not keeping in touch for the previous ten years. Nora pretends that she is awfully sorry for failing to write to Christine upon learning of her husband's death from the newspaper, some three years ago. She claims her intention to write to express her condolences but she "always put it off and something always cropped up" (Ibsen, 1879, p. 40). She essentially concedes that their friendship, for her, is low on her list of priorities. Christine, hearing that frail excuse, does not appear to harbor any hard feelings for Nora. She assures her that she "understand[s]" and refrains from blaming her for not writing at such a difficult time when friends, in the traditional sense, are most needed. As

follows our argument, friendship of modernity seems to allow a large margin in which friends can maneuver and still call themselves friends.

According to modern principle, a friendship based on utility, with no genuine warmth, is not necessarily a fake or superficial friendship and not, as Aristotle argues, one in which “each loves the other person only incidentally, or rather, he does not precisely love the other person at all but only his own good” (Pangle, 2002, p. 39). Under the modern understanding of friendship, such friends can still trust each other with grave secrets. Nora has no qualms in revealing to Christine, at their first meeting, a secret that she has long kept to herself - that she acted without her husband’s consent or even knowledge and “committed a forgery” (Ibsen, 1879, p. 415) to borrow money to save his life. Interestingly enough, Christine proves to be a good friend, not only keeping the terrible secret, but also standing by Nora. Nora, seeing Krogstad depositing a letter in her husband’s letter box, is on the verge of madness. Christine sets to action to help her friend out, quickly seeking out Krogstad’s lodgings. She talks to him, expressing her desire to revive their old love, and thus convinces him not to destroy Nora’s life. There is obviously a lack here of what Hollinger (1998) calls “emotionally intense personal involvement” (p.86), a characteristic, as she states, peculiar to female friendship. Christine does perform her friend a great service even though it can clearly be seen to be a by-product of her greater gain at the revival of her old affair with Krogstad. Nora and Christine’s friendship, as untraditional as it may seem, still embodies in its essence a major constituent of friendship, namely trust.

Modern life, with its pressures and demanding lifestyle, was the culprit that caused Nora and Christine to neglect their friendship after marriage. Nora has been occupied with her maternal role, her husband’s illness, and the financial problems incurred by being in debt to Krogstad. Apparently, her friend has not been totally forgotten during these hard years, for Dr. Rank remarks upon being introduced to Christine that hers is “A name I have often heard in this house” (Ibsen, 1879, p. 403). Christine, meanwhile, has been carrying her own burdens, taking care of her husband, “a helpless mother . . . and two little brothers” (Ibsen, 1879, p. 417). Despite the fact that they both stand in a gray area, this condition does not negate their friendship, nor does it prevent its revival; it seems to have been imposed on them by the complications of modernity. Presumably, that is why they do not blame each other for the ten-year suspension period their friendship has experienced.

Evidently, Christine is not Nora’s sole friend; Dr. Rank also falls into that category. Ancient philosophers such as Plato, Aristotle, Cicero, and Augustine expounded that “by nature friendships could not exist between persons of the opposite sex” (Rader, 1983, p. 5). However, modern people are more ready to acknowledge such a friendship, which Rosemary Rader (1983) describes as “a newly acquired and newly legitimated space” (p. 12). While some modern people acknowledge that deviation due to sexual attraction building within the relationship could happen in some cases, others view this deviation as a type of friendship peculiar to the friendship bond between the opposite sexes. The friendship between Nora and Dr. Rank, illustrates this modern perception of friendship. The circumstances that bring Nora and Dr. Rank together are remarkably different from the ones that unite Nora and Christine. Nora identifies Dr. Rank to Christine as “our best friend” (Ibsen, 1879, p. 400), declaring him to be held in equal esteem by both her husband and herself.

During a period of severe illness, the physician/patient relationship between Torvald and Dr. Rank developed into a friendship tie which further evolved into a triangular relationship including Nora, who played a vital role in the recovery of her husband. Although Torvald’s good health is now restored, Dr. Rank continues his regular visits to the Helmer house. During one such visit, he completes his business with Torvald in the latter’s study, and finds no shame in saying to Torvald “No, no, my dear chap, don’t see me out. I’ll go and have a word with your wife” (Ibsen, 1879, p. 403). Torvald, as a modern husband, accepts the notion that Dr. Rank is also Nora’s friend, even though “friendship between the sexes . . . always risked being read as a mask for heterosexual desire” (Roulston, 1998, p. 215). Thus, he returns to his office to resume his paperwork while his friend keeps company with his wife in another room.

Similar to Christine, Dr. Rank is a friend to whom Nora can entrust her secrets. They sit and talk for hours, whiling away the time as the perpetually busy Torvald works. Being a female, Nora knows that “talking is the manner through which intimacy is created and maintained” (Geoffrey, 2008, p. 20). Dr. Rank and Nora have the time to discuss all types of subjects, including very personal issues:

Mrs. Linde: When you introduced me to him yesterday, he said he’d often heard my name mentioned here. But later, I noticed your husband had no idea who I was. So how could Dr. Rank-?

Nora: Yes, that’s quite right, Christine. You see, Torvald’s so hopelessly in love with me that he wants to have me all to himself – those were his very words. When we were first married, he got quite jealous if I as much as mentioned any of my old friends back home. So naturally, I stopped talking about them. But I often chat with Dr. Rank about that kind of thing. He enjoys it, you see. (Ibsen, 1879, p.409)

Ironically, Torvald doesn’t want to hear about any of Nora’s female friends, but he is perfectly happy to leave her in the company of another man on a daily basis. So confident is Nora of Dr. Rank and Christine’s loyalty to her that she reveals her desire to rebel against Torvald’s control over her, telling them, “I’ve the most extraordinary longing to say: “Bloody hell!” (Ibsen, 1879, p. 404). Such an outburst would no doubt be seen by her husband as an outrage and diminish her in Torvald’s eyes, but Nora feels safe to give voice to it in front of her two friends. Although Torvald forbids her to eat macaroons, ostensibly to save her teeth from decay, she does so before her two friends, knowing that she can trust them to keep her secret. Dr. Rank’s high regard for Nora as a trusted friend is evident when he

communicates to her his deepest secret, that his illness is getting dramatically worse and that he might die within a month. They are, to borrow Bernstein's phrase (2016), "emotionally available" (p.1) to one another. Mutual personal 'love' is the basis of their friendship - at this point, love in its broader sense. According to Toner and Tallon (2001), the "most fundamental among the essentials of personal friendship is mutual personal love" (p. 226). Nora apparently is closer to Dr. Rank, and he to her, than either of them to Torvald.

Actually, Dr. Rank's friendship with Torvald is hard to evaluate because Ibsen expands little on their relationship. Interestingly, Ibsen pays more attention to that between Nora and Dr. Rank, in contrast to earlier writers who only saw the friendships between males as worth acknowledging. The topics which the two men discuss and the depth of familiarity between them remain unknown to us. Although Geoffrey (2008) tells us that "men do not show as much physical affection . . . to each other as do women" (p. 8), yet one would expect that close male friends hold enough trust in each other to share their deep secrets. Both Dr. Rank and Torvald use the expression "my dear friend" when they address each other in the presence of others, but they do not seem to confide in each other on a very personal level.

Helmer. What? Do you know something? Has he told you anything?

Nora. Yes. When these cards come, it means he's said goodbye to us. He wants to shut himself up in the house and die. (Ibsen, 1879, P. 421)

It should not be construed from this that they are not good friends, but it may imply that the trust between them is not strong enough to bear such a secret. If this is the case, can we say that they both stand in the gray area in the sense that their friendship is simply a pleasant way to pass time without either seeking to benefit by airing his fears and joys? In his study of men's friendship in modern time, Geoffrey (2008) states that "men have friendships of many flavors" (p.18). He adds that male friends "can watch the Super Bowl together every year yet not know how many children the other guy has" (p.18). Simply put, it is the new perception of friendship in modern time; you don't have to "share something of yourself emotionally" (p.2) as Bernstein (2016) suggests, in order to have friends. Aristotle would dismiss this type of friendship as 'utility' friendship which is, by his definition, defective friendship. But in modern time, people, particularly men, can claim to be friends when their sole bond is sharing activities together. Geoffrey (2008) says that some "men have friends with whom they can do their favorite activities but with whom they would never discuss anything personal" (p.21). Thereby, the friendship of Torvald and Dr. Rank represents one of the various 'flavors' of modern friendship. From this perspective, friendship does not entail sharing personal issues and showing solidarity, but is defined as having common interests.

Returning to Nora and Dr. Rank, it is clear that he wishes to take their friendship beyond the platonic level which would take him, morally, into the gray area. Nora, along with her husband, admits Dr. Rank into her private life as a friend of the family, but he obviously harbors, to use Rousseau's phrase, "something more" (qtd. in Roulston, 1998, p. 217). Nora, seemingly feeling secure in this friendship, is oblivious to the consequences of her familiarity. During his visit, she presumes to "Pop . . . a macaroon into his mouth" (Ibsen, 1879, p. 403), "seize his arm" (Ibsen, 1879, p. 412), "put both her hands on his shoulders" (Ibsen, 1879, p. 412), and "flick him on the ear with the stockings" (Ibsen, 1879, p. 412). But such acts, assumingly done innocently, are interpreted differently in his mind; he finally admits to desiring her sexually as well. His attraction to her is evident as he says to her "When I sit here like this being so intimate with you, I cannot think - I cannot imagine what would have become of me if I had never entered this house" (Ibsen, 1879, p. 42). Here Dr. Rank tries to convey to Nora that he holds her dearer than just a friend. Whether sincerely or not, she, however, reminds him that his relationship is with the family as a whole, emphasizing the 'friendship' bond that ties him to the family when she says to him "you mustn't die and leave Torvald and me" (Ibsen, 1879, P. 412), "you are not leaving us" (Ibsen, 1879, p. 413) and "I think you enjoy being with us" (Ibsen, 1879, p. 413). But Dr. Rank is determined not to be deterred by these hints. On one occasion, she asks him "To give [her] proof of [his] friendship" (Ibsen, 1879, p. 413). Noticing that Dr. Rank has instantly replaced the term 'friendship' in his mind with that of 'love', she immediately seeks to redirect his thoughts by telling him that she means to ask him "a very great service", asserting that he is her "best and truest friend" (Ibsen, 1879, p.413). It is ambiguous whether Nora uses the pronoun "us" instead of "me" to remove doubts in his mind that she could view him as a lover or merely to protect herself from the consequences of accepting such a revelation. His bold declaration that he "loved [her] as deeply as anyone else has" is an attempt on his part to impose his love on her and draw her to join him in the gray area.

Dr. Rank betrays the trust his friend Torvald puts in him; even though the latter never knows of that love, Dr. Rank's persistent attempts to make Nora see him as a lover undoubtedly undermines his friendship with Torvald, making him unworthy of the appellation 'friend'. Nora, jokingly, asks him if he is not "ashamed" of himself, and he, unhesitantly replies "Frankly, no" (Ibsen, 1879, p. 413). In other words, he does not feel guilty of betraying the friendship he claims for Torvald. We can perhaps account this to his imminent death and a feeling that he has 'nothing to lose', or we can surmise that his friendship with Torvald is simply a means to an end, a way to gain access to Nora. Remarkably, he continues to shower Torvald with warm expressions, such as "my dear chap" (Ibsen, 1879, p. 416), "my dear fellow" (Ibsen, 1879, p. 421), "my dear friend" (Ibsen, 1879, p. 420). He finds no conflict in claiming friendship with Torvald while trying to forward his relationship with his wife. He has no qualms about disclosing his love for Nora and a few minutes later proceeding to join Torvald in his office for friendly banter

In modern times, where modern people see love and marriage as higher goals than friendship, Dr. Rank's behavior could be deemed understandable and, to some, even justifiable. However, taking the traditional view of friendship as

“the highest form of human relationship” (Cunningham, 2013, p. 119), Dr. Rank would surely be seen as a dishonorable person, deserving of our contempt. In his book *Modern Honor*, Cunningham (2013) states that “When people prove themselves dishonorable, they lose our respect . . . and can provoke contempt and even disgust” (p.70). The question of honor is a complex one, as Welsh (2008) maintains, “if by honor is meant a compelling motive to take action, or refrain from certain actions” (p.1). Such a definition of honor, Welsh (2008) adds, existed until “the time of World War I” (p.1). Thus considered, Dr. Rank’s behavior, when applying post-World War I principles, may appear less dastardly. Nora’s reaction supports this notion, for she neither rebukes him nor shows any adverse feelings toward him; on the contrary, she asks him to “naturally” continue to visit them and he, on his part, agrees to do so.

Apparently, Grayling (2013) does not condone this type of friendship, asserting that “the words ‘friend’ and ‘friendship’ have become so stretched and extended as to have lost a great deal of their meaning” (p.3). Nora’s actual feelings towards Dr. Rank remain equivocal. After it has been made clear that he desires more than friendship, she continues to see him privately, receiving him in the guise of a ‘friend’. Rather than meeting his advances with a strong rejection, she simply says “this was really horrid of you” (Ibsen, 1879, p. 413), not because she considers his desire for her a horrid thing but because, as she clarifies, “That was quite unnecessary” (Ibsen, 1879, p. 413) to be uttered. Upon his demand to know whether she has been aware all the time of his love for her, her reply adds to the vulnerability of her position: “Oh, what do I know, what did I know, what didn’t I know - I really can’t say” (Ibsen, 1879, p. 413). She urges him to continue his visits, arguing “You know quite well how Torvald depends on your company.” He, pressing to know her sentiments, only receives a lukewarm “Oh, I always think it’s enormous fun having you here” (Ibsen, 1879, p. 413). Nora’s mixed messages have evidently been the basis for his false hopes – “That was what misled me. You’re a riddle to me” (Ibsen, 1879, p. 413).

Nora’s complicated relationship with her husband must be considered as a reason for her wishing to maintain her bond with Dr. Rank. Finding little fulfillment in her marriage, she enjoys being loved by Dr. Rank, and perhaps reciprocates the feeling but would rather not admit it. On the one hand, it holds dangerous consequences, and on the other, their love has no future since Dr. Rank is terminally ill. The circumstances that open the door to Nora and Dr. Rank’s friendship and its development into love, at least on Dr. Rank’s part, are not anything strange to people of the modern era. Rather, this theme is an extremely popular one in twentieth century literature and media. This popularity seems to support the assertion of the ancient writers that such a thing as a platonic friendship between the two sexes cannot exist. However, the counter current still insists that such a bond is possible if it flourishes in a healthy environment between two parties who are emotionally secure in their other relationships.

III. CHEKHOV’S *THE CHERRY ORCHARD*

In Chekhov’s play, the friendship under examination is that between the ambitious rising capitalist Lopahin and Madame Lyuboff Ranevskaya. The former is the son of a serf, while she is a member of a landowning family that is now, however, fallen victim to the new social and economic structure brought about by the Emancipation of the Serfs in 1861. Lopahin represents the new economic advent in Russia, as well as the modern generation that looks at life with a new perspective, seeing the value of friendship, and life in general, mainly in monetary worth. The Ranevskayas, on the other hand, are trapped in the old way of life and fail to see beyond the sentimental value of their property, which has been passed down through the generations for centuries. None of them exhibit any business sense, but rather squander money that they don’t have. Their life of privilege thus far has left them ill-equipped to save themselves from the inevitable loss of the family estate. Als (2005) remarks, “As they reach for the past, they ignore the future, which appears in the form of Lopakhin” (p.100).

Rader (1983) states that “friendship is an indicator of equality” (p. 24). Indeed, equality is at the heart of friendship. It is difficult to build a balanced friendship based on trust when one party considers itself either superior or inferior to the other. However, equality is lacking in the friendship noted here, as is benevolence. Lopahin obviously holds Madame Ranevskaya in esteem since he has purposely traveled to greet her on her arrival from Paris. In the same speech, he says he can bear her brother Gayeff’s brutal characterization of him: “Your brother says I’m a boor, a peasant, money grubber, but that’s all the same to me” (Chekhov, 1903, p. 199), while professing his affection for her: “you did so much for me once that I’ve forgotten all that and love you like my own kin – more than my kin” (Chekhov, 1903, p. 199). This is after Lopahin has related an anecdote of how Lyuboff had been kind to him in his youth at a time when he had received physical abuse from his own father. Perhaps time and distance have helped him to romanticize their past relationship, which was probably, in reality, not as close as he now portrays it. He is painfully aware that he is not on the same social footing with Lyuboff, but he expresses his deep desire to have her friendship: “All I wish is you’d trust me as you used to, and your wonderful, touching eyes would look at me as they did” (Chekhov, 1903, p.199). This is ironic since he is the only one that speaks sense and presents her with a solution to her family’s grave financial difficulties. At this point in the drama, it is unclear if Lopahin harbors selfish personal goals for pressing the Ranevskayas to turn their estate into summer cottages, or if his advice is genuine. I believe that he does desire to help the family, in particular the beautiful Lyuboff, but being continually met with the cold shoulder or plain ridicule, he finally finds it expedient to take his own advice and buy the land as an investment. His love for her is not so overriding that it can conquer his hard feelings, nourished by class divisions, toward the Ranevskayas. The idea that his ancestors were once owned by, and worked in subjugation for their forefathers, is ever-present in the back of his mind. Once

friendship is marred by social inequality or one party takes it to heart, it is no longer possible to profess pure or genuine friendship.

After the orchard is sold, the stage directions indicate that Lopahin is “Embarrassed” and “afraid of showing the joy he feels” as he talks about the auction (Chekhov, 1903, p. 210). If his friendship for the family was pure, and not self-seeking, his love would not have allowed him to buy out their precious property for himself, nor would he have been able to rejoice in doing so, knowing that it would cause great pain to Lyuboff and bring disaster to the entire family. However, when he is directly asked “Who bought it?” (Chekhov, 1903, p. 211), he claims his triumph, bursting out in reply: “I bought it” (Chekhov, 1903, p. 211). He adds, “My God, Lord, the cherry orchard is mine!” (Chekhov, 1903, p. 211). Here, the social distance between Lopahin and the Ranevskayas must have been felt - and indeed felt strongly enough that he finds that he cannot express his emotions without recourse to the painful past:

If only my father and grandfather could rise from their graves and see this whole business, see how their Yermolay, beaten, half-illiterate Yermolay who used to run around barefoot in winter, how that very Yermolay has bought an estate that nothing in the world can beat. I bought the estate where grandfather and father were slaves, where you wouldn't even let me in the kitchen. (Chekhov, 1903, p. 211)

The final part of the speech gives us the real story behind the relationship. Lyuboff may have shown Lopahin some incidental kindness, but there could have been no great friendship if he was not even permitted to enter the kitchen, the lowliest room of the house.

Lopahin plays a peripheral role in the action from the very beginning. He awaits, along with the rest of the household members, the imminent arrival of the mother and her daughter after a long, tiring journey from Paris. As they exchange intimate greetings and terms of endearment with the different members of the family, he remains silent and watchful, merely observing as they reminisce about the old days and swap sweet memories of the house. For the most part, he is detached from the proceedings, probably due to his feeling of inferiority to the family and their close friends. He does, eventually, make so bold as to express his esteem for the lady, before moving quickly on to discussing business matters, in his capacity as agent of the estate.

When Gayeff reminds his sister Lyuboff that fifty one years have already passed since they, as children, slept in the nursery where they now stand, Lopahin abruptly interjects: “Yes, time passes” (Chekhov, 1903, p.198). Lopahin seems to belong to the group that Geoffrey (2008) describes as “males [who] use talking to accomplish things” (p. 20), rather than as a means for passing the time or simply for social decorum. His comment is clearly not a positive addition to the prevailing endearing familial atmosphere, nor is it favorably received for Gayeff simply asks “What?” in an incredulous manner. Lopahin is not welcome in the gathering and perhaps it is only Lyuboff's frosty acceptance of his presence that prevents him from being actively ordered to leave. The warmth of tone felt as the other characters speak to each other is absent when they address Lopahin. Lyuboff is unable to sit still, effectively ignoring his warm comments to her, preferring instead to pay attention to her bookcase and table. His sociable comment: “I wanted to look at you – talk -” (Chekhov, 1903, p.199) quickly turns to business, for he is there as the manager of the estate, and as such he offers a solution to the family's financial problems. Knowing that the house and the orchard are about to be put up for auction to cover unpaid debts, he is in a hurry to “talk” about the issue. Conveying the notion that he has more important engagements to attend, he repeatedly refers to the time, claiming that “There's no time for talking” (Chekhov, 1903, p.199). As an aspiring capitalist, time is money, and he has no predisposition to waste time dreaming about the past and old sentiments. He has business matters to attend to which are apparently much more important to him than what he views as profitless chit-chat. He plays the role of ‘friend’ quite brutally when he announces that the estate will be put up for auction. He takes no account of Lyuboff's feelings when faced with losing her beloved orchard. However, this is the type of friend that she really needs at this point, in contrast to the loved ones around her who gloss over the hard truth and often talk nonsense to avoid facing reality.

Lopahin, through his presence among them, is privy to the family's thoughts and feelings. Although he knows the extent of their emotional attachment to the whole estate, he lends it no importance as he presents his solution which entails demolishing the house and cutting down the cherry trees in order to turn the land “into building lots” to be “leased for summer cottages” (Chekhov, 1903, p. 199). The result, according to him, is “at the very lowest twenty-five thousand roubles per year income” (Chekhov, 1903, p. 199). His perception of friendship carries a different meaning from that of the Ranevskayas, who represent the old order of things. To his businesslike mind, he is acting as a loyal friend to the family when he suggests this solution even though it revolves around materialistic factors and fails to address the family's deep-rooted attachment to the estate. The absence of what Rader (1983) calls “mutuality of goals” (p.17) creates this discrepancy in views between Lopahin and the Ranevskayas.

The Ranevskayas find this unexpected solution, offered by somebody who they obviously deem inferior but nevertheless gives himself the status of friend, rather insulting and never seriously consider it as a possible outcome. “Framing an account of trust” between friends, as Hardin (2002) remarks, “as encapsulated interest may provoke an unfortunate misunderstanding” (p. 23). They hold a traditional perception of friendship, where friends must share the same values and goals. Gayeff gives a brief response - “what rot?” (Chekhov, 1903, p.199) - which reveals how he despises both the solution and its courier. To his mind, Lopahin is not really a friend, but rather an opportunistic hanger-on. For Lopahin, people do not have to “share in the perfect communion of a single spirit [or] in everything in common” (Rader, 1983, p. 24) to be labeled as friends; friendship can still exist between people with different goals and principles.

The harshness of Gayeff's response correlates to the Ranevskayas' perception of friendship and virtually reflects the shock they experience upon hearing the proposal. Lyuboff, although in agreement with her brother, abides by the old rules of her class and observes social decorum in her comment: "I don't quite understand you" (Chekhov, 1903, p. 199). Lopahin takes her response at surface value and reiterates his plan in greater detail. However, his elaboration does not serve to change her view of his proposal. The difference between the two becomes ostensible; she tries to remind him of the orchard's sentimental value in her eyes, while he reminds her of how profitless it is. She sees it as the only "interesting" or "remarkable" thing in the whole "province" but he asserts that it is no more than an "old" orchard which gives a "crop once every two years", a produce that "Nobody buys . . ." (Chekhov, 1903, p. 199). Gayeff tries to bolster his sister's argument, saying that the "orchard is mentioned in the encyclopedia" (Chekhov, 1962, p. 199). This may be true, but to Lopahin, that is of no worth because it holds no economic value and cannot save them from ruin. For him, their rejection of his proposal is tantamount to a rejection of his friendship. He is already insecure in this relationship, constantly aware of the social divide that still exists between them, even though some 40 years have passed since the restructuring of society.

As a friend, he believes that it is his duty to speak plainly and guide them to the correct decision. His insistence implies that one should not lie to a friend regarding right course of action simply to protect the feelings of that friend. Should he lie, with the result that the Ranevskayas lose their house and orchard, he could rightfully be accused of being the author of their loss. "Those with whom we deal," Hardin (2002) says, "have not only the incentive of loss of our relationship but also that loss of reputation and the possibility of shunning by others if they cheat us on a deal" (p. 21). By pointing out the appropriate course of action (to the best of his knowledge), Lopahin protects himself from the charge of disloyalty and demonstrates that he is fully prepared to fulfill the role of 'friend'.

Even though the relationship between him and his friends has not been neutralized, the relationship between him and the estate is now presented in terms of neutralization. What puts the friendship of Lopahin and the Ranevskayas under duress is the imminent loss of their estate. He could have changed the tone of the conversation to play upon their emotions and thereby render them more readily acceptable of his solution on how to save the house and the orchard. However, he is a businessman, and as such cannot appear but as a 'practical friend' who prefers sober solutions over convenient but misleading ones. He may have an entirely different and as yet concealed reason for telling what he thinks is the right thing to do with the estate, one which would only be fathomable to his 'closest friends'. From his perspective of friendship, a friend who stands in the face of a dilemma should not give in to emotions and convenience, but should abide by a certain degree of openness. By proposing such an emotionally painful solution, Lopahin is aware of the difficulties; none is more perilous to friendship than the duty of a friend to pinpoint the friend's fault, which places him in the danger of losing his friend's respect, something apparent in Gayeff's reaction, "what rot?" (Chekhov, 1903, p. 199), and in Lyuboff's comment "you don't understand at all" (Chekhov, 1903, p. 199). Gayeff utters that insulting comment even though Lopahin, as a friend, tries to comfort them and to appear optimistic when he says "but don't worry, my dear, just sleep in peace, there is a way out of it" (Chekhov, 1903, p. 199). In his eyes, he is the real friend, concerned with the well-being of his friends and the disaster that will befall them if they do not 'listen' to him and see his plan as he does. Trust is one of the manifestations of friendship and "the central problem in your trustworthiness is your commitment to fulfill another's trust in you" (Hardin, 2002, p. 28). Lopahin shows enough confidence to fulfill what he promises to his friends, but they dismiss out of hand the notion of transforming the condition of their estate.

In his article "Kicking Up Dust", Als (2005) points out that Lopahin belongs to a social class considered by the Ranevskayas as inferior. Als (2005) attributes the Ranevskayas' deafness to Lopahin's advice to this social class barrier: "Because, as Chekhov implies, none of us understand, let alone hear, others, particularly if those others truly are other" (p.100). His assumed role, as a friend who watches over his friends like a watchman observes the inhabitants of a town, is not seen as such by his friends. Their insistence on avoiding the discussion is so outlandish that, striving to change the subject, Pishthick asks if Lyuboff ate "frogs" in Paris and the latter challengingly says that she "ate crocodiles" (Chekhov, 1903, p. 200).

On Lopahin's second attempt to force the family to consider his plans seriously, social prejudice raises its head as the reason not to develop the estate. Lopahin clearly presents the specific question - "Are you willing to lease your land for summer cottages or are you not?" (Chekhov, 1903, p. 203). The Ranevskayas reject his plan for the second time on the grounds of social prejudice, stating that summer cottages and summer residents are "so common" ((Chekhov, 1903, p. 204). This fails to bring about a rapprochement between the friends in terms of finding an appropriate solution for the intricate dilemma; it rather widens the gap, for Lopahin describes his friends as "light minded people . . . odd, unbusiness like people" (Chekhov, 1903, p. 204). As a friend taking friendship in its modern sense, Lopahin tries to perform his role by looking out for his friends' best interests, but undoubtedly this friendship is not his top priority. Ultimately, events prove that it is superseded by his interests of his own.

The Ranevskayas still adhere to the traditional view of friendship, where all parties are on an even footing and therefore have no necessity to conceal anything. Thus, they naively reveal too much of themselves, which plays to their disadvantage since they are open to a friend who views friendship from a different angle. Lopahin, in contrast, does not reveal much of himself to them, a characteristic of friendship of utility in modern time. We have to keep in mind that "the words 'friend' and 'friendship' have become so stretched and extended" (Grayling, 2013, p. 3) in modern time that

personal benefit takes mastery of the subject. Friendship to Lopahin is important, but not necessarily interest free. It is the modern perception of friendship where “considerations of mutual benefit . . . implicit in the idea of friendship” (Grayling, 2013, p. 3). The representation of modern friendship in the play, Lopahin puts his own interests and wellbeing ahead of reciprocity of affection. Lopahin holds modern time priorities, with his success as a businessman being of greater importance to him than his friendship, which is placed firmly in the gray area. This, on the one hand, preserves his status as a friend in the eyes of the Ranevskayas and, on the other, provides him with influence, talking from the position of an active, positive friend. His attachment and commitment to his friends do not have any bearing on what he is and what he does. While being open with Lopahin is, to the Ranevskayas, an end in itself, it renders them vulnerable and passive in the relationship. Their privileged position in society has always demanded that they deal courteously with others, and thus they see it is a social duty to be open and courteous to Lopahin.

Although he has now become a man of financial means, Lopahin’s awareness that he is socially inferior to his friends makes him wary of the possibility that others may misinterpret his thoughts and actions. He therefore finds it prudent to conceal much of his thinking with regard to the estate for fear that his ends might appear devious; he cannot risk it and expose himself to a two-fold loss. His stance is that it is safer to keep oneself well hidden, even from friends, since to do the opposite is fraught with danger. Despite the fact that Grayling (2013) accepts the notion that friendship could encompass mutual “benefit, help, advantage, and support”, he emphasizes that they should not be “motivations for it” (p. 3). Interestingly, even in the criteria of modern time friendship, Lopahin is too secretive. His secrecy, however, can be justified knowing that his friends adopt the traditional perception of friendship and may not take kindly to his aspirations for personal gain.

Lopahin might appear to those who adhere to the traditional perception of friendship as a devious, heinous, elusive, or even delusive person. However, taking into account the modern time perspective of friendship, Lopahin is apparently none of that. Libby Appel, who directed a production of *The Cherry Orchard*, asserts that Chekov does not mean to create a “villain” in any of his plays. With the momentous changes at the turn of the 20th century, with the enactment of new economic and legal principles in Russia, friendship could theoretically be extended to the point of encompassing almost everyone. Traditional friendship cannot allow anyone into its zone, for one simple reason that it makes no sense to speak of friendship unless the meaning of this term is kept free from personal gains and social feuds. Lyuboff symbolizes past perspectives, including those of friendship. For her, the real friend cannot see his interest away from that of his friend.

IV. CONCLUSION

Traditionally, friendship is viewed as one of the most important social relations. Some see it as superior to familial relations such as brotherhood, believing that it is only in contrast to other familial relations that friendship is comprehensible. As such, the friend, unlike kin, gives only to those whom he owes; he gives only to those whom he feels an affiliation in his heart, even though no explicit contract, agreement, or promise stipulates that he owes anything at all. Furthermore, they maintain that only people who acknowledge a mutual and yet entirely implicit debt to one another are friends, a debt that amounts to inner-self. The depth of this debt is limitless; therefore, the friend can represent his friend as an extension of self. Rader (1983) expresses this notion perfectly when she says “friends share in the perfect communion of a single spirit” (p. 24). Only when the friendship expands beyond the egoistic interests does the assumed friend begin to represent himself as a friend.

The traditional conception of friendship has changed markedly with the evolvement of modernity since friendship stems from and develops out of collective human culture. Talking about how Ibsen and Chekhov represent the spirit of modernity, Als (2017) in his article “Rewind” describes Ibsen as “Widely considered the father of modern realism” (no p.), whereas in “Kicking Up Dust” he (2005) states that “Of all the modernist playwrights . . . Anton Chekhov is generally considered the most modern” (p.100). Ibsen in *A Doll’s House* and Chekhov in *The Cherry Orchard* show how modern time friendship allows personal interests and does not appear as demanding as it was in earlier times. They depict friends who are normal human beings, neither angels nor villains. In other words, they show that the area of friendship in modern time is neither white nor black, but a resulting gray mixture of the two. Equally apparent is that modern time people are aware of this transformation in the meaning of friendship and willingly bend to it. Commending this sensitivity in Chekhov, Als (2016) says, in “Estate Value”, “his ear was particularly attuned to how we let time fly while trying to stave off change” (p.2).

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An Implementation of Online Extensive Reading to Improve Reading Comprehension of Social Work Students

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Abstract—This research aimed at studying the reading skills of finding the main idea of an article, learning new vocabulary, and students' opinions towards extensive reading through online weekly journals. The sample consisted of 27 third-year students from the Faculty of Social Administration enrolled in English for Social Workers 1 in the first semester of the 2021 academic year. The research instruments consisted of online weekly articles published in reliable online sources, such as the BBC, CNN, and National Geographic, and were relevant to their field of study. The findings showed that (1) students were able to identify the main idea of the written text from reliable online sources based on a topic of interest or field of study. Students could write a summary of the written text to determine the main idea. As for students' opinions about extensive reading after eight weeks of online reading activities, (2) students were able to read faster and were familiar with reading strategies during the activities. They were capable of reading long articles with new vocabulary and did not have to rely on translation tools.

Index Terms—online extensive reading, reading comprehension, social work students

I. INTRODUCTION

Reading has been considered the least preferred skill of students in English classes for a number of reasons. It was difficult for students to enjoy on-screen reading time or practice reading in online classrooms (World Economic Forum, 2020). Many students preferred to practice their active skills (writing and speaking) rather than their passive skills (reading and listening). This was because they thought that if they wrote well or spoke English well, they would manage to develop their English ability. Reading skills were also seen as essential for achieving their academic goals (Boakye, 2017; Scott & Saiiman, 2016; Levine et al., 2000). In addition, in many specific English classes, such as English for social workers, reading was an essential skill to reach academic goals. However, many students struggled with reading, which could prevent them from developing their language and knowledge. One of the obstacles for students was a lack of vocabulary, forcing students to frequently search for unknown words in a dictionary. Some readers mentioned that they read so slowly that they lost interest in reading. Others also revealed that although they understood the meaning of the individual words, they could not gain a general understanding of the whole story (Scrivener, 2005). A problem in relation to improving reading was that students did not apply specific techniques when reading on their own, although reading techniques such as skimming and scanning were taught in class. This was possibly because students did not believe it was practical when reading independently. Many students still used a dictionary to search for unknown words in texts which led to unpleasant reading experiences whereby readers only looked at single words and ignored the story or the main idea of the text. This situation got worse when students gave up their reading practice and used translation tools, such as Google Translate, to translate the story for them because they would not have practiced their reading skills at all.

In keeping with the new normal way of teaching, many teachers adapted their teaching to virtual classrooms. For example, teachers would split a longer period of time in the classroom such as an hour into small segments to help keep students focused and allow them to relax. They also provided interactive games to promote student involvement or offered independent lessons to improve student motivation and concentration. Schewenger (2019) suggested that the best teaching strategy in the new normal era was to combine the experiences of teachers with the interests of learners. One possible solution for running successful virtual classrooms during the pandemic was to create individual or independent activities that learners could review or practice on their own after learning useful strategies or after receiving guidance from their teachers. To balance teaching strategies and language practice, extensive reading was used as an alternative in this online context by which learners could use their own time to revise or continue their studies away from the classroom. In other words, they were free to practice what interested them or to examine content related to their class objectives. This approach could provide students with an opportunity to read as much as possible, particularly on topics that they were interested in and familiar with. Most importantly, it could complement the classroom lessons, particularly in English for specific purposes or in academic English where learners were required to read far beyond the written texts provided.

Extensive reading is well known for its use in both independent and individual practice. This self-learning activity allowed learners to take a break from mandatory lessons by focusing on a topic they were interested in to enhance their English reading skills. It was believed that learners could achieve their learning goals if they activated self-learning and that learning would be successful if learners were able to choose their topics of study. Extensive reading was considered to be free reading (Krashen, 2004), independent reading, or pleasure reading (Day & Bamford, 2002). Its key concept was derived from Krashen's comprehension hypothesis that language acquisition occurred when learners unconsciously learned. To provide a learning environment, the input was meant to be interesting and engaging so that learners did not feel forced to learn. According to Krashen's theory, the input was supposed to be easy or based on the learners' interests to support their basic knowledge. Some researchers agreed that extensive reading was expected to depend on the learners' choice. However, some studies revealed limitations, such as the financial means to access reading materials or inappropriate choices due to language proficiency (Stoller, 2015; Waring & McLean, 2015; Mori, 2015; Prowse, 2002). Extensive reading was studied worldwide and revealed positive results in developing reading. Some researchers studied English for academic purposes despite its importance in helping learners achieve their academic goals (Zhou & Day, 2021).

In conclusion, students in virtual English classrooms during the pandemic experienced learning difficulties in many aspects, including long study periods, a loss of focus, and a lack of classroom engagement. All these problems led to an unpleasant learning environment and prevented students from studying and practicing language skills, particularly reading, which was always the least preferred skill of Thai students. Thus, this study blended online extensive reading, a well-known individual reading activity, in the virtual classroom to help learners with these learning difficulties. The online extensive reading activity aimed to create a positive learning environment as follows. (1) The activity would provide a quality break from regular lessons to allow students to practice independently by reading articles that were of interest and related to their field of study. (2) Students would be able to pursue further studies. And, (3) students would be able to apply their reading techniques to their reading with regular practice as the activity was included in the weekly class schedule. They would also be guided by their teachers to foster their understanding of reading.

II. LITERATURE REVIEW

A. Nature of Extensive Reading

Extensiveness could be defined in specific terms, especially when applied to reading (Bruton, 2002). Some researchers considered extensive reading as free reading (Krashen, 2004), while others described it as enjoyable reading (Macalister, 2015). Macalister (2015) described extensive reading as a wide range of reading texts and a large amount of reading time. Yamashita (2015) also cited various names for extensive reading, such as sustained silent reading, pleasure reading, book flooding, independent reading, and 'Drop Everything and Read' (DEAR).

According to Bamford and Day (2004), extensive reading was an approach to language teaching in which learners read a great deal of easy material in a new language, while Grabe and Stoller (2011) defined extensive reading to be an approach to the teaching and learning of reading in which learners read large amounts of material matched to their language proficiency. Therefore, it was possible to refer to extensive reading in various terms. In essence, extensive reading was a reading practice in which learners read for their own purposes and made their own choices. To develop reading ability, readers had to read and reread in a significant period of time as well.

According to Nuttall (2005), enjoyment was a key element for extensive reading. Moreover, SAVE, standing for Short, Appealing, Varied, and Easy, was suggested as the main criterion for the selection of extensive reading materials. Short books were not considered intimidating while picture books or books with color illustrations were attractive for extensive reading. There was supposed to be a wider range of content, language, intellectual maturity, and user-friendliness for the reader than that of their current target language course book.

B. Principles of Extensive Reading

Not only did extensive reading have different definitions, but it was also used and interpreted in different ways, particularly in foreign and second language classes. The ten principles of extensive reading proposed by Day and Bamford (2002) were the most well known and widely used, and were defined as follows. (1) The reading material was easy. (2) A large number of readings covering a wide range of topics were to be made available. (3) Learners opted for what they wanted to read. (4) Learners read whenever possible. (5) The purpose of the reading was generally related to pleasure, information, and overall understanding. (6) Reading was its own reward and extensive reading was intended for learners themselves. (7) Reading speed was usually faster rather than slower. (8) Reading was individual and silent. (9) Teachers oriented and guided their students. (10) The teacher acted as a role model for the reader.

Although these principles were accepted and used in English as a second language and English as a foreign language classes, some were used more than others by teachers due to confusion. Macalister (2015) simplified the ten principles by Day and Bamford (2002) so that they included more comprehensible guidelines. He divided the principles into four parts which were the nature of the reading (Principles 5, 6, 7, 8), the nature of the reading materials (Principles 1, 2), what the teachers did (Principles 9, 10), and what the learners did (principles 3, 4). It was also suggested that extensive reading could help activate other language skills, such as writing and speaking.

Learner choices were one of the controversial options in Day and Bamford's list of principles. Some scholars agreed that extensive reading was expected to allow readers to be free to choose what they wanted to read. However, Macalister (2015) noted several limitations to learners' choices, such as financial circumstances affecting the access to reading materials, or inappropriate language skills that could lead to unsuccessful reading development. Rated readers could be a good alternative, but teachers could also develop their own reading materials if learners found it too difficult to afford commercial books. It was also proposed that extensive reading be applied as an activity outside the classroom, but integrated into the curriculum for other classroom activities. Utilizing curriculum design to accommodate extensive reading created a learning environment that helped develop learners' reading skills. Moreover, extensive reading could become a part of language input that improved the outcomes of writing and speaking.

Waring and McLean (2015) pointed out that the ten principles proposed by Day and Bamford could not be followed when readers were engaged in the activity of extensive reading. Many scholars argued that the principles were not intended to be universal when applied to extensive reading. Thus, some adaptive strategies were presented by Waring and McLean (2015) such as extensive classic reading (under the ten principles), reading in class (students read the same text chosen by the teacher with follow-up assignments or an assessment), extensive integrative reading (extensive reading was a part of a 2-4 skills class), extensive reading as literature (text study as a literature lesson), easy extensive reading (fluency of construction and speed of reading according to Nation, 2007), and extensive reading in *i+1* (as a meaning-focused input). While the definition of extensive reading was discussed among scholars, Waring and McLean (2015) said it was supposed to contain four elements: fluency, large amounts of text, long periods of reading, and longer texts that required speech-level understanding.

Yamashita (2015) highlighted four aspects of extensive reading: (1) the availability of many easy-to-read materials, (2) accessibility of the reading materials, (3) fast reading, and (4) reading for pleasure. According to Yamashita, extensive reading was also viewed through three main streams: cognitive, affective, and pedagogical perspectives. Extensive reading from a cognitive perspective was the construction of meaningful messages from written texts using reading techniques, such as scanning or skimming. On the other hand, the extensive reading of an affective perspective focused on the feelings of the readers when reading the texts. Another perspective of extensive reading was the pedagogical perspective. This referred to the benefits of extensive reading when readers read outside the classroom and spent time working on their reading in learning linguistic skills and knowledge.

Jacobs (2014) explained the characteristics of extensive reading materials in terms of reading level and level of interest. According to Jacobs, reading could be categorized into three levels: frustrating, instructional, and independent. The level of frustration is defined as when the material was too difficult to understand, even with the help of teachers and other resources. The level of instruction meant that the reading material could be understood with significant support from teachers, peers, and other resources such as online dictionaries. The third level, the independent level, referred to the ideal material for readers to be able to understand the texts with little or no help. The independent reading level proposed by Jacobs was suggested by Day and Bamford (1998) who recommended reading materials should be below the reader's level. In terms of the level of interest, Jacobs mentioned a variety of topics and types. A recommendation was made that teachers should be expected to learn what learners or readers were interested in reading.

C. Online Extensive Reading

Extensive reading has been a popular trend in English as a second language and English as a foreign language. Many researchers have identified its advantages in developing reading and other learning skills (e.g. Nation, 2015; Suk, 2017; Ediger, 2001; Harmer, 2001; Lems et al., 2010; Scrivener, 2005; Chih-Ming Chen et al., 2014; Jaisook, 2015; Harmer, 2001; Vintinner et al., 2015). It has also been adapted for use with technology or digital platforms such as E-reading software or online extensive reading. The research highlighted similar benefits for online extensive reading when compared to the traditional model (Robb & Kano, 2013; Bui & Macalister, 2021). Robb (2018) suggested that searching for appropriate texts for extensive reading should involve consideration of many aspects (e.g. text length, text levels, etc.). He identified several online sites to help teachers and researchers find extensive reading resources, such as *Extensive Reading Central* (free reading and listening texts for absolute beginners to those with 8,000 keywords), *Voice of America* (a website using videos in English with transcripts), *Project Gutenberg* (online graded texts), *Read Theory* (a free website targeting native American learners with reading comprehension issues), *BBC Learning English* (a well-known English learning website), and some paid sites which provided digital graded readers from many publishers and the offer to track reading activities, reading speed, and the inclusion of quizzes.

As previous research has revealed, online reading could be done through digital platforms or programs, or online materials or activities. Zhou and Day (2021), for example, studied extensive online reading in EAP courses for two semesters using the Reading Library, an online subscription-based library. It contained more than 1,000 books which could be accessed with computers, tablets, and mobile devices. The study examined students' attitudes towards reading in English, their academic reading, their proficiency in English in general, and the reactions of their instructors. It was found that the reading attitudes of L2 learners improved significantly after the online reading of the graded readers. Moreover, their reading rates, vocabulary, grammar, comprehension, writing, and speaking were improved. Milliner (2017) examined 19 university students who interacted with graded readers on their smartphones for one academic year. It was found that all but two students were capable of meeting the reading targets. The majority of the student sample was also able to achieve higher TOEIC scores after the treatment. Similar results to the study were obtained in

Indonesia, where Hendriwanto and Kurniati (2019) showed positive results from mobile-assisted extensive reading on students' reading skills. In addition to improving reading proficiency, online extensive reading influenced other learning skills, such as motivation and self-confidence (Arnold, 2009).

D. Related Research

The principles of extensive reading have recently been the subject of debate. However, extensive reading research has revealed how their implementation has resulted in positive results on language development, particularly in terms of reading comprehension and vocabulary improvements.

Nation (2015) reported that learners gained vocabulary under two conditions: incidental attention and deliberate attention, and went on to explain that extensive reading provided conditions for both for learners. When learners read and reread the same or longer texts that repeated the vocabulary, incidental attention was paid to the vocabulary. When they searched for vocabulary in a dictionary, it meant they deliberately concentrated on vocabulary. According to Nation, extensive reading served to balance a language class in terms of meaning-focused input and improved fluency. Moreover, he highlighted extensive reading on vocabulary acquisition in a primary school in Fiji where students were required to spend three-quarters of their English course on extensive reading. The study by Elley and Mangubhai (1981b) found that learners in the experimental group had achieved the equivalent of fourteen months of progress over nine months of the course. Furthermore, the gains were sustained one year later.

Several extensive reading studies in Asia have shown its effectiveness on learners' reading proficiency. Chanthap and Wasanasomsithi (2019), for example, revealed the effect of blended learning and an extensive instructional model on developing the autonomy of EFL students in a Thai university. Jaisook (2015) revealed the benefits of extensive reading in terms of reading fluency and reading motivation. Additionally, a study by Suk (2017) in Korea found that an extensive reading approach had positive impacts in three dimensions: reading comprehension, reading rate, and vocabulary acquisition. Moreover, Huang and Liou (2007) built an online English extensive reading program in China and found that students improved their vocabulary learning along with reading satisfaction.

Other extensive reading studies worldwide revealed the benefits of extensive reading on the development of reading. Jeon and Day (2016) performed a meta-analysis of 51 extensive reading studies and confirmed their effectiveness. They also suggested that extensive reading should be integrated within the EFL or ESL classroom. Besides the effects of extensive reading on reading proficiency, a lot of extensive reading research confirmed its advantages over other language skills, such as vocabulary gains and writing skills (Ediger, 2001; Harmer, 2001; Lems et al., 2010; Scrivener, 2005), learner autonomy, or self-improvement (Chih-Ming Chen et al., 2014; Jaisook, 2015; Harmer, 2001; Vintinner et al., 2015).

III. METHODOLOGY

A. Participants

The study involved 27 students from the Faculty of Social Administration. They enrolled in a section of English for Social Workers 1 in semester 1 of the 2021 academic year.

B. Procedure

In the first session, students and teachers discussed their reading techniques and activities, and shared their reading experiences. The teacher gave the students a few weeks to find articles related to their field of study (social work or social issues) from reliable online resources, such as BBC, CNN, and National Geographic. The articles were analyzed for the level of readability by a widely used readability analyzer. This was based on Flesch's readability scale with the score ranging from 30.00 to 70.00 which indicated it was understandable and easy to read for university students. It was also based on the articles meeting the criteria for CEFR level B1 and one of the ten principles of extensive reading requiring a lower reading level for the activity. Aligned to the principles, eight articles were voted upon by the participants for their weekly reading articles as learners' choices. Apart from the appropriate levels of article reading, articles had to be between 900 and 1000 words so that participants could complete them in one hour.

According to the 8-week extensive reading schedule, participants were required to read one article each week from the compiled list and to summarize each article in their online weekly journal. They also recorded new vocabulary, as well as their views on the reading process. After 8 weeks of the online reading activity, volunteer participants were invited for an interview to ascertain their other opinions about extensive reading and their development in reading.

C. Data Collection and Data Analysis

The study collected data from (1) online weekly journals that were used to analyze readers' reading comprehension. Each week, participants were required to write about the weekly articles they had read, focusing on the main idea of the reading passage and the self-management of extensive reading (how readers managed their extensive reading activities, problems, or challenges while conducting extensive reading and how they handled this). And, (2) student interview forms that were developed to review opinions on extensive reading in the online classroom. The form consisted of two parts. It included general information, questions about respondents' views on the levels of reading materials, topics from reading materials, opinions toward spending an hour in class on individual reading, and how they used the reading

techniques or conducted extensive reading on their own. Over half of the respondents were interviewed in the process of data collection.

IV. RESULTS

A. *The Online Weekly Journal Results*

The online weekly journals consisted of three parts, namely the main idea of the article, new vocabulary, and opinions toward extensive reading. After reading the weekly articles, participants were asked to record their reading progress in online journals. The following was a summary of the online weekly journals. It was divided into two parts: reading comprehension (Parts 1 and 2), and opinions (Part 3).

B. *Parts 1 and 2: Main Ideas of the Article and New Vocabulary*

Based on the definition of reading comprehension in the study, readers could identify the (implied and stated) main ideas of the written texts from reliable online resources. These texts were selected based on their topics being of interest or in their field of study (social issues or social work practice). This included the recognition of supporting details and familiar and unfamiliar words in contexts. In this part, most participants showed that they could identify the main idea of the articles by providing a summary of the articles. They also provided more details about the articles. In addition, all participants compiled a list of new vocabulary and definitions.

C. *Part 3: Extensive Reading Opinions*

Part 3 was designed to help participants reflect on how they treated their reading skills and what they thought about online extensive reading. The results were divided into three parts: reflection on the reading process, vocabulary gains, and topics.

D. *The Interview Results*

Based on ten interview questions, the results of the interview were grouped according to three aspects: readers' opinions about the articles, the progress of reading, and the development of reading habits. More than half of those interviewed agreed that the articles used in the study were at an appropriate level of language. They thought that it was sometimes challenging, but it helped them read. 33% (or 5 interviewees) had neutral views on this issue, while only 6% thought that the articles were inappropriate. Despite this, they all agreed that their language ability was a factor in this regard.

V. DISCUSSION

(1) Based on the definition of reading comprehension in the study, the findings indicated that readers could identify the main idea of the written text from reliable online sources. Readers could also identify the main idea of the article by providing a summary. Finding the main idea of an article and learning new vocabulary involved identification of the main idea from the written text published in reliable online sources, such as news articles on the violence and poverty in Afghanistan or the issue of child labor in India. The students recognized reading as an essential tool to achieve academic success, emphasizing the main idea of the article and the new vocabulary. Boakye (2017) mentioned that many students preferred to practice active skills such as writing and speaking over passive skills such as reading and listening. The reason for this was that writing and speaking skills could show success in learning languages or a high level of proficiency in English. However, reading was essential to academic success. This was in line with Chantap and Wasanasomsithi's (2019) research on the impact of blended learning and broader teaching styles on improving the independence of EFL students in Thai universities. Jaisook (2015) mentioned the benefits of extensive reading in terms of reading fluency and motivation. Moreover, a study by Suk (2017) in Korea showed that a comprehensive reading approach had a positive impact on three dimensions: (1) reading comprehension, (2) reading rate, and (3) vocabulary learning.

(2) The results revealed that in terms of the reading process, students did not have to use tools to translate the new vocabulary. Most students knew applicable reading strategies. They were able to read long articles with many unknown words. It could also be said that they were ready to read more advanced articles to practice their reading skills. This was because the online weekly reading activities helped students gain new vocabulary. The articles were also helpful in their field of study as the articles were relevant to social work and social issues. Online extensive reading not only helped students gain new vocabulary on social work topics but helped them determine the exact definition of known words. In addition, students gained confidence in their vocabulary after applying reading strategies to help them find words because they were less reliant on dictionaries or translation tools. This finding was consistent with Jeon and Day's (2016) research, which conducted a meta-analysis of 51 extensive reading studies and confirmed their effectiveness. They also suggested that extensive reading should be integrated within the EFL or ESL classroom. Besides the effect of extensive reading on reading proficiency, the ER research confirmed its effects on other language skills, such as vocabulary learning and writing skills (Ediger, 2001; Harmer, 2001; Lems et al., 2010; Scrivener, 2005), and important

learning skills, such as learner autonomy or self-improvement (Chih-Ming Chen et al., 2014; Jaisook, 2015; Harmer, 2001; Vintinner et al., 2015).

VI. CONCLUSION

Students could identify the main idea of written texts from reliable online sources based on a topic of personal interest or field of study. Students could summarize the written text to identify the main idea. After eight weeks of online extensive reading activities, they could read faster as they were familiar with reading strategies during activities. They were able to read long articles with new vocabulary and did not require the use of translation tools.

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Text-Based Game — A Tool to Enhance Critical Reading and Critical Thinking Skills in English Classrooms

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Abstract—Game technology has recently attracted a lot of attention and provides a favourable environment for language learning students who want to improve their English communicative abilities. The purpose of this article is to explore how students utilize gaming technology to increase their critical reading and critical thinking skills while playing. This research is a pre-experimental study with a one-group pre-test and post-test design. Students at the tertiary level are the participants in this study. Choice of the Dragon was a fantasy text-based game used in the experiment. A storyline from the game was transcribed into scripts and distributed to students for the pre-test. The game was introduced with the goal of gaining points on the achievement chart. In the end, the game will display an achievement chart. It encourages the students to continue the gameplay and read intensively until they reach their goal. Google Form was used to collect data for the research. The collected data was analysed with the help of a statistical tool. Students' critical reading and critical thinking skills have increased significantly due to the intervention of the fantasy text-based game.

Index Terms—game technology, critical reading, critical thinking, favorable environment

I. INTRODUCTION

English has risen to become a critical component of almost every profession in today's world. Learning English, in particular, has become a basic necessity in today's global society. When it comes to English language learning, reading competence is one of the most important features to analyse. In addition to linguistic abilities, fluent reading requires the successful use of many reading methods. Reading is a "strategic process" because readers must choose from a variety of skills in order to achieve their varied reading targets. However, the majority of students from rural backgrounds confront several difficulties in learning English. During the learning process, some students are constantly stressed, and according to experts, the current pandemic condition has increased the frequency of depression among students (Serumena et al., 2021). In order to encourage students, new and innovative strategies are required. Technology plays a significant role in education when it comes to innovative techniques. Technology is increasingly becoming a necessary aspect of daily life. This technology transformation has made its way into the classrooms of modern education systems. It encourages instructors to think about and incorporate digital content into their lesson plans.

Games are often regarded as key instructional techniques in the educational field. This technique can be used to deal with the anxiety and desperation that might happen during the language learning process as well. When it comes to learning a language, it is necessary for students to have a positive attitude. Teachers must work very hard to help their students develop a positive mindset that will help them learn. A variety of approaches and procedures should be used in English language teaching to help students acquire the language effectively. Students' fear of the language should be reduced by allowing them to study it on their own time. Even in regular life in current society, individuals are often required to deal with complex customer and work concerns, make choices, and solve issues. In order to achieve this quickly and effectively, it is crucial for students to have the capacity to critically evaluate what they see, hear, and read. In literature, it can be noted that critical reading and critical thinking have all been described in a number of ways.

II. LITERATURE REVIEW

Technology is no longer a strange idea among today's youth or in the world of education. Students have extensive exposure to technology, particularly smartphones, since they were raised in a digital environment from the start of their school lives. Technology provides a source of encouragement as well as a platform for effective learning in the educational environment. According to the research findings, mobile devices provide unique features that enable students to learn easily (Hashim et al., 2018; Crompton, 2019). As a result of technological advancement, the majority of students effectively acquire English through games. With the advent of the internet, there could be a variety of opportunities to make contact with people or with the computer itself. At the same time, many individuals became

acquainted with gaming instruments such as smartphones, tablets, and laptops (Nour et al., 2020). The desire of a person to use a second language outside of the classroom may be determined by their level of confidence in the given language (Smith, 2019). The idea of text reading has developed as the use of technology becomes more widespread in our daily lives. It has become more important to understand and use these technologies to connect and influence the virtual environment. Students who play computer games tend to pay more attention while they are in the classroom. Digital games are concerned with mental and social circumstances in addition to their impact on learning and comprehension processes (Girmen & Kaya, 2019). Students will have a higher level of motivation, which will lead to better involvement in the classroom. Games may support the creation of a good learning environment in which students are encouraged to study the language for a long period. Fluency and self-assurance in reading the language may be fostered through the use of games.

Game-based learning strategies may help English language students enhance their grammar and vocabulary skills as well as their listening, speaking, reading, and writing abilities (Franciosi, 2017; Gamlo, 2019; Nour et al., 2020). According to some scientific evidence, games may be effective in learning when dealing with difficult subject matters (Turgut, 2009). Gaming is becoming more associated with learning, and several models have been developed to identify the various learning outcomes that may be acquired from active participation in digital games. O'Neill et al. (2005) say that subject knowledge and the ability to solve problems are content-specific skills, while teamwork, communication, and the ability to control oneself are content-independent skills.

III. RATIONALE OF THE STUDY

In the technologically advanced environment of the 21st century, students spend much of their time playing online games. There is a link between learning the English language and playing games on the internet, because students can quickly learn a language through games on the internet. The use of online games in the English classroom helped students learn more effectively because the games captured their attention and motivated them. Instead of assigning students a large amount of homework and having them follow the traditional method of education, teachers can use online games to encourage students' creative thinking. Even the most reserved students may take part in language learning through the use of online games. Therefore, the purpose was to study the effect of text-based game on enhancing critical reading and critical thinking skills in the English classroom.

IV. GAMES AS AN INNOVATIVE TECHNIQUE

Students' interest in language acquisition may be stimulated if their instructors use strategies that include aspects of fun and entertainment in the learning process. According to several studies, children's interest in a topic is increased when they are actively participating in the learning process. Students can easily explore and learn relevant aspects of language when games are used to teach English to them. There are many reasons why games can be used to boost students' language learning abilities. Firstly, games allow students to practise different language skills. Games promote student-centered learning by limiting the teacher's control in the classroom (Willis, 1996). Games not only assist students in grasping the idea and growth of the English language, but they can also be used to create interest and encourage students to practise the English language (Prensky, 2001; Whitton, 2010). When games are used in education, they may help to reduce boredom while maintaining the repetition that is necessary for better learning outcomes. The advantages of incorporating technology into games may attract students into virtual worlds and make them feel more comfortable with the concepts.

Technology provides a platform that allows students to feel more engaged in their learning experience. Karaaslan et al. (2018) explore numerous ideas regarding what makes environments naturally intriguing, and they come up with three: challenge, fantasy, and curiosity. Games have earned their position in education field as technology has advanced, enabling players to surf in a virtual world with a diverse range of exploring possibilities (Sundqvist & Sylven, 2012). It seems that the most successful strategy for encouraging interactions in the language learning process is through the use of online games. The chat box, which will be accessible in an online game, will allow for interactions to take place while a game is being played. Players on a team will be able to carry on conversations with one another using the chat box. Students have the opportunity to learn through experience and practise, and games can generate interest in the process of language acquisition. Games allow students to participate actively in the learning process and encourage them to initiate discussions with one another in order to accomplish goals in the game. As a learning tool, games motivate students to participate in classroom activities.

"The real benefit of such a tool is not only making students more enthusiastic to take part in such activities, but rather increasing their confidence in every kind of English interaction and also promoting their English ability" (Hamid et al., 2014, p 286-291).

The use of technology is becoming one of the most important parts of making language education more effective (Ghazal et al., 2016). Games can be played online. Online games played on a computer are an example of technology. If students didn't have access to technology, they would lack interest in learning. Educators recognise technology's potential to provide students with both individual and collaborative learning environments in which to study and practise a new language.

V. RESEARCH QUESTIONS

1. Is a text-based game a motivational tool to create interest and encourage students to actively participate in the English classroom?
2. What is the effect of text-based games in motivating students to develop critical reading and critical thinking skills?

VI. OBJECTIVES

The current research aims

1. To assess the efficiency of B Tech students in critical reading and critical thinking skills.
2. To assess reading comprehension level of the learners.
3. To identify the impact of online games to improve language acquisition and language retention

VII. RESEARCH METHOD

This research is a pre-experimental study with a one-group pre-test and post-test design. The participants in this study are students at the tertiary level. Choice of the Dragon is a fantasy text-based game that has been used in the experiment. A storyline from the game was transcribed into scripts and distributed to students for the pre-test. The game has been introduced with the goal of gaining points on the achievement chart. The accomplishment chart will be presented at the end of the game, motivating students to continue playing and reading intently until they attain their target. A post-test will be conducted after the experiment. A post-test would be used to compare with a pre-test to determine the influence of text-based games on critical thinking and reading skills.

A. Participants

The study's participants are tertiary level B. Tech students from VIT. As a result of the participants' technical backgrounds, they rely on critical reading and critical thinking skills. Through random sampling, 66 students were selected from the first year. The pre-questionnaire consisting of 15 items was circulated to 66 students in order to determine their interest in learning a language through online games. The researcher explained the study's objectives and methodology, starting with the pre-questionnaire, pre-test, treatment, post-test, and post-questionnaire.

B. Materials and Instruments

Google forms are used to collect the data for the pre-and post-questionnaire and pre-test and post-test. Choice of the Dragon is the fantasy text-based game from textadventure.co.uk used for the experiment. Choice of the Dragon is a text-based multiple-choice game in which the students have to choose between the choices. Players' choices influence the action, the dragon's appearance (including gender and colour), and several other aspects. Each screen has a brief scenario as well as a variety of other alternatives to choose from. For each action the player's dragon will do next, the player must read the storyline and make a selection from a menu of available possibilities. Choice of the Dragon keeps track of traits such as cruelty, finesse, scorn, and honor, as well as health, money, and infamy, all of which are influenced by the decisions the player makes on each screen. Choice of the Dragon is a role-playing game. A summary of the accomplishments will be provided at the end of the game. SPSS is the statistical software used to analyse the findings.

C. Research Design

This experiment included qualitative and quantitative research. The current research uses a pre-experimental study design with a pre-test and post-test. The pre-questionnaire was circulated through Google Forms to the chosen B-Tech class, consisting of 66 students. Following the completion of the pre-questionnaire, pre-test questions were developed and distributed to determine the level of comprehension, critical reading, and critical thinking abilities of the participants. The fantasy text-based game "Choice of the Dragon" was chosen from the website textadventure.co.uk. The treatment then began with instructions on how to play the game and the conditions that must be accomplished in order to complete it. After completing the game, the achievement bar was collected from the students to know how many attempts they had made to complete the game. Students were asked to write a descriptive paragraph about the game as well as their experience with the game.

Rubrics were developed to assess the critical thinking and critical reading abilities of the students after treatment. The post-test has been conducted to analyse the level of the students; it consists of 10 questions that were used in the pre-test. Students were allowed to play as many times as they wanted until they reached the required level. SPSS software was used to examine the data. Data from the pre-and post-questionnaires were examined using descriptive statistics and frequency analysis in SPSS. A paired t-test was done to compare the values obtained after the post-test and pre-test, and the mean was assessed using the paired t-test as well.

VIII. FINDINGS AND DISCUSSION

Students performed better after the treatment when compared to test results before and after the treatment. This was evident in statistical pre-and post-test comparisons. In this study, participants were asked to complete pre-questionnaire

consists of 15 items which was prepared using a Likert scale, on which their views on reading stories and comprehension skills were gathered and analysed. The majority of the students were not interested in reading the stories that were presented in Table 1, after which a pre-test was conducted. The findings of the Pre- and Post-tests were presented as means standard deviations, and they were statistically analysed using the SPSS statistical software.

TABLE 1
PRE-QUESTIONNAIRE (15 ITEMS), N=66

Pre-experimental Method	Mean	Std. error mean	Std. Deviation	Frequency				
				1	2	3	4	5
Pre-Questionnaires								
I would like to read fantasy stories in my free time.	3.1667	.13412	1.08958	4	15	20	20	7
When I read a text, I read the text over and over again.	2.8788	.13743	1.11652	5	24	17	14	6
When I read a text, I constantly check with myself whether I understand what I've read.	4.0758	.10425	.84691	-	5	6	34	21
When I read a text, I attempt to find out the concepts that I don't understand completely.	2.8788	.14406	1.17034	6	24	15	14	7
When I don't understand anything in a text that I read, I look for extra information to help me understand.	3.0455	.13558	1.10149	4	19	20	16	7
I'm able to recall information from a text that I've read.	3.3939	.13463	1.09374	2	15	14	25	10
I can recognise particular phrases in a text.	3.1212	.14406	1.17034	6	16	15	22	7
I can identify and understand the key points in a text.	2.9091	.15529	1.26159	9	21	10	19	7
I can recognise supporting information in a text.	3.1061	.15287	1.24194	6	17	19	12	12
I can read lengthy and hard texts quickly and locate relevant details.	3.2424	.14332	1.16435	4	15	19	17	11
I can summarise the key points in a text.	3.4697	.12631	1.02612	1	13	16	26	10
I can describe supporting details in a text.	3.2879	.14765	1.19955	5	15	12	24	10
I can explain the meaning of words or sentences from context.	2.8485	.14683	1.19283	8	21	17	13	7
I can extract particular information from a text.	3.3333	.14855	1.20682	5	13	15	21	12
I can understand the relationships 1) within sentences, and 2) between sentences.	3.0303	.15109	1.22750	6	21	13	17	9

The pre-test findings show that students are low in critical thinking, reading, and comprehension skills, which indicates that their skill levels must be improved. After the pre-test, treatment was done by introducing the game "Choice of the Dragon". Rubrics were used to prepare the data for the collected screenshots. Each correct answer has 1 mark. The highest mark is 10, and the lowest is 0.

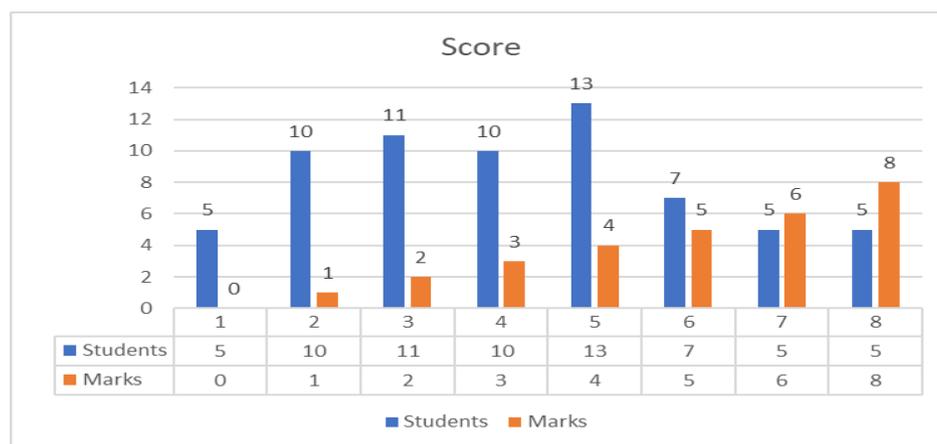


Figure 1 Pre-test Score

During the treatment, students were asked to take screenshots of every attempt and they were asked to read the story in the game intensively to attain above 90% of the honor level. After completing the game, screenshots were collected. Before conducting the treatment, the students were instructed about all of the critical reading and critical thinking strategies and how they could be used. The mean value of the marks was shown by the bar graph. The average score of the students is 7.80. After the treatment, the students begin to show interest in playing text-based games and reading comprehension activities.

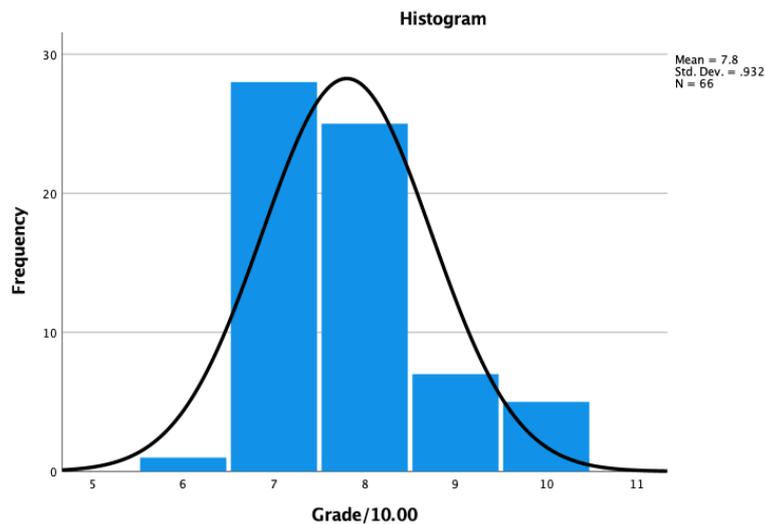


Figure 2 Histogram Date of the Experiment

A post-test was given to the students after the treatment. The students' post-questionnaire data was collected using the Likert scale. Both pre-and post-questionnaire data were analyzed. Students seem to show an interest in playing text-based games, and they also show that the students had positive opinions about reading fantasy stories. A post-test was done after collecting data from the post-questionnaire. Then, the overall outcome of the experiment was evaluated using paired t-tests.

TABLE 2
POST-QUESTIONNAIRE (15 ITEMS), N=66

Pre-experimental Method	Mean	Std. error mean	Std. Deviation	Frequency				
				1	2	3	4	5
Post-Questionnaires								
1. Stories are more interesting to read when they are in a game.	4.2576	.07262	.58993	-	-	5	39	22
2. I can identify the main concepts of the story in the game.	3.4697	.11056	.89820	1	8	23	27	7
3. I can remember the information from a game that I have played.	2.9091	.11969	.97234	2	26	16	20	2
4. I can summarise the key themes of the story that I have learned from the game.	2.5606	.13157	1.06884	10	25	18	10	3
5. I can explain the meaning of words or sentences in the story from the game.	2.5303	.13348	1.08443	12	23	17	12	2
6. When I play the game, I am able to quickly read through lengthy and challenging texts, identifying and highlighting key information.	2.8939	.13678	1.11118	5	23	18	14	6
7. When I play the game, I try to figure out which concepts I still haven't really understood.	3.9394	.11400	.92618	1	4	12	30	19
8. I can discuss the content of a story effectively from the game.	3.6061	.11802	.95883	-	11	15	29	11
9. I can draw conclusions after reading a story from the game.	3.6818	.13162	1.06928	3	7	12	30	14
10. I read the text over and over again to pick the correct answer in the text-based game.	3.7727	.11586	.94128	-	9	11	32	14
11. I can use the lessons I learn from a text-based game to improve my own life.	4.0606	.10099	.82048	-	2	14	28	22
12. I can use the information from a text-based game to decide what is wrong and what is right in life.	3.7424	.12273	.99708	2	4	19	25	16
13. I can understand the relationships: 1. within sentences 2. between sentences	3.7879	.11118	.90324	1	4	17	30	14
14. I can connect the ideas: 1. within a paragraph 2. between paragraphs.	3.9848	.11113	.90286	-	3	18	22	23
15. I can identify and explain writers': 1. views in a text. 2. attitudes in a text	4.1970	.09216	.74874	-	1	10	30	25

The findings of the pre-test and post-test provide a standard for comparing and analysing the outcomes. The figure 3 indicates that students' performance has improved. After examining the data, it can be observed that the mean scores indicate each students' performance. Their performance on the post-test was better than on the pre-test. The mean of the student's performance on the post-test was greater than on the pre-test.

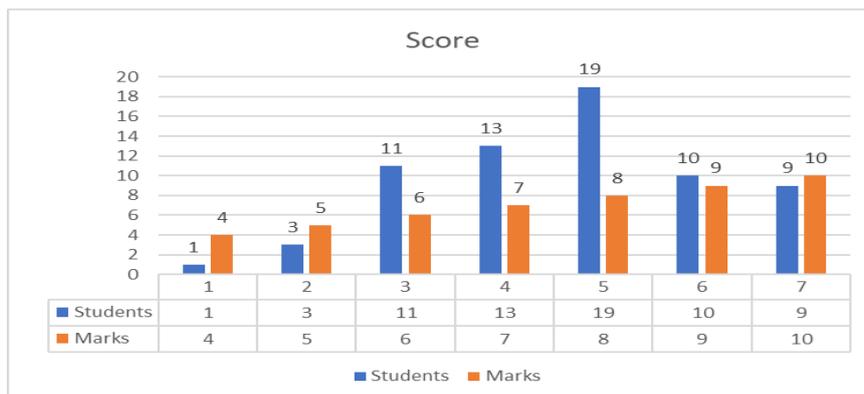


Figure 3 Post-test Score

IX. ANALYSIS OF PRE-TEST AND POST-TEST

The results from the pre-and post-test were examined using paired t-tests. The students' pre-and post-test assessments revealed improvements in reading comprehension, critical thinking, and critical reading skills. The pre-test mean was 2.94 and the post-test mean value was 7.70. When compared to the pre-test, the mean score in the post-test has significantly improved.

TABLE 3
PAIRED SAMPLE STATISTICS

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	2.94	66	1.880	.231
	Post test	7.70	66	1.467	.181

The p-value for the sample is 0.001, which is less than 0.05. It is concluded that there is a statistically significant difference in the scores between the pre-test and the post-test in the paired sample test. It shows that there is an improvement in students' comprehension, critical thinking, and critical reading skills.

TABLE 4
PAIRED SAMPLES TEST

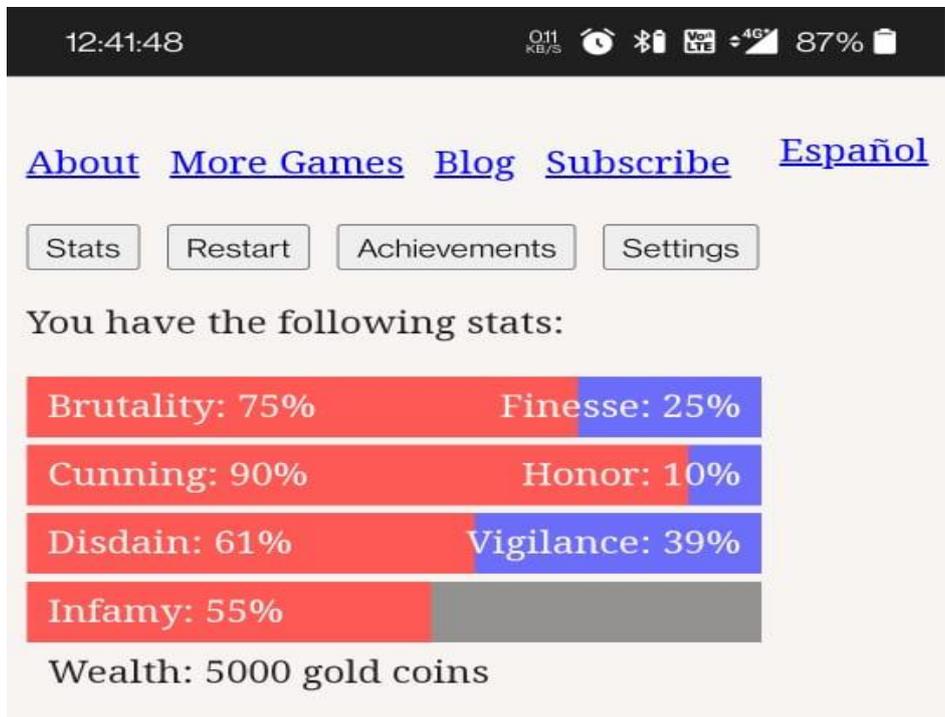
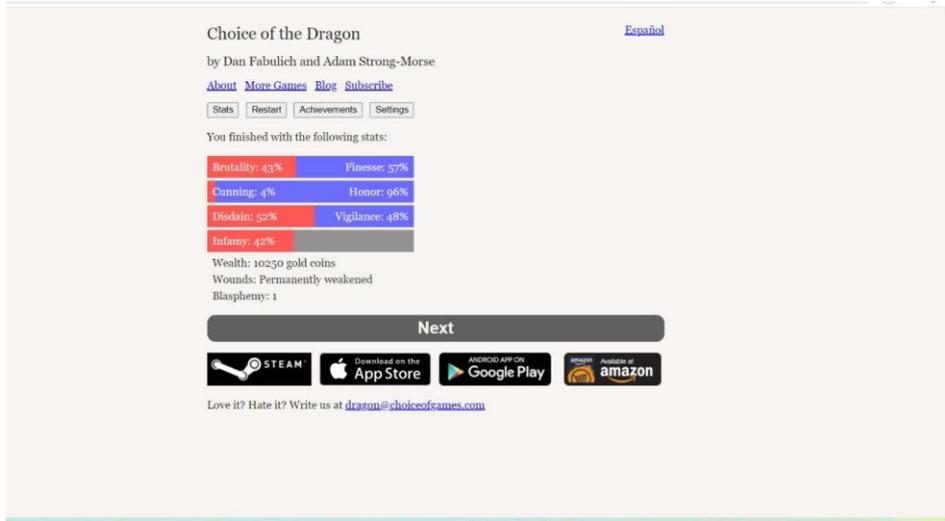
Paired Samples Test		Paired Differences					95% Confidence Interval of the Difference		Significance	
Pair	Pre-test - Post-test	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Pre-test - Post-test	-4.758	2.380	.293	-5.343	-4.173	-16.241	65	<.001	<.001

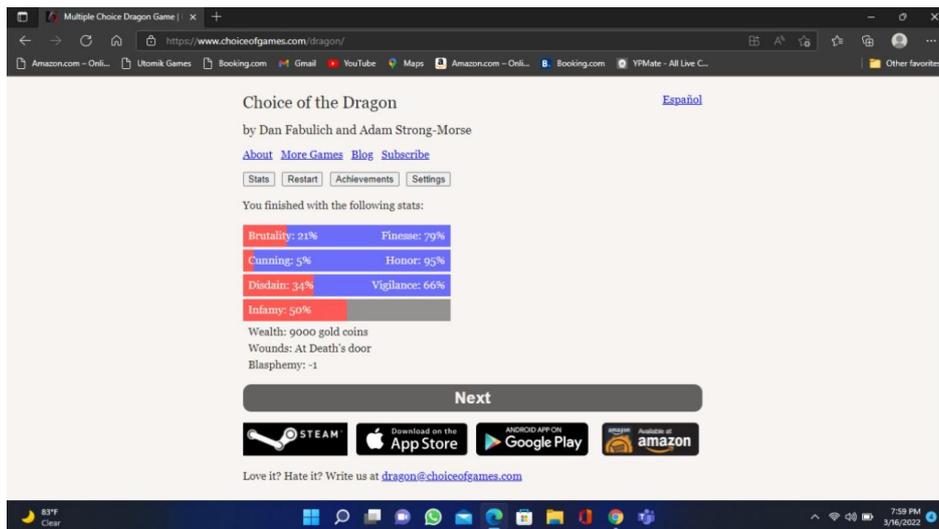
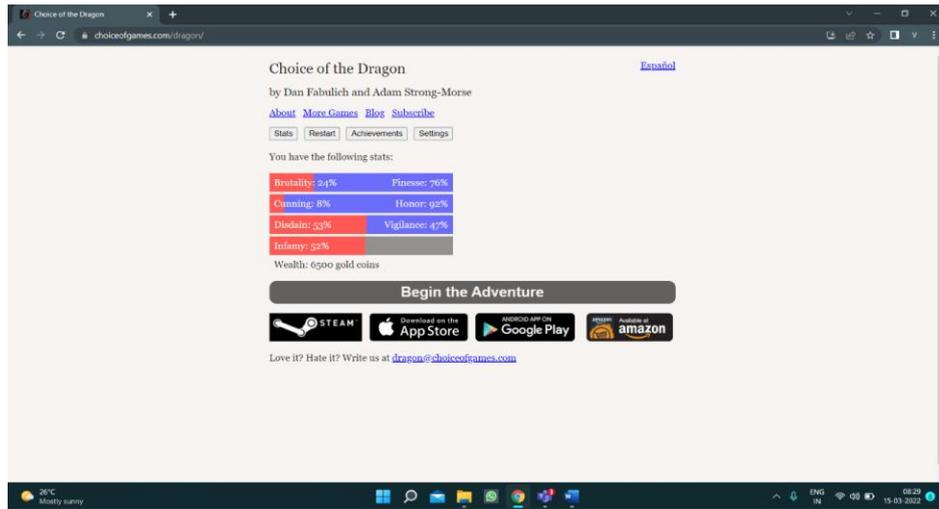
X. CONCLUSIONS AND SUGGESTIONS

The results of the data analysis suggested that the use of text-based games for the development of critical thinking, critical reading, and comprehension skills is possible in English language classroom. Another factor contributing to the students' progress was the reading comprehension and choice making through games, which were enjoyable and entertaining for the students, allowing them to learn more quickly. The current research, on the other hand, revealed that critical thinking, critical reading and comprehension skills have improvement after the treatment. The statistics in Table 3 suggest that the students' reading and comprehension abilities showed the greatest improvement, with a mean difference between the pre-test and the post-test of 4.758 points between the two tests. Students in this experiment were able to practise reading comprehension, problem solving, and decision-making skills through the internet at any time and from any location because smartphones were in every student's possession, allowing them to practise the skills at any time and from any location by visiting the Text Adventure official website, which is completely free.

The results of this research further suggest that students who were taught using the games were far more effective in learning new English words. It is clear that games provide a favourable and comfortable environment for less confident students who would usually refuse to engage in English class. According to the findings, games act as a motivational tool to create interest and encourage students to actively participate in language activities. The study concluded that text-based games have a positive effect on enhancing students' critical reading and critical thinking abilities in the English classroom.

APPENDIX. SCREENSHOTS OF THE ACHIEVEMENT BAR COLLECTED FROM THE PARTICIPANTS





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Communicative Competence Fostered in a Nested EFL Learning Ecology: Technology-Enhanced Learning in the Chinese Context^{*}

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Abstract—This study investigates the self-perceived effectiveness of a nested EFL learning model designed to create an affordance-rich learning ecology to help EFL learners realize the co-evolution of vocabulary knowledge and communicative competence. Adopting an action research approach, this study examined the predicament college students encountered under the CLT paradigm in the Chinese context, and the learning difficulties were identified. A nested EFL learning model was designed to address the issue by creating an effective learning environment in which micro, meso and exo systems interacted with each other to provide multi-mode usage events for the EFL learners' language development. Quantitative data was collected from two online surveys (N=91) and analyzed with IBM SPSS 26, and qualitative data was elicited from students' reflective accounts. The results revealed that the model positively affected students' language development regarding their vocabulary acquisition, listening and speaking proficiency. Other benefits derived from the learning experience outside the classroom, represented by an innovative WeCo (We Connect) reports project based on WeChat, are reflected in students' growing self-confidence as EFL learners and their awakening consciousness to learn English by using the language. Some constructive suggestions were proposed to improve the model. The design in this study provides a solution to the learning difficulties perplexing most EFL learners. It sheds light on how teacher-guided self-regulated English learning beyond the classroom can be augmented by modern technologies to develop communicative competence accompanied by the growth of productive vocabulary knowledge.

Index Terms—affordance, WeChat, usage-based approach, feedback loops, formative assessment

I. INTRODUCTION

The advent of information technology, the Internet in particular, ushered in a new era in which digital tools and platforms have been created to connect the world, and digital resources have been developed by educators to enrich the learning experience, thus enabling new opportunities for EFL practitioners to create a more dynamic learning ecology for their learners. Some Chinese scholars with an acute vision of the emerging social media technology have attempted to incorporate WeChat, the most popular social media application in China, into their teaching practice. Different from the widespread practice of using WeChat as a learning resource database for receptive activities, this study engaged students in more meaning-focused productive learning activities beyond the classroom to develop their communicative competence by capitalizing on the interactive function afforded by itself and XiaoXiaoQianDao (a task management mini-program within the WeChat ecosystem), together with Moodle (an open-source learning platform).

Communicative Language Teaching (CLT), or the communicative approach, being advocated as a revolutionary reaction against the traditional language teaching to promote learners' communicative competence "has produced a great influence on language teaching practice in both ESL and EFL environments" (Feng, 2013, p.44). However, the efforts to promote and transplant this approach have met with only limited success in the Asian context (Hu & McKay, 2012). In China, students' overall communicative competence has been a mandate in college English curriculum requirements since 2004 (Shi et al., 2018), and CLT and its outgrowth - task-based language teaching - have been carried out on a large scale. Unfortunately, "most researchers agree that the application of CLT in China has been a failure for several reasons" (Shi et al., 2018, p.774), "the adoption of CLT remains highly controversial" (Sun et al., 2020, p. 384) and the implementation remains challenging in China (Chan, 2019).

In the author's teaching context, CLT has replaced the conventional paradigm to bring vitality and engagement into the classroom. However, under the exam-oriented English language education system and pedagogy, the rote memorization of vocabulary and grammar rules has long been rampant in English learning practice for Chinese students, and such traditional practice in primary and secondary school curriculum has a far-reaching influence on them, like cultivating an exam-oriented English language learning thinking habit (Liu, 2017), which makes it difficult for college English teachers to "introduce interactive activities and ensure student participation" (Chan, 2019, p.733). Our pilot survey even suggested that with explicit instruction of grammar points and vocabulary being dramatically reduced in class and students' lack of initiative in learning English in out-of-class contexts, some students quickly jumped to a

^{*} Funding: This work was supported by the Department of Education of Guangdong Province (2019).

conclusion that their English learning was stagnating except for those few who were highly motivated to develop their communicative competence. The CLT practice did not achieve its desired goals due to the reasons mentioned above and other contextual constraints like insufficient time available for listening and speaking in formal learning settings (Chen, 2020). Besides, students' attention was not drawn to developing productive vocabulary knowledge, which seriously restrained them from developing their communicative competence. Researchers point out that vocabulary plays a vital role in realizing the communicative function of language, and Chinese students, however, lack consciousness to develop overall vocabulary knowledge and their knowledge of a word is constrained to its orthography and meaning (Qian & Sun, 2019). Therefore, it is crucial to think out of the box for ways to develop students' overall vocabulary, especially productive vocabulary so as to foster their communicative competence by engaging them in usage events beyond the classroom, serving as an indispensable complement to the formal learning context. Although the communicative approach has been adopted to develop students' communicative competence all over the world, there is a surprising scarcity of practice exploring the self-perceived effectiveness of a self-designed model which combines the learning activities in and out of the classroom to promote students' communicative competence. In fact, usage-based learning outside the classroom has not been fully examined yet. To address this gap, the author designed a nested EFL learning model which was inspired by the usage-based theory, the affordance construct, and Bronfenbrenner's ecosystems model to embed the newly learned vocabulary into usage events in and out of the classroom so that the receptive vocabulary would be transformed into the productive vocabulary to equip the students with a necessary productive vocabulary store for smooth and effective communication.

II. RESEARCH BACKGROUND

A. *English Learning Beyond the Classroom*

Previous studies before the expansive affordances of Web 2.0 functionalities suggested a positive association between active engagement in out-of-class activities and successful language development (Gan et al., 2004). Cases of successful language learners also show that learning opportunities for EFL learners in informal settings have been dramatically expanded by modern technology, and language use beyond the classroom has played a vital role in enhancing the language learning process (Kaceti & Klínová 2019; Nunan & Richards, 2015). However, not all out-of-class language learning experiences are equally beneficial (Lai et al., 2015). Despite the abundant, authentic English learning resources from the Internet and other sources, most students find it confusing and time-consuming to choose what is appropriate for them to develop their English proficiency and do not have constant momentum to carry through the out-of-class learning tasks. Those who can make a sensible judgment on the extra learning materials "predominantly access those materials for receptive rather than interactive or productive activities" (Jurkovič, 2019, p. 27). Researchers suggested that teachers "were significant sources of influence on the quality of students' out-of-class learning" (Lai et al., 2015, p. 278). Therefore they should play a more active role by recommending learning resources or monitoring learning efficacy, and effective language learning activities that maximize the affordances of mobile devices should be designed so that 'informal' learning can better support 'formal' learning (Kan & Tang, 2018).

B. *WeChat Mini Program Xiaoxiaoqiandao*

Being initially launched as an instant messaging app by Tencent in January 2011, WeChat has evolved into the most popular social media platform with its all-in-one functionality. Today, its MAU (monthly active user) has surpassed 1.27 billion (CIW Team, 2022), which means that virtually every Chinese uses WeChat regularly.

WeChat mini-programs are mini-applications developed by third-party companies and can be built within the WeChat ecosystem, offering advanced features like task management, music, and E-commerce to ensure that WeChat users' cravings are just one click away without downloading and managing the apps. XiaoXiaoQianDao is a free signup mini-program embedded on WeChat that allows people to manage their tasks or sign up for group events created by others. For the organizers, they can schedule an event and invite participants to sign up; they can view the event statistics in one place; they can manage the participants by removing the participants or appointing one of the participants as the task supervisor. For the participants, they can quickly sign up with just a few taps; they can post their signup contents in different forms ranging from text, picture, audio to video or interact with other participants by "liking" their posts or leaving comments on their posts orally or in written form; they can receive automated reminders before the deadline and message the organizer. In this study, the teacher organized an English learning activity on this mini-program: WeCo Reports Project, and invited her students to participate. Given the purpose of designing the activity, students were required to post their signups in the audio format.

C. *Theoretical Framework*

According to cognitive linguistics, "all linguistic units are abstracted from usage events: actual instances of language use" (Langacker, 2009, p. 154), and spoken language usage events are regarded as the basic usage events of language (Zima & BrÖNe, 2015). Learning a language involves learning constructions that comprise concrete items like particular lexical items, abstract items like abstract syntactic structures or a combination of concrete and abstract pieces of language (Ellis & Wulff, 2015), and constructions can be learned from language use and experience (Tomasello, 2003). In contrast to the generative tradition that relies on innateness for explaining linguistic categories, usage-based

linguistics views language as a dynamic system of constructions that are constantly restructured under the influence of domain-general cognitive processes involved in language use (Diessel, 2017). Usage-based theories believe that an individual's linguistic competence emerges from language use (Ellis, 2015; Tomasello, 2003; Behrens, 2009). The frequency of input and use plays a central role in L2 acquisition (Supasiraprapa, 2019). As frequency bolsters the representation of linguistic elements in memory, it facilitates the activation and processing of constructions (Diessel, 2017). Evidence from studies shows that frequency effects play an important role in language acquisition by assisting learners in acquiring lexical frames and extending those frames to generalized abstract representations in both L1 and L2 settings (Shin, 2017).

The underlying tenets in the usage-based approach also resonate with the construct of affordance in the realm of language learning ecology (Lier, 2004). Through the lens of the ecological perspective, "affordances arise out of participation and use" (Lier, 2004, p. 92), and "language proficiency emerges gradually, through repeated trials of production and reception, with meaning and precision accruing over time" (Lier, 2004, p. 141). For the emergence of higher language proficiency to happen, the affordances for language learning, "which are relations between the active learner and elements in the environment" (Lier, 2004, p. 53), should be perceived and acted upon by the learner. The teaching-learning environment must be rich in affordances and engage learners in meaningful activities (Lier, 2008).

The nested EFL learning model underpinning this study is adapted from the ecosystems model (Bronfenbrenner, 1979), which provides an ecological perspective to explain the forces shaping the development of human beings in a set of nested and interconnected structures called ecosystems consisting of micro-, meso-, exo-, macro systems. In the current study, the modified model composed of micro-, meso-, and exo- system was developed based on their relevance to language learning in the proximal context to render an affordance-rich learning ecology for students' language development, especially their listening and speaking proficiency and productive vocabulary development, a goal which is hard to achieve in the conventional EFL learning ecology for Chinese students.

Different from the microsystem for College English learning ecology at most Chinese universities in which English learning in the out-of-class settings is normally regarded as an optional extra, being excluded from the course syllabus, the microsystem in the current study was conceived to incorporate teacher-guided, usage-based learning in out-of-class contexts in the course syllabus to expand the EFL learners' immediate interactions between learners and their learning contexts mainly including learning materials, their peers, and the instructor, thus providing more perceivable affordances for learners to achieve language knowledge and skills growth. Since non-English major students in China have a low intrinsic motivation to learn English in out-of-class contexts, extrinsic incentives and feedback could be provided to mobilize and sustain their constant efforts. Research has also shown that under certain circumstances, extrinsic rewards can be combined with, or even lead to, intrinsic motivation (Dörnyei, 1994). Hence, in this study, students' efforts invested in the out-of-class contexts were reasonably counted in their overall course grade as a motivator to entice them to learn English out of class, and diversified formative feedback loops were formed to maintain a balanced focus on form and meaning.

III. METHODOLOGY

A. *Setting*

Implemented at a comprehensive University in China, this 12-week study was carried out in ELC 2, a compulsory integrated English skills course for intermediate learners to develop all four primary skills --- listening, speaking, reading, and writing while it gives special attention to listening skills and vocabulary acquisition. The primary textbooks for this course are *New Standard College English - Real Communication: An Integrated Course (Book 2) (FLTRP)* and *New Standard College English-Listening and Speaking (Book 2) (FLTRP)*. Nine reading passages from six units in the *Integrated Coursebook* and theme-related listening materials in the *Listening and Speaking book* are covered. The communicative approach is adopted as a primary teaching approach for the course.

This study attempted to help students reconceptualize and reconstruct their English learning environments by engaging them in various language use activities out of the classroom to provide a platform for them to activate and use the learned linguistic knowledge to develop their interlanguage skills before the knowledge becomes inert. The formative assessment and feedback from the teacher and their peers raised learners' awareness of using the language knowledge appropriately and helped build feedback loops for them to improve their linguistic performances. In this learning ecology, gone is the picture of the language learners passively soaking up language knowledge in class and fiddling with their phones idly after class. Instead, we witnessed a vibrant ecology in which active learners go about their business of learning by engaging in various learning activities in or out of class, like working on their own with their preferred materials or working side by side with their peers to achieve better fluency and accuracy. A mixed methods approach was employed to collect data for the study, which comprised the intervention, two questionnaires and students' reflective accounts on the WeCo reports project. Specifically, this article intends to address the following questions:

1. Did the nested EFL learning model help develop students' receptive and productive vocabulary, their overall organizational competence, speaking and listening proficiency based on their self-assessment scales?

2. How did participants perceive the core learning activity in the model: WeCo reports project? What were the challenges and what could be improved to better cater to their needs?

B. The Participants

The participants in this study were 91 non-English major freshmen in 3 groups with a mean age of 18. They came from different parts of China, where their English language education schemes assigned varying weightings to listening and speaking proficiency. They had received approximately nine years of formal English language education before reaching the university.

C. The Intervention: Building a Nested EFL Learning Ecology

The EFL learning ecology (Figure 1) in this study is composed of 3 ecosystems featured by the diversity and depth of learning affordances available to the learners to fulfill desired learning objectives in listening, speaking and productive vocabulary development. In this study, a nested EFL learning ecology was built with micro, meso and exo systems interconnecting with each other to optimize the learning efficiency. The microsystem, the EFL learners' immediate learning environment, was extended from the traditional classroom to WeChat and Moodle, providing language use opportunities to facilitate EFL learners' language knowledge and skills development in out-of-class contexts. The mesosystem, the interconnection between microsystems, afforded multi-mode feedback helping learners to form their self-correction mechanism to facilitate productive vocabulary knowledge development and communicative skills development by examining their problems in productive practice in the microsystem to adjust their learning trajectories. The efforts students invested in the after-class tasks were rewarded by being recognized in the course assessment system, which was the exosystem and served as an instrumental motivation to be combined with learners' intrinsic motivation to maintain a driving force in the learning ecology. The three layers of systems operated together to enable various affordances and to form feedback loops to help EFL learners make incremental changes to their language and skill repertoire.

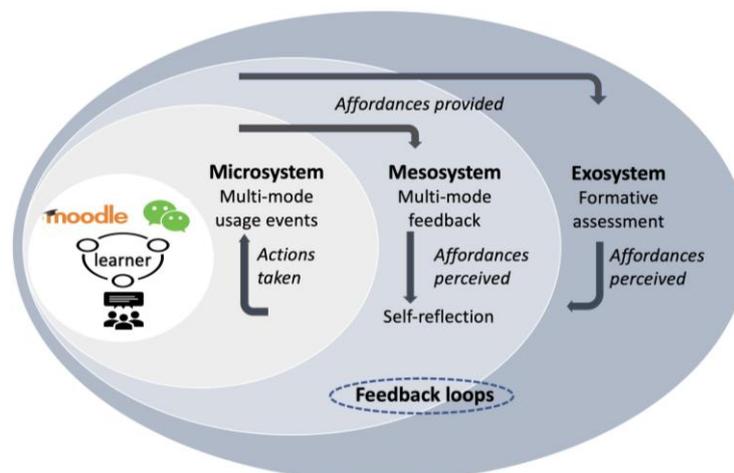


Figure 1 The Nested EFL Learning Ecology

(a). The Microsystem

The innermost layer in this learning ecosystems model is the microsystem, including WeCo reports project on XiaoXiaoQianDao and out-of-class group work in addition to the learning activities in the formal classroom setting.

The most important preparatory work for the WeCo reports project is to provide digital learning materials for those who do not have strong initiative or enough time to choose additional learning resources. The author used Moodle to construct a small-scale learning resources database composed of authentic English listening materials appropriate to students' current proficiency level. The chosen materials in the mini database included audiobooks, tv-series with study tips, and ted talks, some of which were adapted by adding content-oriented or skill-focused listening and speaking tasks. The authentic learning materials were chosen and associated tasks were designed because they are "more effective in developing a broader range of communicative competencies in learners" than the fabricated materials (Gilmore, 2011, p. 786). Besides the resources database, the author recommended a long list of online resources, including English radios, EFL podcasts, and vocabulary learning websites. According to Huang and Jhang (2015), the interest of students, a non-language factor, serves as a motivator for cognitive engagement in learning content in English. Deci and Moller (2005, p. 586) also suggest that "providing learners with choices and letting them have a say in learning materials could enhance their intrinsic motivation". Therefore, if students do not like the recommended resources, they can explore other sources for their preferred materials to achieve individualized learning.

The WeCo reports project (see Figure 2) lasted for 12 weeks during which students were required to finish 30 oral reports in English on the WeChat mini-program: XiaoXiaoQianDao by retelling or summarizing the English learning

materials by incorporating the new words they have learned from the materials, with each report lasting for at least 3 minutes. Nine reports are about nine text passages required for the course; one is about their self-reflection on this project, and the rest are about their preferred English learning materials. Students were supposed to read or listen to those learning materials first, take notes simultaneously, and then organize their language to finish each report. In this way, they could have a deep engagement with the learning materials. Other students were encouraged to listen to the reports and give relevant comments orally or in written form on the Mini Program.

Besides the WeCo reports project, 3 group oral tasks related to the themes of 3 units were designed to develop students' overall oral skills, with each task focusing on one specific scenario like a group meeting or debate in which relevant functional expressions could be applied. Students were provided with guidance on how to finish the task and scaffolding techniques on using proper vocabulary and grammar to achieve effective communication. Some groups met face to face and the rest met online to carry out the discussion, recorded the whole process, and posted all the videos on the Moodle course page for further discussion.

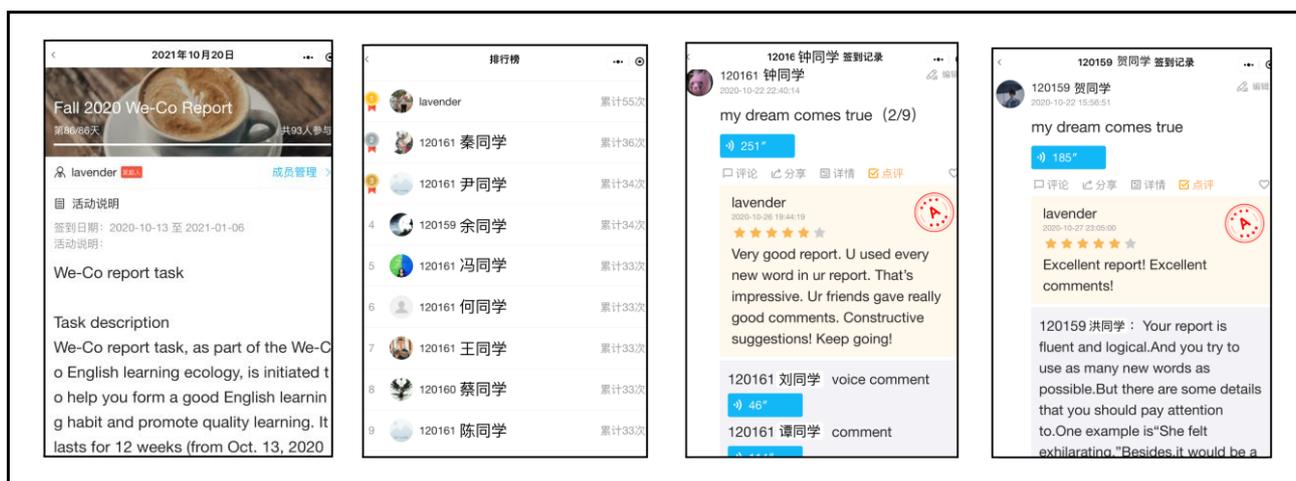


Figure 2 Screenshots of WeCo Reports Project Records (from Left to Right: Activity Homepage, Ranking of Records, Sample Report with Voice Comments, Sample Report with Written Comments)

(b). *The Mesosystem*

The second layer is the mesosystem which is about effective multi-mode feedback formed by the interconnection between the classroom, WeChat and Moodle to mainly facilitate EFL learners' vocabulary development and overall oral skill development through receptive and productive activities. Students learned the required text passages and finished the receptive vocabulary quizzes on Moodle before class. The teacher's feedback on the quizzes and interactive activities focused on the content and new vocabulary in the reading passage were carried out in class, aiming at improving students' depth of new vocabulary knowledge which includes "the elements of concepts and referents, associations, grammatical functions, collocations and constraints on use" (Daller et al., 2007, p. 8). After class, students were encouraged to finish the WeCo report on WeChat. Meanwhile, the teacher randomly checked their reports, picked out the vocabulary students still found difficult to put to productive use, and encouraged them to create scenarios in which these words could fit and post the scenarios on group chat. The teacher picked some well-designed scenarios, made adjustments/corrections, and formed a new pool of scenarios ready to be used for interaction in class. The teacher then gave whole-class feedback on students' WeCo reports, mainly commenting on the typical misuse of new vocabulary and typical grammatical mistakes. In this way, linguistic affordances were provided by the teacher to activate students' awareness of specific language structures or vocabulary use. Apart from the teacher's feedback, students also benefited from peer feedback which could be more specific and offer a unique perspective. By receiving and giving feedback, students raised their awareness and improved their ability to detect and correct problems in their learning process. Therefore, the teacher's feedback, peer feedback, and students' self-reflection became sources where students can evaluate progress and resources to adjust their learning trajectories.

(c). *The Exosystem*

The third layer is the exosystem, mainly about the course assessment system with an increasing portion of formative assessment. WeCo reports and out-of-class group discussions were involved in the course assessment system, which underscored the importance of students' efforts in language learning beyond the classroom. The out-of-class group work accounted for 5 percent (5 points) of the course score. The completeness accounted for 3 percent, and students' self-evaluation and peer evaluation based on a grading rubric emphasizing one's attendance, attitude and contribution accounted for 2 percent. As for the evaluation of the WeCo reports project, which accounted for 10 percent (10 points) of the course score, unlike the summative test scores which provided a static indication of students' performances, we rewarded students' ongoing endeavors in the project and the progress they made during the process. The completeness

accounted for 8 points, and the rest 2 points were allotted to the quality, which was described as visible progress in language and fluency which could be observed from the whole process. This course assessment system helped arouse both integrative and instrumental motivation and improve the motivational intensity to a higher level.

(d). *Feedback Loops*

A distinctive feature of this model is the formation of the feedback loops across the three layers of systems, which will be demonstrated in the following example. One of the text passages, "My dream comes true" is an autobiographical extract by Denis Lewis about the moment she won the 2000 Olympic gold medal in the heptathlon. Students were supposed to read the passage and learn the new words with the help of the courseware the teacher posted on Moodle before class. During class time, the students were asked to role-play an interview between Denis and the journalist. The sample interview questions were: "What emotions were you going through just before the race? What was in your mind while the race was going on? Take us through the emotions that you felt after the race. How did you feel after the race? Being on the podium, what was that like? What is there to achieve after you've got a gold medal on heptathlon?" The students were required to use the target words "gently, illuminate, deafening, exhilarating, terrifying, ensure, composed, championship, flutter, unified, vocal, strain, eclipse, exhaustion, grueling, fatigue, roar, boost, stamina, exhausted, scoreboard, tingle, aloft" in the interview. After class, they were encouraged to use all the new words by retelling the story for at least 3 minutes in the first person on XiaoXiaoQianDao and their partners were required to give comments on the reports by mentioning two merits and two aspects they could improve (mainly about problems in vocabulary use such as grammatical functions, collocations, or constraints on use). By checking students' reports and comments randomly, the teacher could easily detect the words students misused and incorporate them into explicit vocabulary instruction and the communicative activities next class. The students would reflect on their learning by perceiving the feedback afforded by the teacher and their peers and then act upon the affordances by reminding themselves to use the new words correctly or correcting themselves in the communicative activities. In this way, multi-mode affordances were provided, perceived and acted upon by the learners, and the feedback loops were formed to improve their language proficiency. With loops of feedback going on, opportunities to close the gap between current and desired performance were provided, and most students could finally perceive the affordances and made conscious efforts to improve themselves.

C. *Research Instruments*

Two online surveys were designed to address the first set of research questions. In the first survey, the participants were required to assess their pre-post intervention differences in overall organizational competence, listening comprehension, and oral expression by using the self-assessment scales prescribed in CSE (CSE means China's Standards of English Language Abilities, which was officially released in 2018). The second survey was designed to elicit students' perceptions of the effectiveness of the nested EFL learning ecology on their vocabulary development and speaking skills development. There were 11 five-point Likert scale questions, which were divided into three categories: vocabulary development (item 1-2), the development of 4 types of oral skills (item 3-6), and speaking sub-skills development (item 7-11). Quantitative data were analyzed with IBM SPSS 26.0. Students' reflective accounts were elicited to answer the second set of research questions.

IV. DISCUSSION AND RESULTS

End-of-semester surveys and the students' self-reflection oral reports showed that the learning ecology is conducive to their vocabulary acquisition and communicative skills development. The main statistical methods employed in the first survey were the Shapiro -Wilk test and the Wilcoxon signed rank tests. The Shapiro-Wilk tests (Table 1) showed a significant departure from normality, $W(91) = 0.893, 0.910, 0.818, 0.918, 0.848, 0.905, p = 0.000$. Then a series of Wilcoxon signed rank tests were run to evaluate if there were any changes in students' self-assessment scales for their overall organizational competence, listening comprehension and oral expression as a result of the implementation of the nested EFL learning model. The results revealed statically positive changes in those scales: the scale for the organizational competence was significantly higher ($Md = 5.00, n = 91$) compared to before ($Md = 3.00, n=91$), $z = -8.15, p = 0.000$, with a large effect size ($r = .60$); the scale for the oral expression was significantly higher ($Md = 4, n = 91$) compared to before ($Md = 3.00, n = 91$), $z = -7.849, p = 0.000$, with a large effect size ($r = .58$); and the scale for the listening comprehension was also significantly higher ($Md = 5.00, n = 91$) compared to before ($Md = 3, n=91$), $z = -7.974, p = 0.000$, with a large effect size ($r = .59$).

TABLE 1
RESULTS FOR THE SHAPIRO-WILK TESTS

Variable	Mean	Min	Max	Sk	Ku	W	P
Organizational competence before	3.5714	2	8	0.797	0.619	0.893	0.000
Organizational competence after	4.967	3	8	-0.055	-0.769	0.910	0.000
Oral expression before	3.2308	2	8	1.324	1.611	0.818	0.000
Oral expression after	4.6264	2	8	0.455	-0.55	0.918	0.000
Listening comprehension before	3.5165	2	8	1.254	1.961	0.848	0.000
Listening comprehension after	4.8352	3	8	0.559	0.016	0.905	0.000

The Cronbach's Alpha method was adopted to measure the internal consistency of the 11 Likert scale items in the second survey. The alpha measures true variance over total variance (that is, how cohesive each item is to the others). The range of the alpha is from 1 to 0.1. The result of the Cronbach's coefficient alpha of all the 11 items came out as .933, which suggested acceptable reliability of the Likert scale questionnaires under scrutiny. To test the validity of the questionnaire, the Pearson's Correlation Coefficient test was computed to assess the linear relationship between 12 variables and the total score, and the obtained values were .623, .833, .815, .674, .767, .797, .786, .810, .791, .800, .689, .757 which are greater than the Critical value of .2061, indicating positive correlations between all the variables and the total and the relationships were significant (all the p values are .000), and therefore all the questions are valid. Descriptive statistics (Table 2) for the second survey revealed an overall mean score of 4.5255 (SD = 0.45551). This showed a positive perception of the effectiveness of the nested EFL learning ecology among the students. Their perception of fluency development had the highest mean value (4.6923), indicating that this learning ecology effectively helped them to develop their fluency.

TABLE 2
DESCRIPTIVE RESULTS FOR THE STUDENTS' PERCEIVED EFFECTIVENESS OF THE MODEL ON VOCABULARY ACQUISITION AND SPEAKING SKILLS

	N	Min	Max	Mean	SD
1. Receptive vocabulary	91	2	5	4.5824	0.57862
2. Productive vocabulary	91	2	5	4.5604	0.6184
3. Presentation skills	91	2	5	4.5934	0.55734
4. Retelling skills	91	3	5	4.5275	0.54448
5. Group discussion skills	91	3	5	4.6813	0.51379
6. Debating skills	91	1	5	4.4176	0.74634
7. Fluency	91	3	5	4.6923	0.48745
8. Accuracy	91	3	5	4.3736	0.66078
9. Speaking at length	91	3	5	4.4835	0.62116
10. Self-correction ability	91	2	5	4.4505	0.5824
11. Pronunciation	91	3	5	4.4176	0.65091
Overall mean	91	3	5	4.5255	0.45551

To answer the second research question, students were required to post their perceptions of the WeCo reports project on the mini program, and they were supposed to respond to three questions: 1. What materials have you used to finish the WeCo reports project? 2. What skills have you practiced and improved during the process? 3. Would you please give some constructive suggestions to improve the project?

According to their self-reflection reports, most students used more than one type of learning material, and all of them included listening materials like movies, tv-series, ted talks, or other online videos. The vast majority of the participants reported improved spoken proficiency featured by improved fluency and evolved ability to speak at length without a script. Some suggested that they had become more adept at organizing language with clear logic, appropriate vocabulary and grammatical devices, and mixed sentence structures to express themselves. Most of them liberated themselves from single rote learning activities like remembering the Chinese translation of new words and got well-engaged in the communicative use of the vocabulary, especially productive use of higher-level target vocabulary. The following excerpts showed that the usage-based model helped learners develop their vocabulary, their organizational competence and overall speaking skills.

'I really learned a lot through the process. I can obviously feel that I can speak English more fluently. In the beginning, I could just read my script, but now I can speak without the script, and I can express my feelings more freely...during this term, I also learned many words and phrases' (Cai).

'Before this semester, I could only talk for about 1 minute without the script, but now I can give a 7-minute speech without the script and my fluency becomes better' (Jiang).

'I became more confident when I speak English because I had few chances to speak English before I took this course; I also enlarged my vocabulary and built my logical thinking because I needed to think about how to organize the language and what content should be included in my report' (Zhong).

'I think learning English in this way is very funny. In the past, we just learned English by remembering the words, the grammar, and the article. We didn't have a chance to speak out, to express our opinion. Now we need to do the WeCo report every week. I can speak more fluently and really learned how to use the words I learned to communicate...' (Liu).

'I still remember the first day I went to the classroom, I could hardly follow the teacher. I couldn't follow the ted talk without watching the subtitles. After this semester, I found that I could clearly recognize each word the speaker was using...' (Feng)

Obviously, lack of chances to use English in students' earlier language learning experience is the main factor hindering the development of their communicative competence. The nested model afforded them opportunities to use the new words, the frequency to transform receptive vocabulary into productive vocabulary, and loads of usage events to develop their fluency and the ability to speak at length. The emergence of language knowledge and skills is grounded on active interaction between EFL learners and the language learning environment. This model gave learners partial freedom to choose what kind of interaction they want to happen. Students like Feng who combined listening materials

into practice reported that this task had helped boost their listening skills, which was reflected in their enhanced ability to obtain the key points and details of ted talks at a normal speed.

Besides the language learning outcomes, a non-cognitive outcome: growing self-confidence has been frequently mentioned in students' reports, indicating that they have transformed their previous identities as deficient English learners who have never thought they could orally express themselves in English and nurtured new identities as relatively confident and active interlocutors. They could see signs of confidence sprouting and growing inside them during the process. In addition, incidental content and cultural affordances provided by the extra learning materials, especially ted talks, have been reported by some students to be well perceived and help enrich their body of knowledge besides English learning.

'I become more confident to talk with others in English and I'm not afraid to share my opinions anymore...' (Ai).

'When I watched ted talks, I did not just learn English; I learned some very meaningful and interesting ideas from the speakers ... this task might be difficult, but if you stick to it, you will learn much more than what you have expected' (Qin).

"I could choose my favorite English learning materials by myself, which greatly improved my enthusiasm for learning English and enabled me to learn English in a cheerful mood..."(Zhou)

From the students' self-reflection reports, it could be inferred that the WeCo reports project played a vital role in most learners' English learning in college and was regarded as a challenging but rewarding task.

Different voices from self-reflection reports and the survey showed that learning ecology's affordances to different learners were perceived differently, and various learning outcomes were produced. Most learners acted positively upon the affordances provided by various activities and tried to make the best out of the learning process. However, this model is not flawless, which was reflected in the cases of several reluctant learners (6 out of 91) who only completed part of the WeCo reports project. They reported great difficulty adapting to a totally different English learning style from high school, lack of self-discipline, lack of motivation, and high demand of the project itself. In addition, several students claimed that some of the learning materials such as some of the ted talks in the resources database are beyond their current English proficiency and the solo-report format is a bit boring.

Comments from the participants suggested that more effective measures need to be taken to provide more perceivable affordances to ensure successful out-of-class English learning experiences for all learners. The resources database should include a vast and diversified range of learning materials of different difficulty levels. A mixed format of the reports can be adopted, and the format can be extended to include solo reports, conversations, and even group discussions based on the materials they have learned. Only when the intrinsic motivation is aroused and assisted by the external motivation, will the learner be able to perceive the affordances and even enjoy the learning process. Second, an external supervisory mechanism is needed to help learners start, continue, and finish this teacher-guided self-regulated learning project. The teacher can guide them to make a specific study plan before they start. The rule that at least three reports should be finished every week can be established, and the teacher can check regularly and send reminders to those reluctant learners.

V. CONCLUSION

This study reports students' perceptions as well as the challenges of a nested EFL learning model designed to afford learning opportunities to build EFL learners' productive vocabulary knowledge and enhance their listening and speaking proficiency in three layers of subsystems: micro, meso and exo systems. The results showed that this model was, in general, well-received among students who expressed positive attitudes towards the learning ecology and satisfaction with their performances during the process.

The suggestions from students indicate that the teacher should play a more active role as an effective resource provider, project supervisor and learning facilitator to foster a vibrant learning ecology to engage every student. To encourage each learner to use the materials to learn in out-of-class contexts, the teacher should provide a wide variety of learning materials of various difficulty levels. Therefore, more efforts should be invested to build a high-quality English learning database with more diversified resources. Given that some students do not have strong self-efficacy to carry out the task, the teacher should play a more active part in supervising the whole process, like running a weekly check and giving regular reminders to help keep students on track. For those reluctant learners, some more specific aid measures should be taken to build their non-cognitive skills and guide them to gain fulfilling learning experiences, starting with a specific teacher-guided study plan. Besides, the WeCo reports project can be better structured to engage all types of learners. For example, the format of the oral reports can be more diversified, and it does not have to be limited to solo reports, while pair work can also be allowed to help make the reporting task more interactive and more enjoyable. When all learners are highly motivated, the tasks are well-structured and the supporting systems are established to ensure the implementation, a higher level of agency and cognitive engagement will unfold to bring out deep engagement in learning materials and activities.

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Contextualization to Enhance Students' Writing Ability

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Abstract—The current study used a qualitative methodology to elicit data from ten EFL teachers of Irbid private schools in order to ascertain the responses to the research questions. The researcher gathered data from participants prior to the study using a convenience sample drawn from the public. Convenience sampling is used in research to acquire a decent approximation of the truth, and it gives valuable information. Interviews and observations were used to acquire data for this investigation. Additionally, the present research made use of a technology for non-participant observation. When an observer visits a place and takes notes without being engaged in the activities of the participants, this is referred to as a non-participant observation. To ensure the study's authenticity and trustworthiness, a member check was conducted by presenting data from classroom observations and interviews. Participants had access to their audiotaped interviews as well as their written transcripts, classroom observation instructions, and field notes. As a result, this study's data was acquired through observations and interviews. Qualitative data analysis entails ascribing meaning to texts and visuals in order to address research concerns. The majority of the participating teachers were convinced that teaching students how to write in context and from the context of actual life was important. They supported the use of teaching in context in promoting students' EFL writing creativity.

Index Terms—creativity, writing, contextualization, EFL, Jordan

I. INTRODUCTION

Writing is one of the linguistic skills that students need to develop. Writing is a talent that takes a long time to master. It is a skill that English instructors of all levels often apply while instructing students in the language. Therefore, everyone who intends to communicate in writing must have the skill to do so (Rababah, 2020). An author's ability to use appropriate grammar and punctuation as well as correct spelling and punctuation is essential. Thus, teaching writing skills is a challenging endeavor. English instructors need to rethink how they teach and learn in order to fix the problem. Allowing students to focus on the subject of their writing while saving grammar and mechanics fixes for later may be helpful for teachers in this process as well. Teachers might use the communicative task-based writing technique as a starting point, and several studies have been conducted to determine how this method affects students' creativity. The practice of integrating the study of a foreign language into a larger environment, such as the classroom, is referred to as "contextualization."

Sendur et al. (2021) assessed undergraduate L2 students' performance in written historical reasoning, especially written historical contextualization, before to and after a course in historical reasoning. The content and language integrated learning course was designed as a cognitive apprenticeship model to assist students in improving their written historical reasoning. Participants in the study received education in historical contextualization and other aspects of historical reasoning as part of a quasi-experimental study, while the control group received a version of the course that did not contain this instruction. Students' historical reasoning abilities were evaluated via their argumentative document-based writing. Students in both the experimental and control groups significantly improved across all categories of historical reasoning. Although there was no substantial difference in historical contextualization across the groups, a qualitative examination of students' work indicated a teaching style. The experimental group's students' writing was much better than the control groups. The origins of this discovery are pondered upon. This study contributes to a new field of research by contextualizing historical writing among second-year students.

According to Zhou et al.'s (2017) study, task-based learning (TBL) has been found to increase high school students' critical thinking skills in Xi'an, China (2013). To accomplish the aims, a pre- and post-test experimental design was adopted, including a control and an experimental group. In the experimental group, TBL was employed, while lecturing was used in the control group. Students ranging in age from 17 to 19 consented to participate in a semester-long research study that comprised five chemical experiments. The California Critical Thinking Skills Test was used to collect data (CCTST). The experimental group's analysis was shown to be substantially different ($p < 0.05$) from the control group after TBL. According to the study, TBL may help students enhance their critical thinking and analytical ability.

Marashi and Dadari (2012) examined the writing abilities and originality of EFL students from a total of 89 female intermediate Iranian EFL learners, 56 were selected using a sample piloted Preliminary English Test (PET). Following data analysis, students were randomly assigned to one of two groups: control or experimental. Pupils took a PET

writing exam and the Abedi-Schumacher Creativity Test as a pre-test for the treatment (ACT). Over the course of 18 sessions, each group received the same amount of training and completed identical writing projects. Only the experimental group was obliged to perform task-based writing tasks, as opposed to the control group. At the completion of the treatment, both groups had another PET and the ACT. According to the statistical analysis, task-based writing had a significant effect on students' writing and creative talents.

As such, Fryer (2006) mentions five instructional strategies for fostering creativity in his study: real-world settings; hands-on activities; One of the aims and benefits of contextualized instruction is to catch a student's attention by demonstrating the relevance of the learning experience. Students use this technique to discover and create meaning via experience, using past information to build on present knowledge. A basic premise of contextualized instruction is that information becomes students' property when it is acquired in an authentic setting (Berns & Erickson, 2001, p. 5). It is critical to generate a product while writing for an audience. Additionally, items serve as a source of pride for pupils. When experimenting with various real writing styles, the finished work should complement whatever the student is doing and have a genuine communication goal. For instance, TH assigned his pupils to compose a letter to a pen friend in pairs in the computer lab. To complete the entire process, students were required to create and send a letter to their partner, including a CC to the instructor.

Teachers exposed their students to language that occurs naturally in a natural environment via the use of real-world content. More significantly, they are connected to the needs of learners and serve as a bridge between the classroom and the outside world (Brandl, 2008). It has been argued that by including actual academic texts into academic help programs, low-skilled students become more engaged learners and hence more likely to use their abilities in class (Simpson & Nist, 2002). Writing training is most successful when it matches genuine writing done for real goals, according to research (Duke & Hall, 2006). Thus, writing instruction in schools should closely resemble the writing encountered in real-world contexts (Moghaddas, 2013; De La Paz & Felton, 2010; Vaughn et al., 2009; Bulgren et al., 2009).

The present study investigates students' writing creativity in EFL writing in Jordan and calls for the answers to the following research questions:

1. Is there a particular strategy or approach that is used in the classroom to help pupils develop their writing skills in English?
2. How do instructors use contextualization and approaches in their writing classes?

II. LITERATURE REVIEW

A new term, task-based language teaching (TBLT), emerged in the field of second language acquisition in the 1980s and 1990s, referring to the development of process-oriented syllabuses and the design of communicative tasks that encourage learners to use the language in the real world (Jeon & Hahn, 2006). Constructivist learning theory and communicative language teaching methods have developed into Task-based Instruction (TBI) as a reaction to certain shortcomings of the old PPP approach (Long & Crookes, 1991; Ellis, 2003). A task-based method is theoretically based on Input and Interaction Theory, according to Ellis (1999). Because of "the communicative approach" to language instruction, there is a growing interest in tasks (Cheng-jun, 2006). The type of tasks used in schooling can boost students' performance. Anecdotal evidence from EFL students reveals that reading and writing are regarded as the most difficult academic skills. The students did not value reading and writing, as seen by their absence from reading and writing lessons. These courses looked to be a chore for them, too. Teachers believe that they must provide our children a variety of strategies and tactics to help them overcome their reading and writing difficulties. As a result, task-based instruction for the teaching of reading and writing abilities seems to be a viable option.

Task-based language instruction may help students learn a new language more quickly because it gives them with a clear communicative objective, engagement is required to achieve the goal, and thorough input can occur, and then language acquisition is promoted" (Wang, 2006). Prabhu is the first person to use TBLT in educational programs and practice (Wang, 2006). Accordingly, Prabhu is widely considered to be the inventor of TBLT. A study by Prabhu (1987) found that pupils may learn more efficiently when their brains are occupied with their work rather than with the language they are using. An activity that requires learners to arrive at a result from provided knowledge via some process of thinking, and which enables instructors to manage and govern that process is referred to as a task by Prabhu (1987). (Van den Branden et al., 2006). When it comes to classroom activities, this definition states that reading the train schedule and determining which train one should take is a suitable activity (Richards & Rodgers, 2001). A task is defined as "a piece of classroom work that involves learners in comprehending, manipulating, producing or engaging in the target language while their attention is focused on mobilizing their grammatical knowledge to express meaning, and in which the intention to convey meaning rather than to manipulate form" by Nunan (1989) in addition to Prabhu. An activity or exercise in the classroom with an objective that can only be achieved through interaction between participants, an organizational mechanism for structuring and sequencing interaction and an emphasis on meaning exchange is a task; (2) an endeavour in language learning that requires learners to comprehend and manipulate and/or produce the target language as they perform some set of work plans; and Van den Branden et al. (2006). Task-based language teaching (TBLT) is a technique to teaching foreign languages that aims to engage learners' interactional real language usage by having them complete tasks. In order to help students learn new languages and organize their current

knowledge, this program is designed (Ellis, 2003). He suggested an alternative for instructors of foreign languages. What language is studied in a task-based class is defined by what occurs when the students perform a specific goal, and the instructor does not predetermine what language is studied (Frost, 2004). Task-based learning is advantageous since it is more focused on the learner. Students may choose any language they like, even if the instructor suggests it in the pre-task. Instead of relying on a single word or phrase, children can use all of the language they know and are learning. As a result, because the exercises are supposed to be familiar, students are more likely to be interested in their language acquisition.

III. METHODS

In order to ascertain the responses to the research questions, the current study used a qualitative methodology to elicit data from private schools, *Irbid*. The qualitative technique is advantageous because it enables the researcher to investigate social or human issues, develop a complex picture, evaluate language, present comprehensive data, and perform the study in a natural context (Creswell, 2013; Denscombe, 2014). In the context of this study, private schools have a rich history of historical development projects and activities that have served as platforms to recruit and conduct educational research and development. Furthermore, private schools contain English language e-content that is now being used in computer laboratories and schools (JEI, 2010; JEI, 2009). Education's history is filled with reform endeavors and attempts. Private schools come with a fully functional ICT infrastructure that can be used to attract and direct continuous educational innovation. Private schools provide all laptops, data projectors, Wi-Fi access points for classes, computer upgrades, and lab personnel (JEI, 2010).

Ten EFL teachers were chosen using convenience sampling. Convenience sampling is used in research to obtain a reasonable approximation of the truth, and it provides useful information (Creswell, 2013). According to Creswell (2013), convenience sampling allows the researcher to simply select participants because they are readily available and willing to participate. As a result, the researcher recruited participants for the current study based on their willingness and availability. The sample consisted of ten EFL professors. In this study, the teachers are only identified by codes to maintain confidentiality.

Interviews and observations were used to acquire data for this investigation. The semi-structured interview was used in this research because, as Creswell (2013) points out. Semi-structured interviews provide a number of benefits, including improving the accuracy of individual replies, allowing free responses from the informant, and allowing the researcher to follow up on ideas, examine, develop, and explain responses while the interview is ongoing. Additionally, semi-structured interviews allow the researcher to create his or her own interview guide without having to adhere to question lists verbatim. Additionally, the present research made use of a technology for non-participant observation. When an observer visits a place and takes notes without being engaged in the activities of the participants, this is referred to as a non-participant observation. To ensure the study's authenticity and trustworthiness, a member check was conducted by presenting data from classroom observations and interviews. Participants had access to their audiotaped interviews as well as their written transcripts, classroom observation instructions, and field notes.

Qualitative data may take the form of spoken or returned words, observed or created visual pictures (Creswell, 2012; Denscombe, 2010). As a result, this study's data was acquired through observations and interviews. Qualitative data analysis entails ascribing meaning to texts and visuals in order to address research concerns. Creswell (2012) advocated six procedures for qualitative data collection, analysis, and interpretation in this area. These six processes are as follows: data preparation and organization, database exploration and coding, results description and formation of themes, findings representation and reporting, and findings interpretation. To begin, the researcher sorted the data into file folders during the preparation and organization stage of the qualitative analysis. Second, data exploration and code development took place. The researcher used preliminary exploratory analysis, which is appropriate to qualitative research and entails exploring the data in order to get a broad feel of it, developing ideas, assessing the data's arrangement, and determining if further data was required. Following that, the text was examined. This procedure is initiated in qualitative research by the data's coding. Coding is the process of segmenting and classifying text in order to generate narratives and broad themes from the data. The researcher employed coding to make sense of text data by segmenting it into text or picture segments, labelling them with codes, examining the codes for overlap and redundancy, and collapsing them into broad themes.

Simplifying data into a few themes is an inductive process that involves progressing from the more specific to the more general. Additionally, the researcher used particular data and excluded others that did not directly support the themes. After reviewing and coding the data first, the researcher began using the pre-established themes. When these themes or categories are similarly classified, they are combined to establish a central concept in the database, which serves as a foundation for qualitative data analysis (Cresswell, 2013). The researcher discovered many codes during the first round. Subsequent analysis narrowed these codes to a few primary themes, as previously stated, by removing redundancy (Creswell, 2013; Denscombe, 2010). The researcher then constructed the present study's principal topics and sub-themes. After establishing the primary and secondary themes, the researcher graphically expresses and discusses the results by augmenting the conversation using tables. In qualitative research, the narrative dialogue is the key format for describing and reporting results. The researcher discusses the results of his/her data analysis in detail in this section.

IV. RESULTS

In order to achieve the study's objectives, interviews and observations were conducted on a convenience sample of ten EFL teachers in Private schools. This chapter's findings are based on the instruments employed to address the following research questions:

1. Is there a particular strategy or approach that is used in the classroom to help pupils develop their writing skills in English?
2. How do instructors use contextualization and approaches in their writing classes?

The first research question: Is there a particular strategy or approach that is used in the classroom to help pupils develop their writing skills in English?

Seven participating teachers provided their points of view concerning how they teach language skills in context as a strategy to promote students' EFL writing creativity. TA claimed that teachers should begin with simple sentences taken from day-to-day life as this gives students confidence. After the students tackle a one-liner, they can move to longer sentences, topic sentences and writing short paragraphs in ascending order. According to him,

“Teachers should begin with short sentences taken from actual day-to-day life, as this will boost students' confidence. After successfully tackling one liner, students can be introduced to longer sentences, topic sentences and so on, until they manage to write short paragraphs” (TA, Interview, November 1, 2021).

Similarly, TI stated that he made it a point to provide authentic writing tasks to his students that are suitable for their age and language development level. He believed that students should be exposed to, and experiment with, various written texts and types of discourse as models. They should not be confined to formal continuous texts like reports and essays but also informal texts such as friendly letters and e-mails, and non-continuous texts like posters, ads, pamphlets, notes and the like. He continued,

“Students will be writing throughout their lives. In order to write a letter to teachers as parents, or to draw up a business letter, it is better if they are proficient in writing to be able to relay their thoughts effectively. Even a note meant for their kids upon returning home from school should be penned in an understandable way” (TI, Interview, November 25, 2021).

TH also talked about using context to teach writing. He stated that

“I think teaching the language in context is important and motivating for our students. Prior to the class, a teacher may prepare something (e.g., letter) the that the teacher wants students to learn through content, A teacher should focus on the content that students can be motivated to know” (TH, Interview, November, 11, 2021).

On the other hand, some teachers like TE, were vocally against using the strategy. He contended that as a teacher in a school, he had some guidelines to follow – some topics in the textbook to stick with because deviating from them would cause problems. He stated, “the English language supervisor visits regularly and reviews whether or not these guidelines are being followed by teachers”(TE, Interview, November 19, 2021).

In sum, the majority of the participating teachers were convinced that teaching students how to write in context and from the context of actual life was important. They supported the use of teaching in context in promoting students' EFL writing creativity.

The second research questions: How do instructors use contextualization and approaches in their writing classes?

Students are considered naturally hesitant to write owing to their fear of making errors in spelling, punctuation, or grammar. On a positive note, all the teachers observed effectively challenged their students' hesitance to write by concentrating on their writing content instead of the errors in them. The researcher observed the following.

The teachers were observed encouraging their students by instructing them to concentrate on the writing content rather than on the mechanics, grammar or punctuation. Emphasizing the importance of the students' ideas, the students were instructed to note these ideas down on paper. When TA's students told him of their reluctance to write because of grammatical errors that they might commit, he changed their minds by assuaging their fear and encouraging them to write and to polish their writing (TA, Observation 2, December13, 2021). Similarly, TD handled his students' fear of making spelling mistakes by telling that not to worry about the spelling mistakes, as he was not concerned about it or about capitalization and punctuation mistakes. He encouraged them to write down their thoughts (TD, Observation1, December11, 2021). TB, moreover, started his lesson focusing on the content in the writing sessions, telling the students not to worry about grammar punctuation or capitalization mistakes, but just skip them and continue writing. The only important thing, he said, was their writing content. (TB, Observation 2, December 16, 2021).

In sum, the teachers observed in the study provided a description of the focusing on content strategy that they used to get students to start writing.

V. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The current study employed a qualitative methodology to collect data from DS schools teachers in order to answer the research issues. Prior to the study, the researcher collected data from participants via a convenience sample taken from the public. Convenience sampling is used in research to obtain a reasonable approximation of the truth, and it provides useful information. This investigation's data was gathered through interviews and observations. Furthermore,

the current study made use of a technology for non-participant observation. Non-participant observation occurs when an observer visits a location and takes notes without becoming involved in the activities of the participants. Teachers who took part in the study were confident that teaching pupils how to write in context and from the heart would be beneficial.

The linkage of fundamental skills training to applications and life objectives is compatible with constructivism, which puts a premium on students' interests and needs (Dewey, 1966; Dowden, 2007). The literature identifies linguistic ability as a factor in the development of competent higher order thinking abilities (Feuerstein, 2007). Additionally, one of the concepts of CLA is communicative competence, which may be beneficial for learning; communicative competence is defined as the ability to use the language meaningfully in contextualized sociocultural activities. Taqi, Abdul-Kareem Al-Nouh (2014) "CLT and Task-Based Teaching are the most extensively employed approaches in language education because they place a premium on creativity via real conversation and idea exchange in group work activities." (p. 8)

Seven participating instructors shared their perspectives on how they teach language skills in context to foster students' EFL writing creativity during an interview. For instance, TA said that instructors should begin with basic statements drawn from everyday life to instill confidence in pupils. Similarly, seven instructors were observed demonstrating their ability to teach in context. (e.g. TD) was spotted writing a thank-you message to a classmate. TD included the element of choice, which increases motivation. Students write more enthusiastically and passionately when they have a say in what they produce. According to Duke and Hall (2006), genuine writing is often characterized as writing on personal themes in the form of a personal narrative or tale.

Fryer (2006) mentions five instructional strategies for fostering creativity in his study: real-world settings; hands-on activities; One of the aims and benefits of contextualized instruction is to catch a student's attention by demonstrating the relevance of the learning experience. Students use this technique to discover and create meaning via experience, using past information to build on present knowledge. A basic premise of contextualized instruction is that information becomes students' property when it is acquired in an authentic setting (Berns & Erickson, 2001, p. 5).

It is critical to generate a product while writing for an audience. Additionally, items serve as a source of pride for pupils. When experimenting with various real writing styles, the finished work should complement whatever the student is doing and have a genuine communication goal. For instance, TH assigned his pupils to compose a letter to a pen friend in pairs in the computer lab. To complete the entire process, students were required to create and send a letter to their partner, including a CC to the instructor.

Teachers exposed their students to language that occurs naturally in a natural environment via the use of real-world content. More significantly, they are connected to the needs of learners and serve as a bridge between the classroom and the outside world (Brandl, 2008). For instance, TI was noticed often assigning pupils writing on everyday life activities or sites in Jordan. It has been argued that by including actual academic texts into academic help programs, low-skilled students become more engaged learners and hence more likely to use their abilities in class (Simpson & Nist, 2002). Writing training is most successful when it matches genuine writing done for real goals, according to research (Duke & Hall, 2006). Thus, writing education in schools should closely resemble the writing encountered in real-world contexts (Moghaddas, 2013; De La Paz & Felton, 2010; Bulgren et al., 2009).

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Figure-Ground Alignment Patterns in Indonesian

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Abstract—This paper investigates the syntax and semantics of two verbal suffixes in Indonesian. The two verbal suffixes are the suffix *-kan* and *-i*. Many linguists have studied the verbal suffix *-kan*, whereas the verbal suffix *-i* got less attention. This paper discusses the suffix *-kan* in conjunction with the suffix *-i*. The suffix *-kan* marks a causative verb, and the suffix *-i* a locative verb. A causative verb has A FIGURE object, whereas a locative verb has a GROUND object. The proposed analysis employing causative and locative alignment patterns showed a more revealing result of the main functions of the suffix *-kan* and *-i*.

Index Terms—causative pattern, figure object, ground object, locative pattern

I. INTRODUCTION

Indonesian has two verbal suffixes. The two verbal suffixes are the suffix *-kan* and *-i*. The verbal suffix *-kan* has been studied over the last four decades. Some journal and conference papers have discussed this verbal suffix. The verbal suffix *-i* gets less attention from linguists. There is no specific paper discussing the uses of this verbal suffix. It is only occasionally mentioned in the discussion of the suffix *-kan*. In this paper, we propose that the uses of the suffix *-kan* should be discussed in conjunction with the suffix *-i* to get a more revealing analysis. It is impractical to discuss them separately. In this proposed analysis, we employ two basic constructions: a causative and a locative. This analysis gives a better understanding of other meanings of these verbal suffixes. The uses of these suffixes are illustrated in (2) and (3).

- (1) *Anak itu melompat*
 Child that jump
 'The child jumped.'
- (2) *Dia melompat-i anak itu*
 She/he AV.jump-LOC child that
 'He jumped over the child.'
- (3) *Dia melompat-kan anak itu*
 She/he AV.jump-CAUS child that
 'He made the child jump, or he helped the child to jump.'

Example (1) is an intransitive clause. Examples in (2) and (3) are transitive clauses. These examples show that the verb in (1) is a monovalent verb, while in (2) and (3) are bivalent verbs. Valency theory states that a verb occupies a central position in the sentence. It determines how many elements must occur with a particular verb to form a grammatical sentence. The examples in (2) and (3) show that the attachment of suffix *-kan* and *-i* to the verb *melompat* 'jump' increases the verb's valency. For our analysis, the sentence in (2) in which the verb is marked by *-i* is called a locative construction with a GROUND object, while the sentence in (3) in which the verb is marked by *-kan* is called a causative construction with a FIGURE object. It is a new approach to analyzing the functions of the suffix *-kan* and *-i*. Here we propose two types of locative constructions: basic locative and derived locative patterns. A similar proposal for the causative constructions: basic causative pattern and derived causative pattern.

The present study focuses on describing and discussing the alternation of the suffix *-kan* and *-i* in Indonesian clause structures. The paper is organized as follows. We provide a brief description of previous studies in section two. The data analysis procedure is described in section three. Brief morphosyntax of Indonesian is given in section four. The valency pattern alignments are provided in section five, and the conclusion is provided in section six.

II. REVIEW OF RELATED LITERATURE

This section reviews previous studies on the uses of the suffix *-kan* and *-i*. The review is done based on the descriptive grammar of Indonesian and journal articles. This review is an important starting point for the proposed analysis for the uses of these suffixes in this paper. Slametmulyana (1969) stated that the general function of the suffix *-i* is to show a relation between a verb and its second argument. The second argument is semantically indicating a location. He provided a list of examples showing this function as in the verbs *memasuk-i* 'to enter' and *menduduk-i* 'to sit on.' The second argument of the verb with the suffix *-i* is called a locative object. The main function of the suffix *-kan* is also to show a relation between a verb and its second argument. However, the action does not terminate in the second argument but moves further from the second argument to another direction. This second argument is called a patient object. It differentiates the verb marked by *-i* from the verb marked by *-kan*.

Sitindoan (1984) stated that the main function of the suffix *-i* is to give or put something on something else, as indicated by the base verb meaning. For instance, the verb *menggarami* 'to put salt on,' *membatui* 'to put stones on' are examples that indicate the object of these verbs is a locative object. The suffix *-kan* expresses several meanings based on the class of the bases from which the verb is derived. One of the core meanings is to convey a causative meaning. The verbs *menjalankan* 'to move' and *melepaskan* 'to set free' have a causative meaning with a patient object.

Alwi et al. (1998) stated that the suffix *-kan* is a verbalizer. It can derive a verb from other word classes, for instance, from an adjective and a noun. The examples are the verb *menguningkan* 'make yellow' and the verb *memenjarakan* 'to send to a jail'. This suffix can be added to an intransitive verb to form a transitive verb, as in *menidurkan* 'to put into a sleep' which is derived from the intransitive verb, *tidur* 'sleep.' When it is added to a transitive verb, it produces a ditransitive verb with an applicative meaning with a beneficiary argument. They also point out that the suffix *-i* can be attached to an adjective and a noun base to form a transitive verb. It can also be attached to an intransitive and transitive verb. The suffix *-i* is used to expressing a locative meaning and the object that comes after it is a locative object.

Ramlan (1983) also stated that both suffixes could form a verb from different word classes. The suffix *-i* and *-kan* can be added to an adjective, a noun, and other verbs. Ramlan stated the suffix *-i* is used to indicate a repeated action when it is attached to a transitive verb, as in the verb *memukuli* 'to hit repeatedly. The base form is *pukul* 'punch/hit.' When it is used to form a verb from an intransitive base, it indicates that the object that follows the verb is semantically locative. To show this, he compared two sentences: *Orang itu menduduki kursiku* 'That man sit on my chair' with *Orang itu mendudukkan anaknya di kursiku* 'That man sat his child on my chair'. The object *kursiku* in the first sentence is a locative object, while the object of the second sentence, *anaknya*, is a patient object. The verb marked by the *-kan* suffix has a causative meaning. When this *-kan* is added to a transitive verb, it can encode that an object is a benefactive object.

Sneddon (1996) also stated that all verbs with the suffix *-kan* are transitive. This suffix has two basic functions. It marks the object as patient and marks the object as beneficiary. With non-benefactive verbs, *-kan* usually marks the object as the patient of the action. The action manipulates, acts on, or moves the thing. He also stated that the *-i* suffix has two main functions. Those functions indicate that an object is the location of the action and an indicator of repeated action. In general, the suffix *-i* is used as an indicator of the object is the location where the action happens or the person or location to which the action is aimed. When action is aimed at a person, that participant is known as the recipient. That participant is the location when it is located or aimed at a place.

Verhaar (1984) described that using the suffix *-kan* shows at least five semantic types: benefactive, instrumental, dative-causative, accusative-causative, and non-causative. The benefactive, instrumental, and dative-causative *-kan* constructions have three-place verbs. The accusative-causative constructions are either three-place or two-place verbs, and the non-causative *-kan* construction is two-place verbs. For the benefactive *-kan*, the advancement of the beneficiary is optional; with the other types, the promotion is obligatory. Regarding the function of the suffix *-i*, Verhaar stated that most transitive verbs marked by the suffix *-i* have an aspectual meaning indicating an iterative meaning. In addition to this function, he noted that the suffix *-i* also function as "a locative role marker; that is to say, the NP in Direct Object position is the locative NP."

Cole and Son (2004) summarized the uses of the *-kan* suffix in three cases: (i) when it is attached to intransitive clauses, the affix appears to license the addition to the argument structure of a causer as the highest argument in the argument structure; (ii) with monotransitive clauses, *-kan* appears to license the incorporation of an adjunct into the argument structure without, however, promoting that adjunct to the status of primary object or subject, and (iii) in the third class of cases *-kan* seems to provide syntactic licensing for the theme as the primary object of the sentence and not to have either a causative or a benefactive interpretation". They argued that Indonesian *-kan* has a unitary syntactic function, that of licensing an argument in the argument structure. Valency changes observed in causatives are due to the interaction of *-kan* with the thematic structure of the clause inserted into it. Arka et al. (2009) stated that verbs affixed with *-i* have a locative/goal object, whereas those with *-kan* have a patient object. Shiohara (2012) stated that in Standard Indonesian, the suffix *-i* and *-kan* are used to mark an applicative and causative construction. This brief review serves as a background that strongly supports our proposal to analyze the uses of the *-kan* and *-i* as markers of the FIGURE-GROUND alignment patterns in Indonesian.

III. METHOD

The data of this study were collected using the database questionnaire developed for the Leipzig Valency Classes Project by Andrej Malchukov and Bernard Comrie (2015). This questionnaire has been applied to collect data cross-linguistically. It consists of 70 verb meanings, each of which has a role frame and typical context.

The basic clause structure in English represents the typical context here. Thus, there are seventy clauses formed by using seventy verb meanings. The following steps were taken to obtain the Indonesian data to analyze the valency patterns. The questionnaire was filled by translating the seventy English clauses into Indonesian. This translation process was done by considering Indonesian's most appropriate equivalent meanings. As a result of this translation process, we got 70 equivalent clauses in Indonesian. Indonesian has a basic verb and derived verb form. The derived verbs are obtained through verbal morphological derivational processes from nonverbal classes, like adjectives, nouns, and bound forms (precategory roots). The 70 clauses are divided into verbal clauses and nonverbal clauses. There are 46 verbal clauses with a transitive verb. There are 17 intransitive clauses, whereas, in the nonverbal clauses, there are six clauses with adjectives as a predicator and one clause with a noun as its predicator, as shown in Table 1.

TABLE 1
VERBAL AND NONVERBAL CLAUSES

Transitive	Intransitive	Adjective	Noun
46	17	6	1

The transitive verbs consist of 31 basic and 15 derived transitive verbs. The analysis of locative-causative alternation was carried out based on the types of basic clause structures. The predicator of the basic clause was attached with the *-kan* suffix or the *-i* suffix to see which verb can take which suffix and what meaning it has due to this suffixation process. The meaning can be causative or locative. The verbs of intransitive clauses are re-affixed by *-kan* or *-i* to see the possible alignment patterns. Whether all intransitive verbs behave the same way with the attachment of these suffixes, or they have a different alignment pattern.

IV. FINDING AND DISCUSSION

A. Basic Morphosyntax of Indonesian

The Indonesian language is known as an agglutinating language. It uses affixation to form its words, and the basic order is SOV. In the Indonesian language, there is no case-marking system. It does not mark the noun phrase that functions as the core argument of a verb. In contrast, a non-core argument and a non-argument function are marked by a preposition. The sentence in (1) is an intransitive clause, while the sentence in (2) is a transitive clause.

- (4) *Dia menangis*
He/she cry
'She cried.'
- (5) *Dia membeli topi itu*
He/she AV.buy hat that
'She bought thehat.'

From the examples, the subject (*dia*) in (4) and in (5) precedes the verb, and the object (*topi itu*) comes after the verb. Those examples show that a preposition does not mark the subject and the object NP. The sentence in (6) below demonstrates that the verb's non-argument function (*di toko itu*) is marked by a preposition *di*.

- (6) *Dia membeli topi itu di toko itu*
She/he AV.buy hat that in shop that
'She bought the hat in that shop'
- (7) *Topi itu dibeli olehnya di toko itu*
hat that PASS.buy by-3SG in shop that
'The hat was bought by her in that shop'
- (8) *Topi itu dia beli di toko itu*
hat that he/she buy in shop that
'That hat she bought in that shop'

Traditionally, the examples in (5) and (6) are active sentences. Examples in (7) are called passive sentences: the *di*-passive and pronominal passive, respectively. In this paper, the active sentence is called an actor's voice. The pronominal passive, as in (8), is called an undergoer voice. Indonesian has actor voice, undergoer voice, and passive voice. The Indonesian language also possesses a non-verbal clause structure, a clause whose predicate is filled by categories other than a verb.

Morphologically, the Indonesian language has two types of verbs. They are basic (affixless verb) and derived (affixed verb). As an agglutinative language, Indonesian has some affixes that can derive verbs from other word classes. Transitive verbs in Indonesian can be formed by the suffix *-kan* and *-i*. These suffixes can be added to the bases of different categories. The following are examples of how to form derived verbs in Indonesian using the suffix *-kan*.

TABLE 2
DERIVED VERB WITH THE SUFFIX *-KAN*

Base	Derived verb
<i>besar</i> 'big'	<i>besar-kan</i> 'to enlarge'
<i>penjara</i> 'prison'	<i>penjara-kan</i> 'to send to prison'
<i>duduk</i> 'to sit'	<i>duduk-kan</i> 'cause to sit'
<i>sewa</i> 'to hire'	<i>sewa-kan</i> 'to have something hired by x.'

The suffix *-i* can derive a transitive verb from an adjective or a noun and can also be added to a verb.

TABLE 3
DERIVED VERB WITH THE SUFFIX *-I*

Base	Derived verb
<i>panas</i> 'hot'	<i>panas-i</i> 'to heat'
<i>gula</i> 'sugar'	<i>gula-i</i> 'to put sugar on'
<i>datang</i> 'to come'	<i>datang-i</i> 'to visit'
<i> kirim</i> 'to send'	<i> kirim-i</i> 'to send'

Indonesian intransitive verbs can be disguised into basic intransitive and derived intransitive verbs. The derived intransitive verb is formed by either the prefix *meng-* or *ber-*. Some examples of unaffixed intransitive are *jatuh*, 'fall', *bangun* 'get up', *lari* 'run', *terbang* 'fly', *tiba* 'arrive', *duduk* 'sit', etc. The following are some examples of *ber-* intransitive and *meng-* intransitive verbs.

TABLE 4
INTRANSITIVE VERB FORMATION

<i>ber-</i> verb	<i>meng-</i> verb
<i>berdiri</i> 'stand'	<i>menari</i> 'dance'
<i>berenang</i> 'swim'	<i>melapor</i> 'report'
<i>berjalan</i> 'walk'	<i>menagis</i> 'cry'

The crucial thing that needs to be explained in Indonesian verb morphology is its base nature. It consists of two categories: a free base and a bound base/root. This bound form is usually considered a precategorial. It refers to a base that its category cannot be identified yet. That condition makes the base not able to be used in syntax. Therefore, it constantly occurs with affixation. For instance, the form *sodor* 'offer'. It should have a suffix *-i* or *-kan* to function syntactically.

Underived verb

- (9) **Saya sodor solusi itu ke staf senior saya*
 I offer solution that to staff senior I
 'I offered the solution to my senior staff.'

-i derived pattern

- (10) *Saya menyodori-i staf senior saya solusi itu*
 I AV.offer-LOC staff senior I solution that
 'I gave my senior staff the solution'

-kan derived verb

- (11) *Saya menyodor-kan solusi itu ke staf senior saya*
 I AV.offer-CAUS solution that to staff senior I
 'I offer the solution to my senior staff.'

The description of the bound form (a precategorial form) in Indonesian verbal morphology becomes relevant to identifying valency patterns. The precategorial base cannot be used syntactically without affixation, as shown in (9). The verb in a sentence (10) is a transitive verb, directly derived from a precategorial base by adding the suffix *-i*. The verb in (11) shows a similar phenomenon. This transitive verb is directly formed by adding the suffix *-kan* to the verb. In this case, the precategorial *sodor* 'offer' does not have a basic valency pattern shown by the ungrammaticality of the example (9). Only by adding the suffix *-kan* or *-i*, it becomes a trivalent verb.

B. Alternation of Alignment Patterns

The possible valency pattern alternations in Indonesian can be fully described using the perceptual construct of the figure-ground distinction suggested by some linguists in their reports of the argument realization in several languages (Croft, 1991; Talmy, 2000). Concerning thematic roles, the patient relates to Figure and denotes an entity placed at a location or moves from one place to a different physical space or from one state to another in construal of change-of-state as abstract motion. The Ground is the background against which a figure is delineated and related to various locative expressions in language ranging over a stationary location, a source location, a goal location, etc., concerning which the Patient expression is predicated as being located or moving. Locations may refer to physical or human. Therefore the locations can be categorized as a goal location (as in John walked to the station) and a human recipient (as in John gave Bill the book) count as instances of the Ground. The common semantic role Patient is taken

as an example of the Ground in this article, as in (12) below. The two major alignment patterns that figure significantly in the following discussion are given below.

- (11) GR= Object construction
 a. John loaded the wagon with hay.
 b. John hit the fence with the stick.
 (12) FIG= Object construction
 a. John loaded the hay onto the wagon.
 b. John hit the stick against the fence.

Considering this alignment, Indonesian exposes that *-i* derived forms align a Ground expression with the object. See the examples below.

- (13) a. *Dia tidur di sofa baru-nya*
 She/he sleep at sofa new-3SG.POSS
 'He slept on his new sofa'
 b. *Dia men-tidur-i sofa baru-nya*
 She/he AV.sleep-LOC sofa new=3SG.POSS
 'He slept on his new sofa'
 c. *Dia menidur-kan adik-nya di sofa baru-nya*
 She/he AV.sleep-CAUS younger sibling-3POSS at sofa new= 3SG.POSS
 'He slept his sister on his new sofa.'
 (14) a. *Saya menulis huruf Bali di tembok itu*
 I AV.write character Bali on wall that
 'I wrote a Balinese character on the wall.'
 b. *Saya menulis-i tembok itu (dengan) huruf Bali*
 I AV.write-LOC wall that with letter Bali
 'I wrote a Balinese letter on the wall.'

The *-i* derivation aligns a Ground expression with the object, and the *-kan* derivation aligns a Figure expression with the object. The figure object alternation is called a causative pattern, whereas the ground object alternation is called a locative pattern—two Figure types involved in this derivation. The typical causative construction aligns with the object, the Patient Figure of a caused-motion, as in *I pushed the chair across the room* and *I made him roll down the hill*. The other type of Figure included here is an instrument that moves and typically comes into contact with a Ground element. Indonesian uses these two types of Figures together and aligns them with an object using the suffix *-kan*. It means that this suffix unifies the causative and the instrumental applicative construction.

- (15) a. *Anak kecil itu naik ke bus itu*
 person small that AV.climb to bus that
 'The child climbed onto the bus'
 b. *Saya menaik-kan anak itu ke bus itu*
 I AV.climb-CAUS child that to bus that
 'I made the child climb onto the truck'
 (16) a. *Dia memeluk adik-nya*
 She/he AV.hug younger.sibling=3.POSS
 'She/he hugged his/her younger sibling'
 b. *Saya memeluk-kan dia pada adik-nya*
 I AV.hug-CAUS she/he to younger.sibling=3.POSS
 'I made him/her hug his/her younger sibling'

When *-kan* derives a causative from an action verb, the associated meaning is associative causation, including the assistive and join-action subtypes. Sentence (10b), for instance, means either forcing him/her to hug the younger sibling by moving his/her hands close to his/her younger brother/sister or assisting him/her in hugging the younger sibling by allowing him/her come closer to his/her younger brother/sister. The examples below describe the typical use of *-kan* aligning an instrumental expression with the object.

- (17) a. *Dia membalut luka-nya dengan kain putih*
 She/he AV, bandage wound-3POSS with cloth white
 'He bandaged his wound with the white cloth.'
 b. *Dia membalut-kan kain putih pada lukanya*
 She/he AV-bandage-CAUS cloth white on wound-3POSS
 'He bandaged his wound with the white cloth.'

The use of *-kan* is commonly studied as a case of instrumental applicative. Nevertheless, evaluating the alignment patterns of this instrumental applicative in (18b) with the following causative pattern shows that both the Figure expressions are aligned with the object, and the Ground expressions are coded as a prepositional phrase. The instrumental applicative in Indonesian is interpreted as causing motion, where an instrument travels in space and comes to contact with a Ground where the action implied by the verb culminates. It means the *-kan* construction

denotes a conceptualization of a condition as a triggered motion, including a Patient Figure and a location Ground to which the prior shifts. For instance, the use of *-kan* in (19) is a derived causative pattern, and (20) is a derived locative pattern that indicates that Ground is the object. The base of the verb in and (20) is a precatatorial *ajar* 'teach.'

(19) *-kan* causative pattern

Saya mengajar-kan matematika kepada anak itu
I AV-teach-CAUS math to person that
'I teach math to the child.'

(20) *-i* locative pattern

Saya mengajar-i anak itu matematika
I AV-teach-LOC person that math
'I teach the childmath.'

(a). *Transitive-Ditransitive Alignment Patterns*

As described in the previous examples, causative *-kan* and the locative *-i* suffixes have an essential role in the valency structures of Indonesian verbs, causing it impractical to separate the valency patterns related to underived basic verbs and those revealed by the derived forms of precatatorial verbs exclusive of integral valency value. Certainly, the precatatorial/non- precatatorial distinction has an essential proposition to the study of the valency pattern alignments. When semantically bi-/trivalent verbs are precatatorial, they normally accept *-i* and *-kan* derivations and their attendant alignment patterns as in (10) and (11). Still, when verbs are non-precatorial, the basic, non-derived forms normally denote the alignment pattern of either *-i* or *-kan* derived forms. Thus, they usually have only one derivation in *-i* or *-kan*.

The Indonesian transitive/ditransitive alignment patterns reflect the three groups of derivational options, as shown in Table 5 below.

TABLE 5
VERB CLASSES AND ALIGNMENT PATTERNS

alignment	locative pattern	causative pattern
Basic verb class (A):	basic forms	<i>-kan</i> forms
Basic verb class (B):	<i>-i</i> forms	basic forms
Basic verb class (C):	* <i>-i</i> forms	basic forms

As in Table 5 above, the basic (i.e., underived) transitive verbs in Indonesian are largely divided into four groups along the two alignment patterns discussed above. Basic verb class (A) involves those underived verbs demonstrating the two alignment patterns with no derivation. Basic verb class (B) has verbs whose basic forms have the locative pattern and derived *-kan* creates a causative pattern, while basic verb class (C) reverses the derivation pattern such that the basic forms expose the causative pattern and derived *-i* form the locative pattern. Besides, a group of verbs (D) whose basic valency patterns correspond to either the *-i* derived forms or the *-kan* derived forms, with their derived partners revealing another pattern.

1. *Basic Verb Class (A): Basic Locative Pattern -kan Derived Causative Pattern*

Verbs that belong to this class take the locative pattern as basic. They get the causative pattern through the *-kan* derivation. Verbs of this class have the meaning of an action directed toward a Ground co-occurring with an instrument as a Figure. Let us consider the verb *memukul*, 'hit.'

(21) a. Basic locative pattern: GR = OBJ > FIG = OBL

Anak itu memukul ular itu dengan tongkat
child that AV.hit-LOC snake that with stick
'The child hit the snake with a stick.'

b. *-kan* derived causative pattern: FIG = OBJ > GR = OBL

Anak itu memukulkan tongkat ke ular itu
child that AV.hit-CAUS stick to snake that
'The child hit the snake with a stick.'

With verbs like *memukul* 'hit/beat,' the *-kan* causative derivation counts as a case of valency increase since an instrumental element (e.g., *dengan tongkat* 'with a stick') is optional with the basic verb form, while it is made obligatory by the *-kan* derivation. Verbs belonging to this class denote surface contact actions directed to an entity affected; as such, the construal of the relevant situation as a caused-motion seems readily available where an instrument Figure moves toward the affected Ground entity.

(22) a. Basic locative pattern: GR = OBJ > FIG = OBL

Orang itu mengikat kuda itu dengan tali
person that AV.tie-LOC horse that with rope
'The man tied the horse with a rope.'

b. *-kan* derived causative pattern: FIG = OBJ > GR = OBL

Orang itu mengikatkan tali ke kuda itu

- person that AV.tie-CAUS rope to horse that
'I tied the rope to the horse'
- (23) a. Basic locative pattern: GR = OBJ > FIG = OBL
Ibu mengisi gelas itu dengan teh panas
Mother AV.fill glass that with tea hot
'Mother filled the glass with hot tea.'
- b. *-kan* derived causative pattern: FIG = OBJ > GR = OBL
Ibu mengisi teh panas ke dalam gelas itu
Mother AV.fill tea hot to inside glass that
'Mother filled the glass with hot tea.'

The verbs belonging to these alignment patterns are *memeluk* 'hug', *memandang* 'look at', *melihat* 'see', *mencium* 'kiss', *mencukur* 'shave', *menutup* 'cover', *makan* 'eat', *memanjat* 'climb up', *memukul* 'hit/beat', *menyentuh* 'touch', *mengikat* 'tie', *mengisi* 'fill', and *memotong* 'cut'

2. Basic Verb Class (B): Basic Causative Pattern and *-i* Derived Locative Pattern

The verbs that belong to this verb class are *mengirim* 'send', *memberi* 'give', *mengisi* 'fill', *menuang* 'pour', *meminta* 'ask for', *membunuh* 'kill', *melempar* 'throw'. The causative alignment is regarded as basic here because the occurrence of the *-kan* suffix that marks the causative derivation is optional.

- (24) a. Basic causative pattern: FIG = OBJ > GR = OBL
Gadis itu mengirim bunga ke nenek-nya
girl that AV.send-CAUS flower to grandmother-3POSS
'The girl sent flowers to her grandmother.'
- b. *-i* derived locative pattern: GR = OBJ > FIG = OBL
Gadis itu mengirim-i nenek-nya bunga
girl that AV.send-LOC grandmother-3POSS flower
'The girl sent her grandmother flowers.'
- (25) a. Basic causative pattern: FIG = OBJ > GR = OBL
Gadis itu menuang air ke dalam gelas
girl that AV.pour-CAUS water to inside glass
'The girl poured water into the glass.'
- b. *-i* derived locative pattern: GR = OBJ > FIG = OBL
Gadis itu menuang-i gelas (dengan) air
girl that AV.pour-LOC glass with water
'The girl poured the glass with water.'

3. Basic Verb Class (C): Basic Causative Pattern and **-i* Derived Locative Pattern

There are three verbs found from the sample list that show causative alignment, but they do not allow locative derivations. The members of this verb class are *membawa* 'bring', *mengambil* 'take', *mencari* 'look for', *merobek* 'tear', *mengambil* 'take', *menolong* 'help', *manggil* 'call', *membangun* 'build', and *mengupas* 'peel'.

- (26) a. Basic causative pattern: FIG = OBJ > GR = OBL
Lelaki itu membawa kotak itu ke pasar
Man that AV.bring box that to market
'The man brought that box to the market.'
- b. *-i* derived locative pattern: GR = OBJ > FIG = OBL
**Lelaki itu membawa-i pasar kotak itu*
Man that AV.bring-LOC market box that
'The man brought that box to the market.'
- (27) a. Basic causative pattern: FIG = OBJ > GR = OBL
Lelaki itu mengambil uang dari teman-nya
Man that AV.take money from friend-3POSS
'The man took the money from his friend.'
- b. *-i* derived locative pattern: GR = OBJ > FIG = OBL
**Lelaki itu mengambil-i teman-nya uang*
Man that AV.take-LOC friend-3POSS money
'The man took the money from his friend.'

This subclass showed those basic causative verbs do not permit *-i* locative alignment patterns. In addition to the basic transitive verbs, there are 15 derived mono-transitive verbs. The base forms of these derived transitive verbs are of three types: (i) intransitive verbs, (ii) precatatorial bases, and (iii) adjective bases. There are nine verbs affixed with *-kan* that produce a causative pattern: FIG=OBJ, and six verbs affixed with *-i* that produce a locative pattern: GR=OBJ. The base forms of these derived transitive verbs will be taken up again in the following relevant subsection to see whether the derived verbs with *-i* can alternate with *-kan* or the verbs with *-kan* can alternate with *-i*.

(b). *Intransitive-Transitive Patterns*

In this section, the intransitive-transitive patterns found in the sample list are of three types of patterns, they are:

Basic intransitive A: *-i* derived locative pattern *-kan* derived causative pattern

Basic intransitive B: *-kan* derived causative pattern* *-i* derived locative pattern

Basic intransitive C: **-kan* derived causative pattern

-i derived locative pattern

1. *Basic Intransitive A: -i Locative Derivation and -kan Causative Derivation*

The verbs found in the sample list that show these types of patterns are *lompat* 'jump', *duduk* 'sit', *turun* 'go down', *tertawa* 'laugh', *takut* 'be afraid', and *ikut* 'follow.'

(28) Intransitive verb *duduk* 'sit'

Anak itu duduk di bangku

Child that sit on bench

'The child sat on the bench.'

a. *-i* derived locative pattern: GR = OBJ

Anak itu menduduk-i bangku itu

Child that AV.sit-LOC bench that

'The child sat on the bench.'

b. *-kan* derived causative pattern: FIG = OBJ

Saya menduduk-kan anak itu di bangku

I AV.sit-CAUS child that on bench

'I made the child sit on the bench.'

2. *Basic Intransitive B: -kan Derived Causative Pattern and *-i Derived Locative Pattern*

The intransitive verbs are found in the sample list are *tenggelam* 'sink', *tinggal* 'live', *lapar* 'hungry', *batuk* 'cough', *main* 'play', *sembunyi* 'hide', *lari* 'run', and *mandi* 'take a bath'.

(29) Intransitive verb *tenggelam* 'sink'

Perahu itu tenggelam

Boat that sink

'The boat sank.'

a. *-kan* derived causative pattern: FIG = OBJ

Mereka menenggelam-kan perahu itu

They AV.sink-CAUS boat that

'They sank the boat.'

b. **-i* derived locative pattern: GR=OBJ

Mereka menenggelam-i perahu itu

They AV.sink-LOC boat that

'They sank for the boat.'

3. *Basic Intransitive C: *-kan Derived Causative Pattern and -i Derived Locative Pattern*

The intransitive verbs in this pattern are *suka* 'like' and *tahu* 'know.'

(30) *Anak perempuan itu suka dengan boneka itu*

Child girl that like with doll that

'The girl likes the doll.'

a. *-kan* derived causative pattern: FIG = OBJ

**Anak perempuan itu menyukakan boneka itu*

Child girl that like doll that

'The girl likes the doll'

b. **-i* derived locative pattern: GR=OBJ

Anak perempuan itu menyukai boneka itu

Child girl that like doll that

'The girl likes the doll'

There is one intransitive verb from the sample verb list, which is derived from a transitive verb. This verb cannot undergo further derivation. This verb is *terbakar*, 'burning.' The basic form of this verb is *bakar* 'burn.' Another intransitive verb cannot be attached with either *-kan* or *-i*. This verb is *pergi* 'go,' which is a movement verb. This verb cannot be attached by the suffix *-kan* or *-i*.

(c). *Stative-Transitive Patterns*

Six adjectives function as a predictor in the list of data. Concerning the attachment of the suffix *-kan* or *-i*, these adjectives can be classified into two groups: (i) adjectives that can take either the suffix *-kan* or *-i* and those that can only take the *-kan* suffix.

1. Adjective Class A: *-i* Derived Locative Pattern and *-kan* Derived Causative Pattern

These adjectives are *sakit* 'ill,' *kering* 'dry,' *sedih* 'sad,' and *pecah* 'broken.'

(31) Adjective *kering* 'dry'

Tanah itu kering
land that dry

'The land is dry.'

a. *-i* derived locative pattern: GR = OBJ

Dia mengering-i tanah itu
she/he AV.dry-LOC land that

'He dried the land.'

b. *-kan* derived causative pattern: FIG = OBJ

Dia mengeringkan-kan tanah itu
she/he AV.dry-CAUS land that

'He dried the land'

2. Adjectives Class B: *-kan* Derived Causative Pattern

**-i* Derived Causative Pattern

Several adjectives can be turned into verbs using the suffix *-kan*. But the *-i* suffix cannot be used. The adjectives found from the sample list are *mati* 'dead' and *dingin* 'cold.'

(32) *Ular itu mati*

Snake that dead

'The snake is dead.'

a. *-kan* derived causative pattern

Dia sudah mematikan ular itu
She/he already AV.die-CAUS snake that

'She killed the snake'

b. **-i* derived causative pattern

**dia sudah memati-i ular itu*
Government AV.kill-LOC snake that

'She killed the snake'

(d). Precategorical-Transitive Patterns

There are four precategorical forms found in the sample list. The forms are *temu* 'meet,' *kedip* 'blink,' *dandan* 'dress up,' and *muat* 'load.'

1. Adjective Class A: *-i* Derived Locative Pattern and *-kan* Derived Causative Pattern

(33) a. *-i* derived locative: FIG = OBJ

Anak itu menemui-i teman-nya
Child that AV.meet-LOC friend-3POSS

'The child met his friend.'

b. *-kan* derived causative pattern: FIG = OBJ

Saya menemu-kan anak itu
I AV.meet-CAUS child that

'I found the child.'

2. Precategorical Class B: *-kan* Derived Causative Pattern **-i* Derived Locative Pattern

The precategorical forms found from the sample list are *gelinding* 'roll,' *tunjuk* 'point,' *nyanyi* 'sing,' *tinggal* 'leave,' and *letak* 'place.'

(34) a. *-kan* causative pattern: FIG = OBJ

Anak itu mengelindingkan bola itu
Child that AV.roll-CAUS ball that

'The child rolled the ball'

b. *-i* locative pattern: GR = OBJ

**Anak itu menggelinding-i bola itu*
child that AV.roll-LOC ball that

'The child rolled the ball'

V. CONCLUSION

Indonesian verbs are classified into basic verbs and derived verbs. The basic verb here refers to verbs used in sentence structure without affixation, like the verb *baca* 'read' can be used in an imperative sentence, *Baca buku itu!* 'Read the

book!. The base forms of the derived verbs can be an adjective, a noun, or a precategorial base. Morphological derivation in Indonesian restricts how derived verbs behave concerning derivations in general.

In contrast to basic verbs, the derived verbs typically do not go through other derivations. Notably, derived verbs with the same alignment pattern as basic verbs do not go through (another) derivation. In contrast, the basic verbs may undergo the appropriate derivation, indicating that the grammatical status of derived verbs is dissimilar from basic verbs. More uncommon is the existence of a precategorial base that does not have a basic valency value and that needs to be derived from functioning as a verb. Nevertheless, with precategorials, we cannot discuss valency-change for *-i* and *-kan* derivations since precategorials, by definition, do not have a basic valency value. Thus, precategorials *-i/-kan* derivations align a Ground expression with the object and the Figure expression with the object, respectively.

What Indonesian reveals with the *-i* locative and the *-kan* causative patterns do not improve valency. The significant function of these procedures is to align a Ground or a Figure expression with the object. Indonesian *-kan* derivation, for the most part, is correlated with conceptualizing an event as a caused-motion event, in which an Object-coded Figure moves in space toward a designated Ground. Both Figure and a Ground are in the speaker's perspective, and they are typically both expressed obligatorily. Because of this property of bringing both Figures and Ground into perspective, *-kan* derivation may apply to the Figure-oriented verbs whose basic valency pattern already has a Figure expression aligned with the object. *-i* derived constructions, on the other hand, focus on both affected Ground and Figure entities differently from both basic (i.e., underived) Figure-oriented constructions and *-kan* derived forms. It can be assumed that the Ground expression is more focused than that found in *-kan* constructions, in which GROUND expressions are coded as OBL.

When the suffix *-kan* is used to derive verbs from the adjective base, a noun base, or an intransitive verb, this derivation produces a causative pattern. Still, when added to basic transitive verbs, it can have a causative or benefactive pattern. The causative pattern will have a constituent structure: VERB+NP+PP and the benefactive pattern will have the structure: VERB+NP+NP as in *Saya membelikan (V) anak itu (NP) baju baru (NP)* 'I bought the child a new shirt,' *anak itu* 'the child' is a beneficiary object which is a primary object. In contrast, *baju baru* 'new shirt' is a secondary object. Only the primary object can be the subject of the corresponding passive construction. It is an applicative construction. The suffix *-i* can be added to an adjective, a noun, or an intransitive verb. It produces a locative pattern. Still, when added to a transitive verb, a basic locative pattern (not a derived locative pattern) creates an aspectual meaning indicating an iterative action or the action is thoroughly carried out.

APPENDIX. ABBREVIATIONS

GR	Ground
FIG	Figure
NP	Noun Phrase
PP	Prepositional Phrase
OBJ	Object
OBL	Oblique
CAUS	Causative
AV	Actor voice
LOC	Locative
SOV	Subject Object Verb
PAS	Passive
3SG	Third Person Singular
POSS	Possessive
PP	Prepositional Phrase
V	Verb
X	by someone
NP	noun phrase(NP)
*	ungrammatical

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Human Emotions in Narrative: Interventions of Fear in R. Chudamani's Short Fictions

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Abstract—Chudamani is one of the inconspicuous writers in Indian literature who is gradually gaining prominence in the recent past. Chudamani's works are powerful and sensitive unveiling the reality of human beings in society and their psychological aspects. This research article aims to analyse a novella and three short stories of R. Chudamani and inquires about the human emotions especially fear portrayed in those stories. The major focus of the article is on the novella, *Yamini*, and the minor focus is on the three short stories: "A Knock at the Door", "The Strands of the Void" and "Drought". *Yamini* is the story of a girl Yamini, who is forced into the institution of marriage. "A Knock at the Door" is the narrative of two widows who safeguard their sister's son from his father. "The Strands of the Void" explores the system of dowry in Indian society. "Drought" is the story of a married woman who tries to escape from the torments of her husband. This paper also scrutinizes the fear in the protagonists and the central characters in the above works. It also inspects how fear transmogrifies the characters in different situations.

Index Terms—emotions fear, hatred, novella, psyche, short stories

I. INTRODUCTION

R. Chudamani is a Tamil short story writer and a novelist who has contributed numerous literary works in both Tamil and English and most of her works are translated into many languages. She has achieved mastery in the genre of short stories by penning several emotive and sensitive short stories. She creates an amalgamation of her protagonists' personal and social lives in her writings and encapsulates the psyche of human beings in her fiction. Chudamani's *Yamini*, "A Knock at the Door", "The strands of the Void", and "Drought" are the short fictions taken up for the study. She has intensified the emotions and sentiments in these works. Moreover, Chudamani has also intertwined the psychological instincts of the characters in all these works. She uncovers the psyche of men and women characters in these short stories and the novella and leads the readers towards an emotional state through her fiction.

Emotions play a primitive role in the lives of human beings. There are different kinds of emotions depending upon the situations experienced by the individuals in their personal and social life. Johnson-Laird and Oatley (2016) state "Emotions appear to be common to all social mammals. Human emotions, however, are unique in their connection to music and literature—the arts" (p.82). Happiness, sorrow, fear, and anger are the inherent emotions in human lives which are delineated by authors in their writings and that is well evident in the literary works of Chudamani. Specifically, this article scrutinizes the notion of fear in the above-selected fiction. Generally, of all these emotions fear plays a vital role in the lives of human beings which either perishes them or teaches them the mechanism of defence. In the book *Handbook of Emotions*, LaBar (2016) defines fear as "... a negatively valenced emotion elicited in response to an impending threat that motivates a defensive reaction to protect the organism. In humans, fear is accompanied by a subjective sense of apprehension or, in more intense situations, dread" (p.751). Fritscher (2022) has rightly said,

Fear is a natural, powerful, and primitive human emotion. It involves a universal biochemical response as well as a high individual emotional response. Fear alerts us to the presence of danger or the threat of harm, whether that danger is physical or psychological. (Fitscher, 2022, para. 1)

II. YAMINI

Yamini was published as *Iravuchudar* in Tamil in 1996 and was translated by Vasantha Surya into English. In *Yamini*, Chudamani displays the three generations of women from the same family in Tamil society. *Yamini* is a kind of bildungsroman in which Yamini, the protagonist is dead long before the narrative begins. Chudamani opens up the story with Yamini's mother Perundevi and subsequently introduces the other characters in the narrative. The author has textured the story with shifts of Yamini in the past and her daughter Geetha in the present. She has amalgamated and contrasted both the characters in a few chapters. Chudamani has portrayed how parental love and care disrupt the life of Yamini and the same parents of Yamini undergo a transformation in the case of their granddaughter, Geetha.

Chudamani delineates the protagonist Yamini and other central characters including Saaranathan, Perundevi, and Geetha in a state of fear throughout the novella. Yamini experiences different types of fear in her life. Although Yamini is depicted as a normal girl, in the beginning, she appears to be weird to her parents because she insulates herself and endures solitude and darkness. She never seeks companions and from her childhood, she abhors physical touch that can be perceived when she plays with other children; suddenly she goes off from the game without any reason. She tells her mother that she dislikes touching. On questioning the reason for that kind of attitude, she answers “ ‘You have to keep touching others when you play hide and seek, Amma.’ ‘My, you’re high and mighty! What’s so bad about touching?’ ‘I don’t like it. I don’t like to touch, nor do I like others to touch me.’ Perundevi stood transfixed” (Chudamani, 1996, p.27).

Secondly, Yamini got entangled in the fear of marriage. On the other hand, the very opening of the discussion of Yamini’s marriage clenched her in the grip of fear and made her retort. Perundevi wanted her daughter to get married off and live a fulfilled life as a married woman in a conservative Tamil society. Yamini’s fear is clearly reflected in her resistance to marriage “Amma, I’m not saying it in that ordinary way! I mean it! I hate the very thought of marriage, I feel revolted! It’s as though I’m being asked to die!” (Chudamani, 1996, p.25) unable to thwart her marriage, Yamini struggles and dissolves “into the speechless language of tears” (Chudamani, 1996, p.26). At this juncture, Yamini’s father Saaranathan tries to comfort her by caressing but she shrinks away from him in fear. Perundevi feels that Yamini’s “nature had remained unchanged” (Chudamani, 1996, p.27) ever since her childhood. The hatred of Yamini towards the touch, companions, and marriage takes the shape of fear in her. A study states how fear shifts into different reactions:

The emotion hate (also referred to as “immediate hate”; Halperin et al., 2012) is much more urgent and occurs in response to significant events that are appraised as so dramatic that they lead to the kind of appraisals (e.g., “the outgroup is evil by nature”) and motivations (e.g., “I would like it to be destroyed”) that are usually associated with hatred. This intense feeling is often accompanied by unpleasant physical symptoms and a sense of fear and helplessness (Sternberg, 2003, 2005). It provokes a strong desire for revenge, a wish to inflict suffering, and, at times, desired annihilation of the outgroup.” (Fischer et al., 2011, p.312)

Perundevi fixes Yamini’s marriage with her brother’s son Rameshan. Yamini shows her repudiation by escaping from the house a week before marriage but she is brought back home by police. Perundevi gets Yamini married assuming that she will change after the marriage. On the other hand, Yamini’s situation gets worsened as Vishnu Priya (2008) points out that “she is pushed into the clutches of womanhood and motherhood, which make her insane” (p.11). She returns to her natal home within a few days of marriage, saying that she won't stay there. She screams “ ‘I won’t! I can’t! I don’t like it! I’m afraid... I hate it...’ Her voice becomes ‘ragged, tore into sobs’” (Chudamani, 1996, p.33). The writer depicts how pregnancy adds fuel to fire by aggravating her fear by provoking her to try to get aborted by attempting “four or five times to abort the child by her own efforts, on the occasion outside the house and sometimes indoors” (Chudamani, 1996, p.37). In the case of Yamini, marriage is the triggering factor of her fear which makes her act insane.

After the birth of the child, Geetha, Yamini behaves more bizarrely. Rameshan tells Perundevi that the doctor has declared that Yamini has a psychological problem. Chudamani shows the psychological problem of Yamini implicitly in the novelette rather than discussing it explicitly. As Asif et al. (2020) comment “In a forced marriage, a person is forced to marry against her/his wishes. The motives behind such marriages can vary from case to case” (p.7). In the case of Perundevi the motive is very simple and clear. As a normal mother, she wants to see her daughter settled in a happy married life. But the problem is that she has not understood the fact that Yamini is not a normal girl. Right from her childhood, she had some psychological problem which was not addressed properly by her parents. As she grew up, the problem got intensified and she hated the concept of marriage and motherhood to the core. Yamini’s behaviour frequently varies, sometimes she cries, laughs, screams & shouts. As LaBar puts it, “Fear is typically associated with a specific elicitor. Although fear responses evolved in situations of imminent physical harm, such as predator-prey interactions, fear triggers in humans are often more psychological in nature” (LaBar, p.751). Yamini is hospitalized by her parents for her recovery, for a few days, she behaves normal but gets restored to the same weird behaviour later. The very sight of her husband Rameshan and child Geetha triggers her fears and she behaves abnormally. Again, she gets admitted and comes back from the hospital. Even when she is under the control of her parents, she tries to commit suicide but is saved with help of others. She is locked in a separate room. Yamini is close to her father compared to her mother. Looking at the declining condition of Yamini after marriage, Saaranathan becomes more anxious and starts worrying if he had wronged Yamini by forcing her into the institution of marriage. Saaranathan admits his mistakes and apologizes “My Child, my Yamini, is this for your fate after all? We’ve done this to you together. Destroyed you” (Chudamani, 1996, p.39). Fear grips Saaranathan before Yamini’s death and makes him doubt if he has taken the right decision in his daughter’s life. The concept of marriage and motherhood instigates fear in Yamini. The reason was that she was forced into the institution of marriage much against her wishes.

Perundevi is another central character in this novella who is gripped by fear. Perundevi gets Yamini married but Yamini’s violent behaviour frightens her a lot. Not understanding the psychological condition of Yamini, Perundevi ushers her into the shackles of marriage which provokes Yamini to commit suicide. After Yamini’s death, her daughter Geetha becomes the lifeline of Perundevi. But this again evokes a kind of fear in Perundevi when she compares

Geetha's present to Yamini's past. Since Perundevi doesn't want Yamini's past to be repeated in Geetha's life, she wants Geetha to be "a much-loved wife, as a fine mature woman, the head of household, who radiates happiness" (Chudamani, 1996, p.23). Perundevi experiences fear more than any other person in the novella. The return of Geetha from the pilgrimage and the changes in her behaviour thrust Perundevi into an awkward state. Especially Perundevi gets frightened when Geetha chants the names of Gods and the holy places. Perundevi apprehends whether she will also follow in the footsteps of her mother in a different way. Furthermore, Perundevi compares Yamini and Geetha in her mind observing Geetha's behaviour. Yamini's death has created a larger impact on Perundevi. Hence frightened to hear something adverse from Geetha, she never takes up the subject of marriage in front of Geetha. Seeing the deviation of both her daughter and her granddaughter from the normal mode of behaviour triggers fear in Perundevi.

Geetha is a contrasting character to Yamini. Geetha socializes with everyone whereas Yamini secluded herself from everyone. Like other characters, Geetha is also conquered by fear, at the very thought of revealing her love affair to her father and grandparents. She is frightened about whether her father and grandparents will agree to her marriage or not. Moreover, she tries to reveal her love initially with a "serious and unsmiling" expression "Amma, I'm going to tell you something very important" (Chudamani, 1996, p.24). Geetha is unable to disclose this matter to anyone. She keeps the secret in her mind for a long time and behaves strangely by sitting in a pooja room and "long drawn-out of rituals of worship and prayer" (Chudamani, 1996, p.24). It is the element of fear that makes Geetha behave in such a strange manner. The very thought of expressing her love affair to her family instigates fear in Geetha. At one stage Geetha unveils herself in front of everyone as "I am in love with someone, ..." (Chudamani, 1996, p.62). The family accepts her love and this liberates Geetha from the clutches of fear.

An analysis of the above characters portrays how fear is the predominant emotion in the novella *Yamini*. A detailed analysis of the protagonist Yamini portrays how her attitude of detachment from everyone instigates fear in her. Yamini's parents never understand her thoughts and problems when she resists marriage. Moreover, Yamini's thoughts and desires are unheeded by her parents which instils fear into Yamini and induces Yamini to commit suicide. The next character Saaranathan experiences fear just before Yamini's death. On seeing the pathetic condition of Yamini after her marriage he regrets that he has wronged Yamini by thrusting her into the institution of marriage. This regret later turns into fear. He fears that he wronged Yamini's life by remaining silent and not supporting her. Though it was Saaranathan who allowed Yamini to commit suicide by setting her free. Yamini's death creates a huge impact on his life. He understood Yamini after her death and isolated himself from the rest of the family in atonement for the wrong he had done to his daughter. He waited for a chance to bring a change in the life of Geetha if she wanted to go the way of Yamini but Geetha had a different plan. His unfulfilled desire of making atonement by supporting Geetha persuaded him to commit suicide. The characters Perundevi and Geetha are also gripped into fear as others. All through the novella, Perundevi experiences fear of both Yamini's behaviour till her death and later Geetha's behaviour. This fear gets intensified by looking at the eccentric behaviour of Geetha. So, she feels relieved when Geetha divulges her love and exclaims "This was the real reason... what a girl, to let me imagine such terrible things" (Chudamani, 1996, p.66). Perundevi's desire gets fulfilled with Geetha's marriage. The reason for Geetha's fear is her love and her doubts about whether her orthodox family will accept her love or not. Later the acceptance of love by her family makes her happy. Here, the fear of Perundevi and Geetha gets vanishes whereas the fear of Saaranathan and Yamini drives them off to death.

III. "A KNOCK AT THE DOOR"

"A Knock at the Door" is the tale of two widows who safeguard their nephew from his father. The story revolves around Nilamani, Vasanti, Gopi, and Somasundaram. It displays the feelings of love, affection, and care of "two childless widows" (Chudamani, 1991a, p.9) on Gopi whose mother Radha died when he was six months old. She committed suicide because of her husband Somasundaram who doubts on "parentage" (Chudamani, 1991a, p.9) of his son Gopi and Somasundaram abandons Gopi. From that moment, Gopi is under the care of Nilamani and Vasanti and he becomes their "*raison d'être*" (Chudamani, 1991a, p.9). They show enormous love for Gopi and plan to fulfil his dreams. The story evinces the fear of the characters Nilamani and Vasanti. These two characters experience fear in different situations. They experience fear for the first time when Gopi reveals the fact that his father has met him in school. He announces with excitement to Nilamani and Vasanti that "Father came to see me today. My father" (Chudamani, 1991a, p.9). On hearing this both get scared and they doubt if Gopi will go away from them. Later Vasanti fondly enquires Gopi about what has happened in the school when Gopi narrates everything. Nilamani gets scared furthermore and vociferates as:

"*Appa appa appa!* What do you mean by that?" Nilamani burst out, 'How do you know he is your appa? Some loafer comes visiting you at school after all these years and immediately you start raving about *appa*. *Appa!* Could be a child lifter all we know. Hereafter, if any stranger comes asking to see you, you are to say No, d' you hear?" (Chudamani, 1991a, p.10)

This reflects how fear in Nilamani gets intensified as she feels that Somasundaram will take away Gopi with him. Moreover, the fear of separation can be perceived in both Nilamani and Vasanti. Vasanti experiences fear in a few situations initially when Gopi questions as "How did *appa* know that I like Eclairs?" and this brings a sudden "jolt" and "she was afraid" (Chudamani, 1991a, p.10).

Fear intensifies in the minds of Nilamani and Vasanti and they both escort Gopi to school till the bus arrives, and after that Vasanti leaves for work. But in the case of Nilamani fear grips her constantly as she often watches the gate to check the safe return of Gopi. On his arrival, she hugs him, “with fervour stroking his face, his hair” (Chudamani, 1991a, p.11). While observing this, Vasanti empathizes with Nilamani and she decides not to leave Gopi, come whatever may. Then Vasanti is also scared on her return from the office thoughtful of the kind of scenario she has to face at home. Even when all the three are at home, both the sisters stay in the grip of fear “They latched and bolted the front door” (Chudamani, 1991a, p.11). A letter from Somasundaram, in which he apologizes for his past behaviour and his request to send Gopi with him instigates fear in Nilamani. After reading this letter she is unable to tolerate it and screams “That is precisely what you denied, you cad when you forsook the baby!” and “Where does the relationship suddenly spring from now” (Chudamani, 1991a, p.11).

Nilamani’s fear makes her act weirdly and she is unable to imagine a life without Gopi. The same fear grapples Vasanti after her return from work. She starts to read the letter handed over by Nilamani and gets frightened and “she stared down at the floor, the letter burning into her fingers. Without looking up she moves a hand and grasped her sister’s” (Chudamani, 1991a, p.12). Suddenly they indulge in a discussion on the issue. Nilamani screams and asks what right Somasundaram has on Gopi. Vasanti retorts in a feeble voice “It is his son, *akka*” (Chudamani, 1991a, p.12). This reply turns Nilamani crazy and she screams “What do you mean? Gopi is *our* child *We* raised him” (Chudamani, 1991a, p.12). This sudden change of behaviour in Nilamani is the result of her fear of losing Gopi. Vasanti discloses the matter to Gopi that Somasundaram has written a letter to them asking them to send Gopi with him. On hearing this, Gopi’s face revived. It silently displays that Gopi yearns for the love of his father but Nilamani and Vasanti are determined not to hand over Gopi to Somasundaram. The real reason is not only Somasundaram’s past treatment of their sister but also their affection for Gopi who has become the sole purpose of their life.

Nilamani is so affectionate towards Gopi that she cannot tolerate Gopi’s shrinking away from her on her questioning if he would go away abandoning them. Then Vasanti consoles Nilamani and both try to appease their pain. Suddenly “A knock at the front door” (Chudamani, 1991a, p.12) petrifies them. They suspect that it is Somasundaram, who has come back to take away his son, the apple of their eye. The fear of Nilamani and Vasanti can be noticed here as:

They stared at each other with eyes wide with panic. Vasanti rose slowly, her legs almost giving way under her. She staggered towards the door. She hesitated for a moment. Her heart fluttered wildly. Her hand shook over the bolt, unable to grip. Finally, she managed to draw the bolt back. She opened the door. (Chudamani, 1991a, p.12)

The fear in Vasanti is exhibited in her abnormal behaviour. She opens the door and sees that it is the man who has come to refill the gas, she feels relaxed and locked the door. The narrative ends with “The two sisters relieved. And relieved they would continue to feel till the next time someone should knock at the door” (Chudamani, 1991a, p.12). The very thought of abandonment stirs up fear in Nilamani and Vasanti.

On examining the two sisters in the narrative “A Knock at the Door” who shower love, care, and affection on the boy, we can conclude that fear is the predominant emotion throughout the story until the end. Both Nilamani and Vasanti are equally affectionate towards Gopi and want to struggle to retain him with them. But at one point Vasanti gives up whereas Nilamani continues to resist. The reason for this resistance is the fear of separation. They both try not to give away the boy to his father. The fear intensifies after the meeting of Gopi with Somasundaram. The affection of Nilamani and Vasanti for the boy turns into fear when his father meets him. The fear of abandonment occupies the mind of Nilamani and Vasanti. In the book *Overcoming Our Relationship Fears*, the fear of abandonment is outlined as:

After having connected emotionally or bonded with someone, we fear being either abandoned with our own needs or being swallowed up by the other person’s. In either case, we feel the world is not a dependable place; that we live in danger of emotional abandonment. We may become clingy and dependent or we may become super-independent—or both. (Hedges, 2012, pp.107-108)

Contrary to Nilamani and Vasanti, Gopi feels excited about meeting his father at school. This displays the yearning of a son to live with his father. Somasundaram also realizes his mistake of ill-treating his wife Radha and apologizes to Nilamani and Vasanti for the same. But Nilamani and Vasanti never forgive him. They are frightened that his father will take him away. Here, fear is dominant in Nilamani and Vasanti. It is an open-ended story which allows readers to wonder about the condition of the two sisters in the future.

IV. “THE STRANDS OF THE VOID”

The narrative “The Strands of the Void” displays the system of dowry and the bond between a father and a daughter. Mukta is the protagonist in the story who is a married woman who has come back to her natal home due to the torments in her marital home. The narrative invokes the emotion of fear in the characters. The story mainly focuses on two characters Mukta and her father. As a narrator Mukta’s father witnesses Mukta and recounts the behavioural changes in the recent past “Mukta, skin and bone, a line-sketch of beauty; my daughter; she who used to speak a lot and laugh uproariously. Not anymore. Now she talked only when necessary and smiled for courtesy’s sake” (Chudamani, 1991b, p.143).

Mukta experiences fear in several situations. Even she doesn’t divulge the reason for her coming back from her marital home. When her father enquires her if she has not slept, she replies that “Appa. If I sit near you, I feel secure”

(Chudamani, 1991b, p.144). This reflects the kind of intense fear that has overtaken Mukta. On knowing the pain of Mukta, her father also gets engulfed in fear. He comprehends and perceives Mukta's fear and says "My daughter was afraid, and I was miserable watching her. This was all the truth" (Chudamani, 1991b, p.144). He also spontaneously thinks of his daughter's life and introspects to identify the problem in Mukta's life. He questions his wife "What was it? Fear? Grief? Anxiety?" (Chudamani, 1991b, p.151). Apart from this, Mukta wants to stay in her natal home forever. The fear of her in-laws & husband provokes her to take such a decision. She discloses her decision to her father saying "Amma tells me that I should return to my husband's place soon. I...I am not going *Appa*" (Chudamani, 1991b, p.152).

On the other hand, Mukta also hides the actual reason for the scar on the palm because she is concerned that her parents cannot tolerate it. Initially, she says that it has befallen due to mishandling the vessel. Later she reveals the truth that the scar was the result of the bedevilment of her mother-in-law and her two sisters-in-law. When her father inquired if her husband hadn't opposed it, she reveals that he was also a part of the game and it was he who handed over the burning cinders to his mother. This makes Mukta's father quiver and his fear gets intensified. He loses his faith and confidence in God since the very thought of Mukta makes him tremble in fear. At one stage, Mukta discloses the reason for the abuse as dowry. Through the character of Mukta, the writer has delineated the prevalence of the system of dowry. Teays (1991) rightly comments "The dowry system and the consequent dowry problem grew out of a complex social situation; the dowry system is bolstered by tradition, mythology, and religion and is treated cursorily by the legislature, police and courts" (p.7). Mukta is determined not to go back to her marital home. Mukta's father also realizes the situation and supports his daughter, "Their surmise is that I will make you send me back with plenty of money-somehow -out of fear that I will be subjected again to the same treatment..." (Chudamani, 1991b, p.153). The physical assault by her in-laws instigates fear in Mukta to alienate from her marital home.

In the end, Mukta incessantly keeps saying that she will not go to her marital home and declares that "Not only now. But forever" (Chudamani, 1991b, p.154). Mukta's fear of her in-laws makes her take this decision. It discloses her insecure feeling in her marital home. Finally, Mukta's decision is accepted by her father "Don't worry, Mukta. You needn't go back there again. We'll pull along somehow. The world doesn't end with this" (Chudamani, 1991b, p.154). On examining the story, it is clear that fear is implicitly dominant in the characters of Mukta and her father. The situations which they faced in their life incite fear in them.

V. "DROUGHT"

"Drought" is the short narrative of a married woman, unable to face the bedevilment of her drunkard husband, Gomati who is abandoned by her natal home. It depicts the agony and woes of a married woman in society. Gomati left her husband and came back to her home. So, she stays with her mother, three sisters, and two brothers. Meanwhile, there is a drought in the village, therefore, there is a lack of food in her house. When Gomati is about to eat, one of her siblings vehemently asks her to leave the house. Gomati resists going because she is frightened of the very thought of her husband and repeats "I won't go" (Chudamani, 1976, p.49). Whenever she recalls the past life she feels, "a spasm of memory and the life she had lived with him" (Chudamani, 1976, p.49). This echoes the pain which has transformed into fear and prevents her from going back. The refusal mirrors the fear in Gomati. Gomati's mother, sisters, and brothers force her and send her back. Though she complains that "He beats me. He tortures me." (Chudamani, 1976, p.50) they don't pay any attention to her pleas. Neither do they understand her pain and fear? The physical assault of her husband triggers fears in Gomati.

Gomati even appeals to Ramanathan, the son of the Panchayat head in the village, who has seduced her and made love with her on and off to accept her and take her to his house. But he denies it for the fear of society. The fear in Gomati makes her plead with him again and again, to accept her at least as a maid but he refuses to do that and advises her to live with her husband. She again appeals saying " 'I'll stay with you!' She said, clinging feverishly to him 'Keep me. Please keep me. Don't let them send me back to him'" (Chudamani, 1976, p.51) but Ramanathan pays no heed to her pleas and refuses to take her home. Gomati's fear gets transformed into different forms. Initially, Gomati expresses her fear in the way of refusal; later in the way of recollecting her past painful experience; finally in the form of pleading to Ramanathan to safeguard her from the trauma. In the end, she is again forced by her family to return to her husband and the only reply she gives is "I won't go" (Chudamani, 1976, p.51). An analysis of the story portrays the tortures borne by Gomati which has invoked intensified fear in her and her helpless situation.

VI. CONCLUSION

Chudamani has epitomized the psychological problems of human beings in her writings. An interpretation of the above stories depicts the different kinds of problems faced by Indian women in their lives. Chudamani has limned how a woman suffers because she is forced into the institution of marriage against her wishes (Yamini), the trauma of two widows who are gripped into fear of losing their nephew, the trauma of Mukta due to the system of dowry, the escalated agony of Gomati due to drought. The author has also highlighted the fear in men as well: the fear of Saaranathan and Mukta's father who commiserate with their daughters. Chudamani has realistically portrayed human emotions in the short fiction taken up for the study. She has uncovered the psyche of both men and women through her characters. Particularly she has evinced the fear from different perspectives through the characters and represented how fear gets

transformed in the characters and makes them act differently. In *Yamini*, the characters Yamini, Saaranathan, Perundevi, & Geetha; the characters Nilamani and Vasanthi in “A Knock at the Door” undergo fear which is explicitly displayed. Fear in the characters Mukta and Mukta’s father in “The strands of the Void” and Gomati in “Drought” is expressed implicitly. According to novel research, “Fear can cause a change in organ functions and metabolism which can ultimately lead to behavioral changes, like fleeing, freezing, or hiding from the perceived threat” (*Fear - Symptom, Treatment and Causes*, 2022). As in the case of Yamini and Saaranathan, they flew away from fear in a different way. Nilamani and Vasanti freeze in fear whenever they hear a knock at the door. Gomati and Mukta want to hide from the perceived threat. Geetha and Mukta’s father; avoid fear: the former by not revealing her love and the latter by not questioning her daughter’s torments in the initial days and Perundevi also avoids fear by not taking the subject of Geetha’s marriage. It can be noted that neither of these characters is ready to confront the factors causing fear. Chudamani has also interwoven how the emotion of fear gets transformed in the lives of individuals through her fiction.

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Positive Discourse Analysis of Political Thought in *The Analects* From the Perspective of Metaphor

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Abstract—Against the query about hierarchical political system of Confucianism, this article tries to identify and analyze the political metaphors reflected in *The Analects* - the master piece of Confucianism based on Positive Discourse Analysis. We have the findings as follows. Basically, political metaphors in *The Analects* include STATE IS FAMILY, PATH, UP-DOWN, and ENTITY which construct a unified and coherent political system of Confucianism. In this political system, Confucius and his disciples intend to emphasize the leadership of virtuous and knowledgeable men and the co-construction of family and state, require people to strengthen personal moral cultivation, follow the social norms and do what they are required to do according to their social identities, and participate in the governance and development of the country actively. Based on positive discourse analysis, the positive meanings of Confucian political thought constructed by metaphors in *The Analects* are revealed.

Index Terms—positive discourse analysis, metaphor, *The Analects*

I. INTRODUCTION

Confucianism is the quintessence of traditional Chinese culture and an important contribution to world cultures. *The Analects*, as the classic and epitome of Confucianism, plays an important role in the development and promotion of Confucianism in the world. It describes the words and deeds of Confucius and his disciples in the themes of learning, personal cultivation, politics, life, and natural laws among which politics is an important part. Confucius was once an official in the State of Lu, and he also had the experience of traveling around other states to put his political ideals to practice, which shows that Confucius himself has a great passion to participate in the governance of the country. Therefore, besides being considered as an excellent educator and philosopher, he is also regarded as a statesman with lofty political ideals and aspirations (Li, 2007). Qian confirms this point, “Confucianism emphasizes humanity the most. Politics is the greatest of humanity” (2007, p. 23). Since Confucius is thought to be a statesman and *The Analects* partly embodies his political thought, what is the ideal society in his mind reflected in *The Analects*? Is it like what is usually described as a severely hierarchical society? How does *The Analects* resort to discourse to describe the political and ideological system of Confucius and his disciples in order to gain the mindshare of the populace and the ruling class as well? These questions are worth discussing. Previous studies on Confucian political ideological system mainly focus on the negative aspects concerning its hierarchy and thought of loyalty to monarch as the result of an insufficiently understood relation between Confucian political thought system and the discourse expressing it in the immediate context (Zhang, 2008; Wang, 2010; Jing & Wei, 2013; Song & Wang, 2014; Zhang, 2015; Xu, 2017). In view of this, we propose a positive discourse analysis (PDA) of political thought in *The Analects* from the perspective of metaphor, trying to reveal the positive meanings of Confucian political thought by exploring the external form of linguistic expressions.

In order to explore the positive meanings of Confucian political ideology by probing into the relation between external forms of linguistic expressions and potential values behind in the immediate context, in what follows, we shall first introduce PDA briefly, and then point out the necessity of metaphorical analysis as one of the important ways of doing PDA research. Then we shall identify and analyze political metaphors in *The Analects* in the light of PDA, trying to reveal the positive meanings contained in Confucian political ideology. Finally we shall conclude with the findings.

II. METAPHORICAL ANALYSIS IN PDA

Positive discourse analysis (PDA) is a concept proposed against critical discourse analysis (CDA) by J.R. Martin at the International Symposium on Discourse Analysis in Birmingham, UK in 1999. Martin argues that discourse analysis shouldn't just focus on the “bad news” containing unequal phenomena in the society, intending to criticize and reveal the relationship between discourse, power and ideology with deconstructive and negative attitude; it should also pay attention to “good news” advocating peace, equality and solidarity, intending to reconcile, cooperate and coincide through language design with constructive and positive attitude (Zhu, 2006). Therefore, relatively speaking, CDA tends

to emphasize deconstruction, criticism and negation, while the foci of PDA are construction, harmony and community, aiming at constructing a harmonious society through discourse design (Martin, 2006) which is a rebuttal and complement to CDA (Zhu, 2006).

Legitimization is an important feature of political discourse, namely, political discourse tends to be authoritative, authentic, and well-founded (Chilton, 2004). In order to make the discourse sound more authoritative, truthful and reasonable, the speaker is supposed to choose the words which can not only reflect his way of thinking and satisfy his interests (Charteris-Black, 2004, p. 1), but also arouse the listeners' emotions and then further affect the views of the listeners, achieving the purpose of persuading, conveying ideas and opinions, and promoting social practice. As an important concept in cognitive linguistics, metaphor is not only a rhetorical means, but also a way of thinking and a cognitive operation, which restricts and influences the expressing and understanding of discourse. The selective conceptual mapping of metaphor produces a prominent and hidden function, so that the target domain can be reproduced one-sidedly according to the speaker's intention (Lakoff & Johnson, 1980, p. 13), which can provide a unique empirical framework for the construction and understanding of political views and ideologies. In addition, people's attitudes, emotions, beliefs and value judgments based on life experience form a coherent system with metaphors (Lakoff & Johnson, 1980, p. 21). Therefore, the employment of metaphors in the discourse will arouse the audience's cognitive and emotional resonance. Furthermore, the cognitive models of conventional metaphors and the values they contain often reflect more hidden value judgments that are difficult for the public to discover and widely recognized and accepted, so they can effectively activate the audience's cognition, emotions, and value judgment (Charteris-Black, 2004, p. 12), and can be recruited as a tool to convey ideas. Therefore, in political discourse, in order to make listeners subtly accept their opinions and ideologies, speakers tend to use metaphors to legitimize and rationalize their discourse. Metaphorical analysis becomes an important means for researchers to reveal the hidden meanings in discourse. Based on the idea of PDA, the exploration of the metaphors can reveal the positive values and connotations contained in discourse and the positive role of metaphors in advocating peace, solidarity and equality in discourse.

PDA has attracted the attention of the scholars as a cross-field research, and many related studies have emerged. However, most of these studies focus on the introduction to the idea of PDA and its application in political and media discourse analysis (Martin, 2006; Zhu, 2006; Hu, 2012; Huang, 2018; Dong, 2019; Nartey & Ernanda, 2020), but few apply it in the analysis of traditional Chinese classics. As the epitome of Confucianism, *The Analects* contains the political ideology of Confucius and his disciples. By applying the idea of PDA to political metaphors in *The Analects*, this study intends to explore how Confucius and his disciples describe their ideal society via metaphors, and reveal the positive values and connotations in Confucian political ideology. In the following section, we shall identify and then analyze the political metaphors in *The Analects*.

III. THE IDENTIFICATION AND INTERPRETATION OF POLITICAL METAPHORS IN *THE ANALECTS*

Since ancient times, Chinese have had the tradition of understanding and describing things based on one's body and the surroundings, that is, understanding one thing in virtue of another thing ranging from one's body as the near source to the surroundings as the far source. The frequent employment of metaphors in discourse is just the reflection of this thought. In *The Analects*, Confucius and his disciples used a lot of metaphorical expressions to describe the poetic and ideal society in their mind which takes "Benevolence" (仁 ren) and "Rituals" (礼 li) as the core. Among them, "Benevolence", interpreted as "loving your fellow men" (12.22) and "fraternizing with the masses" (1.6) in *The Analects*, is the standard of moral life and personal cultivation. It is an idealized personality and a perfect moral quality extending from family love (namely, the natural bonds and ethical relation between members of a family) to universal love (general human relations) (Yang, 2008, p. 62). "Rituals" is the norm of social customs and social behaviors, belonging to the category of social attributes deriving from Confucius' respect for the spirit of valuing virtue and rituals in Zhou Dynasty. By reinterpreting the connotations of rituals, Confucius made them the norm of people's daily behavior. The spiritual essence of reinterpreted Rituals is the conscious recognition of the social order and the maintenance of the social hierarchy. "Benevolence" as the inner moral requirement and "Rituals" as the outer regulations of behaviors constitute a set of social and political ideological system. Therefore, in this article, we will identify, analyze and interpret metaphors revolving around the two core concepts of "Benevolence" and "Rituals".

By reading the text carefully, we mainly identify the following metaphors related to Confucian political ideology: FAMILY-STATE metaphor, PATH metaphor, SPATIAL metaphor, and ENTITY metaphor. In what follows, we shall analyze these metaphors respectively.

A. FAMILY-STATE Metaphor

In FAMILY-STATE metaphor, the management of the family is mapped onto the governance of the country, which shows that Confucians build their ideas of country governance and social communication on the ideas of traditional Chinese family culture. As one of the bases of Chinese culture, family culture contains a set of regulations, behavior norms and views centering on family consciousness based on ties of blood, kinship and geography (Dai, 2008, p. 198). Since family is the basic unit of interpersonal communication in traditional Chinese society, expressions related to familial interpersonal relations can be metaphorically and extendedly used in various social fields such as politics,

economy, and culture. For example, in our daily communication, when we address people who are not related to us by blood, we tend to adopt the terms “uncle X”, “auntie X”, “grandpa X”, “brother X”, etc. to address them based on the differences of surname, gender and age to show intimacy and familiarity; when the teacher-student or classmate relations are mentioned, we can also adopt the addressing terms “venerable father” (师父 shi fu) for “teacher”, “senior sister apprentice” (师姐 shi jie) for “female classmate older than you”, and “junior brother apprentice” (师弟 shi di) for “male classmate younger than you”, etc.; other expressions which could show the influence of family culture can also be found, such as “ren jia” (人家) for “others”, “da jia” (大家) for “everyone”, “guo jia” (国家) for “country” etc. These expressions show that different social organizations are compared to families based on the metaphor SOCIAL ORGANIZATION IS FAMILY.

In *The Analects*, concerning the governance of the country, SOCIAL ORGANIZATION IS FAMILY metaphor, which is extended to STATE IS FAMILY metaphor, is embodied in the following examples.

(1) It is rare that a man who is filial to his parents and submissive to his elder brothers is inclined to commit an affront to his superiors; it is never heard of that he who by no means will commit an affront to his superiors is inclined to set off a rebellion. The gentleman commits himself to fundamentals, for once the fundamentals are established, the Way is accordingly determined. Being a filial child and a submissive younger brother are the fundamentals of benevolence. (1.2)

(其为人也孝悌，而好犯上者，鲜矣；不好犯上，而好作乱者，未之有也。君子务本，本立而道生。孝悌也者，其为仁之本与！)

(2) Mourning duties should be given in an earnest manner for one’s deceased parents and sacrifices should be offered to remote ancestors according to rituals, so that simple sentiments and honesty can find their way into folks’ behavior and their customs. (1.9)

(慎终，追远，民德归厚矣。)

(3) If you respect the elderly and take special care of the minors, you will make yourself the object of being loyal to. (2.20)

(孝慈，则忠。)

(4) According to the spirit of the filial duties, we should be filial to our parents and loyal to our friends. If this spirit is applied to politics, it would mean engaging oneself in political affairs.”(2.21)

(孝乎惟孝，友于兄弟，施于有政。)

In Example (1), “Filial to the parents” (孝 xiao) and “submissive to the elder brothers” (悌 ti), as ethics and moral one should follow in family life, are also basic behavior norms one should follow in social life and the foundation of being benevolent. Confucians believe that one who follows ethics and moral in family life will follow social ethics in communication and in the governance of the country, and won’t defy the superior and start a rebellion. Example (2) connects one’s respect to the deceased parents and ancestors with the moral cultivation of general public which will influence the governance of the country and harmony of the society. In Example (3), Confucians indicate that only those who respect the elderly and take special care of the minors will gain the loyalty from the populace, that is, the loyalty to the supreme ruler from the populace is connected with the supreme ruler’s virtue of “respect to the elderly” and “care of the minors”. Likewise, Example (4) also connects one’s filial piety to the spirit of engaging in political affairs. All these expressions show that in the eyes of Confucius and his disciples, family and country are an integrated whole. That is, only the one who can fulfill his due responsibilities as a son, a husband, a brother, and a father at home will have achievements in politics. Likewise, the king of a country will be respected and supported by his people only if he shows his filial piety to the elders and respect to his ancestors. Therefore, the management of the social relations and the governance of the country are the extension of the “loyalty” and “filial piety” on the basis of family, namely the extension from family love to universal love, which is the very essence of “Benevolence”.

The FAMILY-STATE metaphor reflects the traditional Chinese thought of “co-construction of family and state” on the basis of family culture, which indicates that Confucius and his disciples intend to construct a well-organized and well-ordered harmonious society in which everyone will fulfill his due responsibilities according to the social position he is in, as is described in Example (5),

(5) The king should behave like a king; a courtier should behave like a courtier; a father should behave like a father; and a son should behave like a son.”(12.11).

(君君，臣臣，父父，子子)

But this ideal is distorted by later generations into the so-called Three Cardinal Guides, that is, ruler guides subject, father guides son, and husband guides wife. Actually the hierarchy and ethical constraints are not what Confucians want to emphasize. What they want to emphasize is the due responsibility everyone should take by realizing his identities in different positions, which is the integration of ethics and moral (Fan, 2013, p. 128) in politics. Example (6) shows the same idea.

(6) As a young man, one should be filial to his parents at home, and submissive to his elder brothers in society; be cautious in speech and actions, and true to his words; fraternize with the masses and stay close to the kind-hearted people. (1.6)

(弟子入则孝，出则悌，谨而信，泛爱众，而亲仁。)

This example also indicates that everyone should fulfill his due responsibilities and behave properly both in the management of the family and in the governance of the country. It is proposed that the construction of a harmonious society requires a well-organized and well-established social order and interpersonal relations with everyone scrupulously abiding by his duties by following Rituals (Liu & Shi, 2015, pp. 185-186).

FAMILY-STATE metaphor which shows the idea of “co-construction of family and state” embedded in Confucianism is rooted in the mind of the populace, making people realize that state affairs are the same as the affairs everyone should handle at home, thus motivating people to participate in the building and the development of the country actively.

B. PATH Metaphor

In *The Analects*, “Dao” (道), as a metaphorically expressed thought in Confucianism, is an important and frequently mentioned political concept. The original meaning of the Chinese character “道” (dao) is “to guide” or “to lead” which describes the process or action of leading or guiding in the journey according to the analysis of the its glyph. Based on the exploration of the meanings of “dao” in *Etymology* (He et al., 2015, p. 4045), we find that the meanings of “dao” are expanded metaphorically or/and metonymically on the basis of this original meaning “to guide” or “to lead”. Since “path” is the space where the guiding happens, “to guide” is extended metonymically to refer to “path”, namely PROCESS FOR SPACE (PROCESS FOR PATH), which is considered as the primary meaning of “dao” in most of the contemporary Chinese dictionaries. Then it is further mapped onto the field of thought referring to the meaning of “the goal or the object of philosophical exploration and spiritual pursuit” (Shi, 2004, p. 109) metonymically and metaphorically, that is, WHOLE FOR PART (PATH FOR GOAL), and THE GOAL OF PHILOSOPHICAL EXPLORATION AND SPIRITUAL PURSUIT IS THE GOAL OF A PATH. “Dao” in Confucianism is the goal that Confucians devote themselves to achieve for the whole lifetime. According to our life experience, in order to reach the destination, the right route is necessary. Likewise in order to achieve the goal in life, the right way or means is very important. When it is further extended metonymically and metaphorically, “dao” gets the meaning “the way or the means of reaching the pursued goal”, namely THE WAY OR THE MEANS OF ACHIEVING THE PURSUED GOAL IS THE ROUTE OF REACHING THE DESTINATION OF A PATH.

Based on the above discussion of the semantic expansion of “dao” (path), the connotations of “Dao” in *The Analects* will be explored. The analysis of the connotations contained in “Dao” shows that for Confucians, “Dao” is not only the goal to pursue, but also the means to achieve the goal. As the goal and the means of the philosophical pursuit, it usually contains three aspects: learning, moral cultivation and the governance of the country, which reflects the following metaphors: LEARNING IS MARCHING ALONG THE PATH, MORAL-CULTIVATION IS MARCHING ALONG THE PATH, COUNTRY-GOVERNANCE IS MARCHING ALONG THE PATH, which can be illustrated in the following examples.

(7) You should hold firm and fervent belief in your core values of the philosophical view, retain fast and fiery passion for knowledge and unwaveringly adhere to Dao, the Benevolence, until the end of your life. (8.13)

(笃信好学，守死善道)

(8) Dao is what I determined to follow; the moral integrity is the stronghold with which I defend against fierce assaults of external forces; the benevolence is the yardstick by which I measure everything; and artistic activities are the pastime I derive great pleasure from. (7.6)

(志于道，据于德，依于人，游于艺)

(9) In performing the rituals, we aim at fostering harmony. Former kings set us a perfect example in this respect, for they never failed to set harmony as the goal in both trivial matters and major issues. (1.12)

(礼之用，和为贵。先王之道，斯为美；小大由之。)

(10) People with different principles and values should not put heads together to seek common ground or find a common solution to a certain problem. (15.40)

(道不同，不相为谋)

(11) A gentleman goes after Dao or the career rather than elementary skills for a living...A gentleman is worried about how far he is from obtaining Dao instead of being concerned about the poverty he is in at the moment. (15.32)

(君子谋道不谋食。君子忧道不忧贫。)

Example (7) lays particular emphasis on the way of learning. In Example (8), “Dao” mainly refers to the way of being a moral human. In Example (9), it refers to the way of governing the country. Example (10) and (11), however, are seemingly the combination of the three aspects, which partly shows that the three aspects seem independent, but in Confucianism, they are interdependent and mutually penetrant. In other words, learning is to achieve one’s personal accomplishments academically and morally, which can further enhance the governance of the country if virtuous and knowledgeable person can participate in the construction of a prosperous country and a harmonious society; in turn, in the practice of governing a country, the knowledge and moral cultivation of the active participators will be further promoted and enhanced with the realization of their ideals. The idea of mutual enhancement is described in the following example,

(12) If a person still has extra energy after taking good care of his work as an official, he should spend his leisure learning. If a person still has extra energy having completed the learning as required, he should devote himself to some official work. (19.13)

(仕而优则学，学而优则仕。)

Therefore, in Confucianism, these three aspects are interconnected. Confucians surely value the cultivation of personal morality and knowledge, but they regard the governance of the country and advancement of the society on the basis of academic and moral achievements of the ruling class more important, which is the reflection of the idea of meritocracy in Confucianism. That is why the Confucians actively devote themselves into the political practice one after another. They believe that it is the responsibility and duty for knowledgeable and virtuous people to participate in the governance of the country since they could give the potentate more reasonable and appropriate advice in state affairs. Hence, what Confucians pursue is not the sacred philosophy of life, but the secular way of applying the philosophy of life into practice, namely they intend to solve the practical social problems and state affairs for the purpose of constructing an ideal and harmonious society.

In sum, PATH metaphors highlight the idea of meritocracy and the spirit of practicing in Confucianism by advocating the knowledgeable and virtuous people to serve in the governance of the country and for the welfare of the common people.

C. SPATIAL Metaphor

SPATIAL metaphor, as a basic metaphor in the formation and development of concepts, is also employed in *The Analects*, such as UP-DOWN metaphor, HIGH-LOW metaphor, and NEAR-FAR metaphor, etc. Among them, expressions related to “up-down” and “high-low” which describe the verticality are metaphorically employed to indicate the concepts in more abstract domains, such as time, state, social status and personal traits; expressions related to “near-far” which describe the distance are frequently used to indicate the concepts expressing likes and dislikes, similarities and differences, right and wrong, etc. Considering that UP-DOWN metaphor is the most basic and frequently employed metaphor in *The Analects*, we will focus on the exploration of UP-DOWN metaphor. By sorting out and analyzing UP-DOWN metaphor, we find that it mainly involves the following metaphors: HIGHER SOCIAL STATUS IS UP, PROFOUND KNOWLEDGE IS UP, WISEST PEOPLE IS UP, GENTLEMAN IS UP, FOOLISH PEOPLE IS DOWN, PETTY MAN IS DOWN which are presented in the following examples.

(13) If the supreme ruler and high-ranking officials customarily are in the habit of doing things according to rituals, then they will find it easy to exercise power over the populace at large. (14.44)

(上好礼，则民易使也。)

(14) Since the sovereign rulers have deviated from the righteous ways, the populace has been disenchanted for a long time. (19.19)

(上失其道，民散久矣。)

(15) To those with average intelligence and above, we can talk about profound knowledge; to those with intelligence less than the average, we should not talk about profound knowledge. (6.21)

(中人以上，可以语上也；中人以下，不可以语上也。)

(16) I start with the basic and physical level of knowledge in order to understand the elevated and metaphysical doctrines. (14.37)

(下学而上达)(14.37)

(17) Only the wisest people with superior intelligence and the most foolish people with inferior intelligence are unalterable. (17.3)

(唯上智与下愚不移)

(18) A gentleman aspires after the high morals of gracious kind-heartedness, justice, and the Way, while a petty man chases wealth, benefits and gains.” (14.24)

(君子上达，小人下达。)

In Example (13) and (14), the word “up” (上 shang) refers to people who has high social status, namely, the supreme ruler, whose words and deeds will influence the attitudes of the populace towards him. While in Example (15), (16) and (17), the words “up” and “down” (下 xiang) refer to the higher level and the lower level of academics respectively. In Example (18), the word “up” reflecting the higher level of moral cultivation and the word “down” reflecting the lower level of moral cultivation are related to gentleman (君子 jun zi) and petty man (小人 xiao ren) respectively. Although “jun zi” is translated into gentleman in English, it contains more meanings in Confucianism. With the influence of family culture, the relationship between the king and his officials is similar to the relationship between father and son in the family. Therefore, “jun zi” was once used to refer to the dukes or princes of the small countries under the rule of the royal family in Zhou Dynasty, implying the meaning of “the son of the king” (国君之子) with “jun” referring to the king and “zi” referring to the son (Feng, 2013, p. 41). In *The Analects*, it is extended by Confucius and his disciples to refer to moral models with noble character. Therefore, “jun zi” in *The Analects* usually refers to people with high political positions and high moral character as in Example (19).

(19) The virtues of a man of great place are like wind, while the virtues of the populace are like grass. When the wind blows over the grass, the grass bends itself towards the direction of the wind.” (12.19)

(君子之德风，小人之德草。草上之风，必偃。)

Example (19) shows that those in high political positions should be virtuous people, and virtuous people should be

put in high positions since they can exert a positive influence on the populace. Therefore it can be inferred that the words “up” and “down” which are related to “jun zi” (gentleman) and “xiao ren” (petty man) respectively contain at least two interconnected aspects: social status and moral level, which is basically in accord with what was revealed in PATH metaphor. PATH metaphor and UP-DOWN metaphor indicate that a qualified supreme ruler should be knowledgeable and virtuous. Confucius and his disciples’ political ideology is further confirmed that the governance of the country is closely related to the moral quality and academic accomplishment of the ruling class, that is, those in high positions should have the corresponding knowledge of governing the country, and should be an example and role model on morality.

In sum, although expressions relating to UP-DOWN metaphor in *The Analects* partly reflect the hierarchical ideology of Confucians, they mainly highlight the idea of governing the country by the virtuous, benevolent and knowledgeable people.

D. ENTITY Metaphor

Confucius and his disciples also employ ENTITY metaphor to promote the social and ethical order of Rituals. It is mainly manifested in comparing abstract concepts related to Rituals to concrete and pictorial objects.

In Confucianism, Rituals is a powerful tool to govern the country and cultivate one’s personality. As the social norm, the role of Rituals is similar to that of the laws and regulations. Confucius and his disciples hold that Rituals is more important and effective than laws in the governance of the country. They believe that the laws can only be in effect after the crimes happened, so it is negative and passive; while Rituals can be in effect before the crimes might happen by regularizing one’s behaviors and promoting one’s personality and morality, so it is positive and active. This can be shown in the following expression,

(22) If people are governed by regulations and systems and the social order is kept by laws and penalty, they may stay away from the ruler and avoid committing crimes, but with no sense of shame. If people are governed by morality and the social order is kept by rituals, they may keep a sense of self-esteem and give their full allegiance to the ruler and go on the righteous track. (2.3)

(道之以政，齐之以刑，民免而无耻；道之以德，齐之以礼，有耻且格。)

Example (22) shows that through the standardization and implementation of Rituals, the proactive and conscious habits of moral and academic self-enhancement will be cultivated with and also for the development of the country and the improvement of the society. The obedience to the ritual system is not only reflected in the code of conduct, but also manifested in the preservation of various ritual utensils used in different ritual sacrifices.

Since Confucius was born in Spring and Autumn period which he considered as an era when the social order and established hierarchical system was under challenge, and the ritual system of Zhou Dynasty was destructed, he was once sighed with regret,

(23) When *gu*, a wine vessel, does not look like *gu*, we can hardly consider it as the wine vessel *gu*, can we? (6.25)

(觚不觚，觚哉！觚哉！)

Gu, as the wine vessel in ancient times, was also used as the ritual vessel in sacrificial activities during the Shang and Zhou Dynasties. There were four edges in both the middle part and the bottom of the vessel. However, in the era of Confucius, the edges of *gu* disappeared, and it was rounded up and turned into a round vessel. Confucius takes *gu* as a metaphor, namely THE CHANGE OF THE SHAPE OF GU IS THE DESTRUCTION OF THE RITUAL SYSTEM, to indicate the mismatch between the entity and its name, implying his dissatisfaction to the destruction of ritual system and his criticism to social situation, which he describes in the following example,

(24) A king fails to do what is required of a king; a courtier fails to do what is required of a courtier; a father fails to do what is required of a father and a son fails to do what is required of a son. (12.11)

(君不君，臣不臣，父不父，子不子)

Faced with this situation, Confucius proposes the idea of rectification of names, as is quoted in the previous subsection, “the king should behave like a king; a courtier should behave like a courtier; a father should behave like a father; and a son should behave like a son.” Just like the ritual vessel should conform to its original shape and structure, everyone should perform his social role well according to his social position in the society. To govern the country better, the supreme ruler should also have the talent and virtue required of him according to his social position and make conscientious efforts to perform his social role well. In this way, everyone will do well by taking his due responsibilities and obligations conforming to his social position, and then the stability and development of the country will be achieved.

ENTITY metaphor emphasizes the idea of rectification of names in Confucianism, which is an effective way to maintain social order, and has positive influence on the building of a stable society.

From the above analysis of the political metaphors in *The Analects*, we find that the Confucian political system is not exactly a remnant of feudalism of severe inequality and hierarchy as is criticized. It is undeniable that Confucianism has the limitations of the times, but the holistic view of co-construction of family and state, the spirit of practicing, political meritocracy, and the thought of rectification of names expressed by political metaphors in *The Analects* have been radiant after thousands of years and have become the driving force for the rejuvenation, development and advancement of the Chinese nation.

IV. CONCLUSION

Based on the idea of PDA, this article has revealed the positive meanings of the unified and coherent political ethic system of Confucianism reflected in STATE-FAMILY metaphor, PATH metaphor, SPATIAL metaphor, and ENTITY metaphor concerning family-state relation, the way of governing the country, the requirements of the ruling class, and the preservation of Rituals. We have found that in political discourse, metaphor is a useful tool to convey and legitimize the political ideas. In *The Analects*, Confucius and his disciples metaphorically express their abstract political thought with the help of concrete objects and images in a subtle and latent manner. Based on the idea of PDA, the positive aspects of Confucian political system are revealed, such as the idea of co-construction of family and state, the spirit of practicing, political meritocracy, and rectification of names, which might be the reason why their political ideas are recognized by the populace and the supreme ruler as well, and also the reason why they still have strong vitality and adaptability till now.

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Rhetorical Devices and Humor by Jordanian Social Media Users During COVID-19 Pandemic (June 2022)

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Abstract—The current study examines the deployment of the rhetorical strategies found in 25 jokes that are used by Jordanian social media users after the emergence of COVID-19 during the months of March until September in the year 2020. The data were purposively selected from different social media, like Facebook and WhatsApp. The study analyzed how the rhetorical strategies are used in jokes to generate humor, depending on the context of humor. Therefore, the present study analyzed the corpus qualitatively, and it adopted Berger's rhetorical techniques (1993) that deal with language and logic for analysis purposes. The findings of the present research indicated that a collection of rhetorical strategies were utilized to highlight several political, social, and psychological themes that were prominent in the Jordanian society during the COVID-19 pandemic. These rhetorical strategies were employed to enact humor. According to the results of the study, Jordanian social media users develop humor by employing strategies such as satire, pun, irony, exaggeration, definition, ignorance, rigidity, disappointment, allusion, and absurdity in an attempt to cause laughter.

Index Terms—rhetorical humor, social media, COVID-19, Jordan, psychology

I. INTRODUCTION

Despite the difficult circumstances that Jordan has recently experienced to confront the new coronavirus, humor has not been absent from social media platforms. The Jordanian society has moved dramatically to humor during the COVID-19 pandemic as a source of alleviation and protest against the decisions of the officials in the government that resulted in economic collapse among the middle and poor classes. Consequently, humor was a means of dissatisfaction with the current situation, and since people cannot do anything but showing a verbal critique, so they resorted to sarcasm. Humor also appears to come in diverse attitudes, such as bitter, droll, or dark.

However, humor is directly or indirectly related to laughter since humorous jokes make people laugh, so the main facet of humor is laughter (Attardo, 1994). Despite the countless efforts to determine a definition for humor, it remains unresolved (Latta, 1998). By connecting the ideas of discursive psychology and psychoanalysis, it seems that ridicule contributes to the formation of humor (Billig, 2002, p.30). However, one of the most overlooked parts of psychological humor study is the examination of the "funny" and its relationship to related attributes. However, irony, satire, sarcasm, and ridicule are all strategies to enact humor, depending on how narrow or broad we define it. According to Berger (2013), there are three theories that are used to explain humor and its relation to the human social life, and they also portray psychoanalysis perspectives. The humor theories that explain the tendency to humor are: Superiority Theory, Incongruity Theory, and Relief Theory. The Theory of Superiority is a theory of ridicule as it implies that laughter is a product of frustration and failure, and is linked to psychological theory (Billig, 2002, p.39). In brief, our laughter reflects feelings of superiority over someone, or over an old state of being. In contrast, the Incongruity Theory is the second theory for understanding humor. Instead of being captured by an emotion of superiority and degradation which result in a shift of the moral attitude, it sets out a strictly analytical mindset, a change of mind-activity. According to the second hypothesis, the laughter arises from a peculiar influence on our mental system (Sully, 1902, p.125). The Relief Theory, along with the Incongruity Theory, surpasses the propositions raised in the Superiority Theory. This theory states that humor, wit, or comic releases the nervous energy. Pertaining to this theory, laughter releases all repressed emotions and feelings, so it is like "a sigh of relief" (Morreall, 1987).

II. THEORIES OF HUMOR

Freud (as cited in Ruch, 1998) distinguished three categories of laughter experience: joke, comic, and humor. Jokes stimulate certain cognitive techniques, like displacement, concentration, and fusion. Consequently, jokes release psychological stresses. Comic is the non-verbal source of laughter, such as slapstick which involves the release of the mental energy by using the technique of opposition to expectation technique. However, humor takes place when the

person is exposed to negative emotions like fear, sadness, or anger, but the incongruous elements that are found in these situations alter the negative feelings into positive ones. In short, humor is created when the person is exposed to a situation or a stimulus that has a funny context, such as jokes or cartoons.

There should be a linguistic and communicative competence in order to understand humor. However, the psychology process is also essential to provide a concrete perception of the experience of humor. The cognitive process enables the speaker to understand the text and identify the conflict while the communicative view is responsible for the familiarity of the speaker with different types of communication, such as humor. The speaker's experience constitutes the texts and oppositions, and the familiarity with specific techniques of humor (Raskin, 2007). We must consider the cognitive process, emotional reactions, and behaviors that are involved in creating well-structured humor (Ruch, 1998).

III. HUMOR IN SOCIAL MEDIA

People all over the world created and shared thousands of uplifting, humorous media messages during the first episode of the corona crisis. The "memes," texts, images, videos, and other content types, spread quickly through social networks, often commenting critically on social or political phenomena (Shifman, 2014). The spread of the COVID-19 sparked an outpouring of corona jokes on social media around the world. However, the content of these jokes made in different countries sounded similar (Kuipers, 2020), and the interpretation of this is that people all over the world handled the same quarantine-related issues. The majority of jokes were about the exasperations and frustrations that are caused because of the quarantine. As a result, corona jokes tended to be cheerful. El Khachab (2017) examined how Facebook users in Egypt utilize humor to criticize political officials; thus, humor is enacted through using hyperbole. Davison, as mentioned in Mikhalkova et al. (2020, p.356), defines memes from online sources as "An Internet meme is a piece of culture, typically a joke, which gains influence through online transmission."

IV. RHETORICAL HUMOR

Berger's techniques are classified into four categories: language, logic, identity, and action. Each category comprises the rhetorical techniques used to analyze humor. However, the current study found out that ten rhetorical strategies, which are related to language and logic, were used to enact humor, and they are allusion, definition, exaggeration, irony, pun, satire, absurdity, disappointment, ignorance, and rigidity. Pertaining to language, allusion correlates to social and political situations that prompt us to recollect previously made faults or errors. A comic definition is linked to hyperbole and insults. Some manipulation is involved since definitions render seriousness. An unexpected whimsical or comic impact is shown when the reader or listener expects seriousness in the hilarious definition. Irony is showing a concession to expectation, while pun is the essence of playing on word structures. Criticizing a person or a situation by using ridicule and exaggeration is satire. The second aspect is logic. Humor's main function is laughter, so this function can be maintained if the joke texts are incongruous. Absurdity is the illogical action or context. Sometimes humor is used to express disappointment towards recent situations or actions. If the joke reveals naivety; then, this strategy is called ignorance. Rigidity deals with interpreting situations literally, yet it is more than just a literal reading of the written word. People find it amusing to make fun of the clumsy individuals who are inflexible in their approach to life. It is the stoicism, the rigidity, and the single-mindedness of this person that can be found so hilarious. Those who are so strict that they end up creating bizarre circumstances for themselves and others are seen as pompous. Finally, the rhetoric humor is achieved if the joke reveals characteristics of uncertainty and indecisiveness, then this is called rigidity (Berger, 1993, p.18-41).

With reference to Berger's rhetorical strategies (1993), Lutfi (2017) concentrated on the dark humor section of Reddit which is an American social news forum and discussion website. This study explains the way in which online humor expresses the rationale of racism: "social inclusion and exclusion". Rochmawati (2017) applied Berger's rhetorical techniques (1993) along with other pragmatic frameworks to dissect the humor of the written jokes, and she found out that there are five rhetorical strategies that are mainly used to create humor and they are: irony/sarcasm, exaggeration, misunderstanding, satire, and puns. Using Berger's (1993) theory of rhetorical strategies of humor, Heidari-Shahreza (2017) discovered that the Persian stand-up comedy uses allusions, irony, humor, repartee, mockery, and pun to produce laughter. Pertaining to humor in the Jordanian society, Banikhalef et al.'s study (2014) provides an insight into the speech act of humor in Jordanian Arabic used by Jordanian Facebook users, and the analysis adopted a socio-pragmatic discipline.

V. COVID-19 HUMOR

According to Hussein and Aljamili (2020), social networking in Jordan aided in alleviating pandemic anxieties. The researchers used the categorization of the social semiotics approach that includes five processes: action, reaction, verbal, mental, and conversion processes, to analyze the memes. The first part of the study tackled responses from 1274 participants who were asked to answer questions about comedy and to share their thoughts on a list of 20 cartoon characters that were provided as an attachment to the survey. A socio-semiotic analysis of COVID-19-related cartoons and memes on Jordanian social media is intended to show how comedy may be utilized to soothe the gloomy atmosphere brought on by the pandemic.

According to Strick's study (2021), media messages with funny or moving content affect positive and negative emotions in the pandemic (2021). According to Olah and Ford (2021), who studied the relationship between humor and people's responses to the COVID-19 pandemic, a good sense of humor is connected with reduced levels of negative emotions, and the adoption of recommended preventative measures.

Chlopicki and Brzozowska (2021) studied Polish COVID-19 memes. They found the humor-inducing processes underlying their intricacy, and the socialist memories they recall in contrast to COVID-19. Chlopicki and Brzozowska (2021) discovered numerous levels and changes in perspectives and attitudes within meme cycles. To understand sophisticated humor, consider how characters and the narrator attribute desire, belief, and intention (purpose) to real events or circumstances.

VI. DATA ANALYSIS

A. *The Corpus*

This is a corpus-driven study that comprises 174 jokes about the COVID-19 pandemic. Some jokes were purposively selected from different social media, like Facebook and WhatsApp from March until September 2020. Then, the collected data were analyzed, using a qualitative analysis framework. The results were compared to Berger's rhetorical devices (1993). Jokes on the COVID-19 pandemic were chosen to address social and political phenomena that are associated with the presence of this pandemic. This disease has affected the Jordanian community in terms of their financial status and social convergence, so people generated these jokes to mitigate the crisis they have experienced, and this situation proves that laughter is the best medicine at a time of crisis.

B. *Theoretical Framework*

The current study used Berger's (1993) rhetorical techniques to find out how humor is enacted in the jokes about the COVID-19 pandemic. The researcher reached to the conclusion that allusion, exaggeration, irony, puns, satire, definition, absurdity, disappointment, ignorance, and rigidity were used to formulate humor after classifying the data in terms of Berger's (1993) domains of rhetoric which are language and logic.

C. *Qualitative Analysis*

In this section, each rhetorical technique is presented and examples taken from the corpus were analyzed to show how humor was enacted in social media namely, WhatsApp and Facebook.

(a). *Satire*

Berger (1993) defines satire as a rhetorical technique of humor that may include other techniques such as hyperbole, mockery, and criticism. He inserts that a comedian can use this technique to poke fun at people, institutions, and events. The data have illustrated that satire has been the most commonly used to enact humor.

1. *Script 1*

امي بلشت تخترع اختراعات حماية جديدة ملح و خل و قشر ليمون و مدري شو اتطورت من مرحلة التعقيم لمرحلة تنبيل الفيروس .

Script 1 Translation: My mother started inventing new protection formulas: salt, vinegar, peeled limo, and other things that I have no clue about. The process has evolved from the sterilization stage to the stage of seasoning the virus.

Script 1 Context: This joke comments on the people who follow treatments that are not based on a medical therapy. It shows how people are confused about the cure for the coronavirus. Since this disease is a novelty worldwide, people are intrusive regarding the treatment of COVID-19 to the extent that it shows their gullibility.

Script 1 Message: Satire is employed to poke fun at domestic ideology pertaining to the cure for such a disease. This strategy shows the naivety of people and their perplexity towards finding a therapy that is protective as the speaker said "The process has evolved from the sterilization stage to the stage of seasoning the virus." As a result, people are straying away from finding medicine due to the lack of scientific findings when COVID-19 first emerged.

2. *Script 2*

الاردن اعلنت اول حالة بعدين تونس و السعودية هو فايروس كورونا و الا هلال رمضان!

Script 2 Translation: Jordan announced the first case of Corona, and then Tunisia, so did Saudi Arabia. Is it the Coronavirus or Ramadan?

Script 2 Context: The situation renders the illogical stream of the COVID-19 pandemic according to the viewpoint of the speaker. The spread of the disease was drastic and rapid.

Script 2 Message: In script 2, the speaker uses satire to criticize the quality of news in social media which instills fearsome among people. It also attacks the unawareness of people as they have not taken the right precautions that are required to avoid the spread of this disease. It seems that these governments are bragging about having the virus instead of attempting to secure the citizens, which is similar to the situation in which countries announce the presence of the crescent in the sky as a sign of the time of fasting. This juxtaposition is used to show the ambivalence of feeling during the pandemic. This parody was not accepted.

3. *Script 3*

رسالة من احدى الامهات: ما في داعي تعطلوا المدارس احجروا على الطلاب داخل المدارس و احنا بنزورهم كل اسبوعين.

Script 3 Translation: A message from one of the mothers: There is no need to disrupt schools, detain the students inside the schools, and we will visit them every two weeks.

Script 3 Context: The government around the globe decided to commence the online learning as an attempt to restrain the disease from spreading. This decision caused many psychological traumas among family members for many reasons.

Script 3 Message: Satire is used to show despair and frustration due to this forlorn decision. The speaker is criticizing the decision that was taken by the government. This script portrays the image of confinement and imprisonment as illustrated in this instance” we will visit them every two weeks”. Satire depicts the exasperation of the parents due to decisions that abstain people from living normally.

(b). Irony

According to Berger (1993), a contrast between two aspects creates irony. Popular humor relies heavily on ironic circumstances. The use of situational irony is commonly used in comedy.

1. Script 1

و كنت اعشق قبلاً لحن عطستها فصرت ان عطست ينتابني الهلع الشاعر ابو كمامة الكوروني .

Script 1 Translation: And I used to love the melody of her sneezing until I became afraid if she sneezes.

The poet: The Mask of Coronian.

Script 1 Context: People became intimidated if someone sneezes or coughs since these are considered as symptoms of COVID-19. This joke contrasts the attitudes of people before and after the emergence of COVID-19.

Script 1 Message: The poem is ironic because it includes contrasting situations that show people's attitudes before the occurrence of COVID-19 as opposed to the attitudes during COVID-19. For instance, the speaker in " **و كنت اعشق قبلاً لحن عطستها** " - "And I used to love the melody of her sneezing" - is metaphorically comparing his lover's sneeze to music; however, the shift in attitude and tone has changed in " **فصرت ان عطست ينتابني الهلع الشاعر** " - "until I became afraid if she sneezes". Thus, the pandemic has affected the emotions and attitudes because fearsome of infection is compelling, and it has become an obsession.

2. Script 2

يا رجل دخلت البلد هلكوني اشاعات بس منيح صيت غنى و لا صيت فقر!!

Script 2 Translation: Oh man! Once I entered the country, I became the source of all rumors; however, it is better to become famous and popular than to become unknown!

Script 2 Context: People used to spread information about COVID-19, which is a vague disease, through social media without validating the source, which caused anxiety and apprehension.

Script 2 Message: The personification of the virus is created to show irony of the situation in which people spread false information about coronavirus that they are not knowledgeable about.

3. Script 3

بتحكيلك ماما قومي ارقصي قدام ام علي ابنها تاجر كمامات .

Script 3 Translation: Mama is telling you to get up and dance in front of Ali's mother because her son is a mask dealer.

Script 3 Context: To prevent the spread of COVID-19, the authority enforced the citizens to wear masks whenever they intended to go outdoors. Due to the high demand for masks, their prices boosted dramatically.

Script 3 Message: In this script, the speaker is telling her sister to dance in front of Ali's mother because he sells masks – " **قومي ارقصي قدام ام علي ابنها تاجر كمامات** ". This statement is ironic as it contradicts a social situation before the occurrence of COVID-19 in which families preferred to wed their daughters to a doctor, an engineer, or a wealthy businessman. In this case, the mask represents a social need for people to be safe and secure.

(c). Pun

Berger (1993) inserts that "a pun can be seen to be a signifier that stands for two signified entities." In pun, there is a play on meaning." (p 44).

1. Script 1

مسلسلات رمضان 2020: بقعة كورونا، الكورونا المتساقطة ، عندما ينتشر الفيروس، الفيروسات الاربعة، ردلي كمامتي(الجزء الاول) ، الكمامة الضائعة، العشق بالحجر الصحي ، ربيع بلا كمامة ، لن اعطس في وجه ابي!

Script 1 Translation: Ramadan 2020 series: Corona Spot, the Falling Corona, When the Virus Spreads, the Four Viruses, Bring Back my Face Mask (first part), the Lost Mask, the Love in the Quarantine, Spring without a Mask, I will not sneeze in my Father's Face!

Script 1 Context: Film production companies usually launch their series during the month of Ramadan because people usually spend more time at home, fasting and praying. It somewhat resembles the situation during the pandemic as people were enforced to stay indoors to prevent the spread of COVID-19.

Script 1 Message: Pun is achieved when the titles of these series were altered to fit in with the current situation of COVID-19. It shows how this disease controls our lives. Not only did this disease separate us from the community, but also it inflicted on our daily practices.

2. Script 2

ملعون هالحرسي هالفيروس تقول مدعي عام اقل شي عندو توقيف 14 يوم على ذمة التعقيم !

Script 2 Translation: God damn this menacing virus, it is acting as the public prosecutor who detains people for 14 days on remand of sterilization!

Script 2 Context: The health protocol in Jordan imposes on people who are infected with the virus to stay indoors for 14 days. The 14-day quarantine is personified as a prosecutor who keeps people under control when they break the law to investigate the case.

Script 2 Message: Detaching people from mingling with each other because of infection is similar to the detainment of people when they do not abide by the law. Pun, which is illustrated in this example "sterilization" instead of "investigation", is used to show the similarities between both circumstances in two different scenarios.

3. Script 3

انظمو فالدار مضاد لفيروس كورونا 30 حبة يصرف بوصفة وطنية ، 30 ملغ عدماستهتارون و 30 ملغ انتماء وطنون و 30 ملغ احترام قانون

Script 3 Translation: 30 tablets of Staying at home Anti-Coronavirus, dispensed with a national prescription, 30 mg of carefulness, 30 mg of patriotism, and 30 mg of abiding by the law.

Script 3 Context: Jordanian people were perplexed about the novelty of COVID-19 since it is incurable, and no vaccines were created to protect people from this disease.

Script 3 Message: Pun is employed here to emphasize the measurements of commitment, and to assure people that if they follow the values mentioned in this script, people will remain safe. This pun is considered a call for action to encourage people to act in a disciplined way in order to prevent COVID-19 from spreading.

(d). Allusion

Berger (1993) defined allusion as a direct or indirect reference to a person, place, or event. The allusion to personages is employed to refer to people who contributed to the spread of COVID-19 in Jordan.

1. Script 1

مشاهير زمن كورونا: الحيارى ، تامر ، صبحي، ممرضة البشير ، دكتور الرمثا ، عريس اربد، عريس الحظر، الخضرجي.

Script 1 Translation: The Celebrities of Corona time: Al-Hiyari, Tamer, Subhi, a nurse working at Al-Bashir, a doctor from Ramtha, the groom from Irbid, the groom who caused the ban, the greengrocer.

Script 1 Context: When people do not abide by the laws of quarantine, detrimental consequences will happen, and it will affect the entire society.

Script 1 Message: People, like the nurse, Al-Hiyari, and others mentioned in this script caused the quarantine because they have been infected with COVID-19. Some had not followed precautionary measurements to avoid COVID-19 from spreading. These people were referred to as celebrities because they were famous figures during the pandemic.

2. Script 2

الجهات المصرح له بالتجول هي : القوات المسلحة ، الدفاع المدني، قوات الامن العام، الحيارى.

Script 2 Translation: The authorized bodies to roam are: the armed forces, civil defense, public security forces, and Al-Hiyari. Script 2 Context: Al-Hiyari, who came from Italy to Jordan, was the first case of COVID-19 in Jordan.

Script 2 Message: Al-Hiyari was a prominent figure during the pandemic since all Jordanians were interested to be acquainted with the symptoms of this mysterious disease. This allusion achieves humor since this script compares Al-Hiyari to the army bodies as they sustain peace and security. When Al-Hiyari showed on TV, he comforted people, and told them that this disease does not signal the end of the world.

(e). Definition

Definition is a rhetorical device that promotes the application of other strategies, such as insult or exaggeration. Additionally, definition is tricky since it exposes the reader or listener to a serious situation, then, it shifts the tone towards hilarity. However, definition was one of the least used techniques to enact humor (Berger, 1993).

1. Script 1

لتجنب الاصابة بكورونا عليك بالاتي: تجنب الاماكن المزدحمة مثل الدوام، تجنب الاماكن التي مالها داعي مثل الدوام، تجنب الاماكن المغلقة مثل الدوام.

Script 1 Translation: To avoid infection with Corona, you should do the following: Avoid crowded places such as work, avoid places that are not necessary, such as work, and avoid closed places such as work.

Script 1 Context: During the COVID-19 pandemic, people must follow instructions issued by the government to stop spreading the virus.

Script 1 Message: This script initiates the measurements that each citizen must abide by to avoid spreading COVID-19; however, at the end of each clause, the repetition of "مثل الدوام" - "such as work" - emphasizes the intention of the

speaker which implies that work must be completely avoided at any point during the pandemic. The focus on work as a place for catching the disease is deliberately presented to serve the speaker's goal.

2. Script 2

تعريف العولمة: واحد ياكل خفاش بالصين و يقطعك من الدخان في الرصيفة .

Script 2 Translation: Definition of globalization: someone eats a bat in China, and cuts you off from cigarettes in Russeifa.

Script 2 Context: COVID-19 emerged in Wuhan, China, in mid of December, but because of false mitigation, the virus lunatically spread globally, leaving the government with one option which was to lockdown.

Script 2 Message: The definition of globalization renders hyperbole; in other words, Health organizations in Wuhan have held the responsibility for spreading this unknown disease. The definition used in this script indicates that all cities in Jordan, referring only to "Russeifa" as an example, have been affected by the irresponsibility of the authority in Wuhan.

(f). Exaggeration

Berger (1993) referred to exaggeration as an overstatement that must be coupled with other devices, like ridicule to achieve humor. Basically, exaggeration digresses away from the truth.

1. Script 1

فايروس كورونا صار مثل المخدرات الي يصيدوا لازم يقولهم كل الاسماء يلي تعامل معهم.

Script 1 Translation: Coronavirus has become like drugs; if someone is infected with corona, all the names of those who dealt with the person must be told.

Script 1 Context: When an individual was infected with COVID-19, all other people who contacted him/her must do the PCR to make sure that they did not catch Coronavirus, and the ones who were infected must be quarantined for 14 days.

Script 1 Message: The exaggeration of comparing people who were infected with COVID-19 to drug dealers is highly marked to show the seriousness of the situation; however, the word "يصيدوا" - "catch him" is an overstatement to render a comic effect.

2. Script 2

مطلوب كروز دخان اي نوع البدل دونم ارض بعبدون .

Script 2 Translation: A bartering with an acre of land in Abdoun with a set of packs of cigarettes, of any type, is offered. Script 2 Context: People were allowed to buy the commodities within a specific interval of time; thus, some goods, like cigarettes, were highly demanded, so these items were scarcely found in the market

Script 2 Message: The bargain made in this script violates the truth because no one would trade his/her land- a land in Abdoun is extremely expensive-for a packet of cigarettes. These elements discussed achieve exaggeration as it is tied with irrationality.

(g). Absurdity

According to Berger (1993), absurdity may be divided into two categories: nonsense and bewilderment. Absurdity seems to be straightforward; nevertheless, the consequences of absurdity are very complex. Absurdity must make light of the standards of logic and reason.

1. Script 1

اكتشاف عاجل لفيروس كورونا ! ثلاث ايام تشرب مي و غسل و حامض ، و رابع يوم تشرب مي و غسل، يبطلع الفيروس يسالك وين الحامض بتضره على راسه ويموت.

Script 1 Translation: An urgent discovery of the Coronavirus: You drink water, honey, and lemonade for three days, and on the fourth day, you drink only water and honey, so the virus comes out to ask you about the lemonade, then you hit it on the head and it dies.

Script 1 Context: Because of the novelty of the disease, people were creating ingredients to save themselves from getting the infection.

Script 1 Message: This script shows absurdity as it mixes reasoning premises with illogical interpretation. The phrase "An urgent discovery of the Coronavirus" - gives a sense of seriousness and urgency, but the clause "so the virus comes out to ask you about the lemonade, then you hit it on the head and it dies" shows an illogical inference or conclusion.

2. Script 2

اليوم فاتوا عالينك اثنين حاطين كامامات الناس خافت بس لما عرفت انهم حرامية ارتاحوا.

Script 2 Translation: Today, two guys with masks walked into the bank, so the people were in fear, but when everybody knew they were thieves, they were relieved.

Script 2 Context: Anxiety about possible illness and death, as well as financial distress, were all common reactions to the COVID-19 pandemic, which left many people feeling anxious and fearful.

Script 2 Message: After the emergence of COVID-19, people's stress and anxiety revolved around one concept: they do not want to catch the infection. In this script, the logical premises were achieved in this illustration "اليوم فاتوا عالينك" "Today, two guys with masks walked in the bank, so the people were in fear, but..."; however, "بس" - "but" shifts the tone from rationale to nonsense. Thus, absurdity is implemented.

3. Script 3

ابن النايمة الصيني لو عصر نص ليمونة على شوربة الخفاش شو كان خسر ضيعنا الله لا يوفقه.

Script 3 Translation: If the stupid Chinese man squeezed half a lemon on the bat soup, what would he have lost? God may not reward him!

Script 3 Context: The origins of COVID-19 viral transmission to humans remain a mystery. However, people believe that COVID-19 was developed from SARS that has been found in some species of bats in China.

Script 3 Message: The absurdity is accomplished when the speaker proposes an idea to use lemonade to kill the Coronavirus, and this idea would have ended the virus from the transmission. The conceptualization of this script is considered a violation of logic.

(h). Disappointment

According to Berger (1993), the tactic of disappointment entails deluding people about something, then, denying the logical consequence they have anticipated.

1. Script 1

كنت احب احضر فلم بيحكي عن نهاية العالم ، فيضانات و اوبئة و نهاية البشر ، ولا مره فكرت انو رح اشترك بالفلم شخصيا.

Script 1 Translation: I used to love to attend films that talked about the end of the world, floods, plagues, and the end of mankind, but I never once thought that I was going to participate in the film personally.

Script 1 Context: the suppression that resulted from lockdowns and quarantine led to psychological traumas and depression.

Script 1 Message: The speaker expresses his/her preferences "كنت احب احضر فلم بيحكي عن نهاية العالم ، فيضانات و اوبئة و نهاية البشر" - "I used to love to attend films that talked about the end of the world, floods, plagues, and the end of mankind"; while the word "ولا مرة...." - "but I never..." establishes the contrast to what has been proposed earlier. This technique of denying the proposition stated before is the source of disappointment.

2. Script 2

كان لما واحد يعطس قدامنا واحد نقول له: يرحمك الله اليوم صاروا يقولوا له : الله لا يوفقك.

Script 2 Translation: We used to say to someone who sneezes in front of us: God bless you, but today, they started saying to him: God may not reward you well.

Script 2 Context: Social distancing causes emotional detachments and social inactivity. The intimidation towards coronavirus infection forced people to act differently as compared to what they used to do before the pandemic.

Script 2 Message: In this script, the attitude of the first part contradicts the second reaction. For example, this illustration "كان لما واحد يعطس قدامنا واحد نقول له: يرحمك الله" - "We used to say to someone who sneezes in front of us: God bless you" - clarified an attitude that people used to do when they sneeze. However, the second chunk "الله لا يوفقك" - "God may not reward you" - reveals the reverse which conveys a contradictory reaction after the emergence of COVID-19.

(i). Ignorance

Berger (1993) establishes a clear connection between stupidity and humor. When the foolishness is exposed, then a comic effect is created.

1. Script 1

عم فكر جيب ميزان ثاني رايبين احسن من راي .

Script 1 Translation: I am thinking of buying another weight scale. Two heads are better than one.

Script 1 Context: Because of boredom and routine, people's appetite increased.

Script 1 Message: The stupidity (ignorance) is shown as the speaker in this script thinks to use another scale. Such a decision reveals how naïve this person is because another scale will give the same measurement.

2. Script 2

عم تعذبك مرتك ؟ رن على وزارة الصحة و بلغ انو عليها حرارة و يمكن كورونا الحجز 14 يوم ، الله يقدرنا على فعل الخير .

Script 2 Translation: If your wife tortures you, call the Ministry of Health and tell them that she has a fever and you suspect that she is infected with corona; she will be detained for 14 days. May God reward us well

Script 2 Context: The lockdown during the COVID-19 pandemic impacted the social relationships between listless husbands and wives because of tedious routines that resulted in tension at home.

Script 2 Message: The naivety (ignorance) implied in the suggestion of calling the officials in the Ministry of Health - "رن على وزارة الصحة" - claim that the wife is infected with COVID-19, and the purpose is to get rid of the wife since she annoys her husband. The goal is also an illustration of gullibility.

3. Script 3

المصاب بالانفلونزا العادية لا يصاب بكورونا المصدر : ابو محمود البليط قال لي مفيش فيروس بيرضى يخش على فيروس ثاني !

Script 3 Translation: A person with regular influenza does not get corona. Source: Abu Mahmoud who works in tiling told me that viruses do not penetrate each other!

Script 3 Context: Because of the uniqueness of COVID-19, logical fallacy and fake information are dispersed in search of something that can soothe people's agonies.

Script 3 Message: The gullibility is not in the false information represented in this example "المصاب بالانفلونزا العادية لا يصاب بكورونا" "A person with regular influenza does not get corona"; it is expressed in the second part as the source of information is a builder "بليط" – who is not entitled to provide people with any scientific propositions since he is an expert in this field.

(j). Rigidity

Berger (1993) states that people find it funny to mock those who are clumsy and rigid in their attitudes to life. Stubbornness and selfishness are what make the situation humorous.

1. Script 1

هلا اذا صار هزه ارضية و كورونا مع بعض بنطلع لبرا والا بنفوت لجوا ..؟ اللي يجاوب صح بيتاهل معنا لمرحلة البركان .

Script 1 Translation: If an earthquake and a corona occurred together, would we go out on land, or stay inside? Whoever gets the right answer will move on to the level of the volcano.

Script 1 Context: COVID-19 is considered a catastrophe since it affected people in terms of their financial, economic, and personal conditions.

Script 1 Message: The indecisiveness revealed in this example is eccentric and rigid. The assumption of the occurrence of an earthquake, along with the existence of COVID-19 shows stiffness of ideas which is the core of rigidity as a technique to enact humor.

2. Script 2

واحد اخذ مرتو راح يحللها كورونا بعد يومين حاكوا و قالوله التقرير تبع مرتك تخريط مع تقرير ثاني لحالة زهايمر و نحنا هلا مو عارفين عندها كورونا و الا زهايمر قالهم طيب انا شو المفروض اعمل ؟ قالوله: خدها و روح فيها لمكان بعيد عن البيت واتركها و اذا عرفت ترجع البيت لحالها لا تفتحلها .

Script 2 Translation: Someone took his wife to do the PCR test, after two days the medical staff told him that the medical report of his wife was mixed up with a second report on the case of Alzheimer's, and we did not know about the results whether it is Corona or Alzheimer, so he said to them: Ok, what am I supposed to do? They said to him: Take her and go with her to a place far from the house and leave her, and if she knows the way, she will return home, but do not open the door to her.

Script 2 Context: The COVID-19 epidemic had a devastating influence on the psychological well-being of people. Dissatisfaction, loneliness, and anxiety about the future were among the most often expressed feelings.

Script 2 Message: The selfishness shown in this script is the representation of rigidity. The idea of leaving the wife in a far place to show her exact illness is eccentric as illustrated in this example "خدها و روح فيها لمكان بعيد عن البيت واتركها" - "Take her and go with her to a place far from the house and leave her." This possibility shows both the stiffness and inflexibility of the action required to be done.

VII. DISCUSSION OF RESULTS

The current study found that humor is achieved by using Berger's (1993) rhetorical techniques. The researcher reached to the conclusion that humor is achieved through using the following rhetorical devices: allusion, exaggeration, irony, puns, satire, definition, absurdity, disappointment, ignorance, and rigidity.

Jordanian social media users employed satire, pun, definition, irony, ignorance, absurdity, exaggeration, disappointment, rigidity, and allusion during the COVID-19 epidemic. In terms of satire, COVID-19 jokes employed this method to generate lighter comedy that criticizes social and governmental concerns as well as the behaviors of Jordanians during the epidemic. Puns are used to make jokes using words that have lexical ambiguity that might lead to humorous misinterpretations. In contrast, humor uses exaggeration or overstatement to critique social practices and political concerns during COVID-19. Irony; on the other hand, is used to present the truth in a comical manner. Unexpected definitions create humor. Rigidity conveys comedy by highlighting the speakers' tenacity. Allusions refer to the flaws and absurd behaviors of famous people during the COVID-19 pandemic. Disappointment deconstructs the anticipated logical consequence, and ignorance-based humor associates embarrassment with gullibility. Finally, absurdity creates humor by twisting logic and reasoning.

VIII. CONCLUSION

The present research explored the rhetorical strategies of humor employed in 25 jokes shared on WhatsApp and Facebook by Jordanian users from March to September in the year 2020, as well as the role of rhetorical strategies in enacting humor. The results of the current study demonstrated that a collection of devices were used to discuss a variety

of political, social, and psychological issues that were prevalent in the Jordanian culture during the COVID-19 pandemic. According to the findings of the research, Jordanian social media users produce humor by using techniques such as satire, pun, irony, exaggeration, definition, ignorance, rigidity, disappointment, allusion, and absurdity in an effort to make their audiences laugh.

APPENDIX

Number	Script	Translation	Rhetorical Device
1.	امي بلشت تخرع اختراعات حماية جديدة ملح و خل و قشر ليمون و مدري شو اتطورت من مرحلة التعقيم لمرحلة تنبيل الفيروس .	My mother started inventing new protection formulas: salt, vinegar and peeled limo, and other things that I have no clue about. The process has evolved from the sterilization stage to the stage of seasoning the virus.	Satire
2.	الاردن اعلنت اول حالة بعدين تونس و السعودية هو فايروس كورونا و الا هلال رمضان!	Jordan announced the first case of Corona, and then Tunisia, so did Saudi Arabia. Is it Corona virus or Ramadan?	
3.	رسالة من احدى الامهات: ما في داعي تعطلوا المدارس احجروا على الطلاب داخل المدارس و احنا بنزورهم كل اسبوعين.	A message from one of the mothers: There is no need to disrupt schools, detain the students inside the schools, and we will visit them every two weeks.	
4.	و كنت اعشق قبلاً لحن عطستها فصرت ان عطست ينتابني الهلع الشاعر ابو كمامة الكوروني .	And I used to love the melody of her sneezing, until I became afraid if she sneezes. The poet: The Mask of Coronian.	Irony
5.	يا رجل دخلت البلد هلكوني اشاعات بس منيح صبت غنى و لا صبت فقر!!	Oh man! Once I entered the country, I became the source of all rumors; however, it is better to become famous and popular than to become unknown!	
6.	بتحكيلك ماما قومي ارقصي قدام ام علي ابنها تاجر كمامات .	Mama is telling you to get up and dance in front of Ali's mother because her son is a mask dealer.	
7.	مسلسلات رمضان 2020: بقعة كورونا، الكورونا المتساقطة، عندما ينتشر الفيروس، الفيروسات الاربعة، ردلي كمامتي (الجزء الاول)، الكمامة الضائعة، العشق بالحجر الصحي، ربيع بلا كمامة، لن اعطس في وجه ابي!	Ramadan 2020 series: Corona Spot, the Falling Corona, When the Virus Spreads, the Four Viruses, Bring Back my Face Mask (first part), the Lost Mask, the Love in the Quarantine, Spring without a Mask, I will not sneeze in my Father's Face!	Pun
8.	ملعون هالحرسى هالفيروس تقول مدعي عام اقل شي عندو توقيف 14 يوم على ذمة التعقيم!	God damn this menacing virus, it is acting as the public prosecutor who detains people for 14 days on remand of sterilization!	
9.	انطمو فالدار مضاد لفيروس كورونا 30 حبة بصرف بوصفة وطنية، 30 ملغ عدماستهنارون و 30 ملغ انتماء ووطنون و 30 ملغ احترامقانون	30 tablets of Staying at home Anti-Coronavirus, dispensed with a national prescription, 30 mg of carefulness, 30 mg of patriotism, and 30 mg of abiding by the law.	
10.	مشاهير زمن كورونا: الحيايري، تامر، صبحي، ممرضة البشير، دكتور الرمثا، عريس اربد، عريس الحظر، الخضرجي.	The Celebrities of Corona time: Al-Hiyari, Tamer, Subhi, nurse working at Al-Bashir, a doctor from Ramtha, the groom from Irbid, the groom who caused the ban, the greengrocer.	Allusion
11.	الجهات المصرح له بالتجول هي: القوات المسلحة، الدفاع المدني، قوات الامن العام، الحيايري.	The authorized bodies to roam are: armed forces, civil defense, public security forces, Al-Hiyari.	
12.	لتجنب الاصابة بكورونا عليك بالاتي: تجنب الاماكن المزدحمة مثل الدوام، تجنب الاماكن للي مالها داعي مثل الدوام، تجنب الاماكن المغلقة مثل الدوام.	To avoid infection with Corona, you should do the following: Avoid crowded places such as work, avoid places that are not necessary, such as work, avoid closed places such as work.	Definition
13.	تعريف العولمة: واحد ياكل خفاش بالصين و يقطعك من الدخان في الرصيصة.	Definition of globalization: someone eats a bat in China, and cuts you off from cigarettes in Russeifa.	
14.	فايروس كورونا صار مثل المخدرات الي يصيدوا لازم يقولهم كل الاسماء يلي تعامل معهم.	Corona virus has become like drugs; if someone is infected with corona, all the names of those who dealt with the person must be told.	Exaggeration
15.	مطلوب كروز دخان اي نوع البدل دوام بعبدون .	A bartering with an acre of land in Abdoun with a set of packs of cigarettes, any type, is offered.	
16.	اكتشاف عاجل لفيروس كورونا! ثلاث ايام تشرب مي و عسل و حامض، و رابع يوم تشرب مي و عسل، بيطلع الفيروس يسالك وين الحامض يتصر به على راسه بيموت.	An urgent discovery of the Coronavirus: You drink water, honey and lemonade for three days, and in the fourth day, you drink only water and honey, so the virus comes out to ask you about the lemonade, then you hit it on the head and it dies.	Absurdity
17.	اليوم فاتوا عالينك اثنين حاطين كمامات الناس خافت بس لما عرفت انهم حرامية ارتاحوا.	Today, two guys with masks walked in the bank, so the people were in fear, but when everybody knew they were thieves, they were relieved.	
18.	ابن النايمة الصيني لو عصر نص ليمونة على شوربة الخفاش شو كان خسر ضيعنا الله لا يوفقه.	If the stupid Chinese man squeezed half a lemon on the bat soup, what would he have lost? God may not reward him!	Disappointment
19.	كنت احب احضر فلم بيحكى عن نهاية العالم، فيضانات و اوبئة و نهاية البشر، ولا مره فكرت انو رح اشارك بالفلم شخصيا.	I used to love to attend films that talked about the end of the world, floods, plagues, and the end of mankind, but I never once thought that I was going to participate in the film personally.	
20.	كان لما واحد يعطس قدامنا واحد نقول له: يرحمك الله اليوم صاروا يقولوا له: الله لا يوفقه.	We used to say to someone who sneezes in front of us: God bless you, but today, they started saying to him: God may not reward you well.	
21.	عم فكر جيب ميزان ثاني رايبين احسن من راي .	I am thinking of buying another weight scale. Two heads are better than one.	Ignorance
22.	عم تعذبك مرتك؟ رن على وزارة الصحة و بلغ انو عليها	If your wife tortures you, call the Ministry of Health and tell	

	حرارة و يمكن كورونا الحجز 14 يوم ، الله يقدرنا على فعل الخير.	them that she has a fever and you suspect that she is infected with corona; she will be detained for 14 days. May God reward us well.	
23.	المصاب بالانفلونزا العادية لا يصاب بكورونا المصدر : ابو محمود البليط قال لي مفيش فيروس بيرضى يخش على فيروس ثاني !	A person with regular influenza does not get corona. Source: Abu Mahmoud who works in tiling told me that viruses do not penetrate each other!	
24.	هلا اذا صار هزه ارضية و كورونا مع بعض بنطلع لبرا والا بنفوت لجوا ؟!.. اللي بيجاوب صح بيتاهل معنا لمرحلة البركان .	If an earthquake and a corona occurred together, would we go out on land, or stay inside? Whoever gets the right answer will move on to the level of volcano.	
25.	واحد اخذ مرتو راح يحللها كورونا بعد يومين حاكوا و قالوله التقرير تبع مرتك تخربط مع تقرير ثاني لحالة زهايمر و نحننا هلا مو عارفين عندها كورونا و الا زهايمر قالهم طبيب انا شو المفروض اعمل ؟ قالوله: خدنا و روح فيها لمكان بعيد عن البيت واتركها و اذا عرفت ترجع البيت لحالها لا تقتلها .	Someone took his wife to do the PCR test, after two days the medical staff told him that the medical report of his wife and was mixed up with a second report on the case of Alzheimer's, and we did not know about the results whether it is Corona or Alzheimer, so he said to them: Ok, what am I supposed to do? They said to him: Take her and go with her to a place far from the house and leave her, and if she knows the way, she will return home, but do not open the door to her.	Rigidity

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Information Technologies and Language: The Impact of CAT Systems on Improving the Efficiency of Translators' Training

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Abstract—The translator uses programs with different functions designed to improve, optimize, and ensure the quality of the translation process. The ability to use automated translation programs and knowledge of various CAT and applied tools significantly improve the productivity and quality of work, leading to an increase in the translator's competitiveness. The purpose of the article is to show that the use of the functional capabilities of CAT systems in the implementation of written translation has a positive effect on forming contemporary professional and personal competencies of students, as well as on improving the quality of training of future translators. The article presents a comparative analysis of CAT programs, considers their main and advanced functional features, and identifies factors for improving the quality of student training in the course of integrating CAT systems into translation training. It is concluded that employing CAT systems in teaching translation leads to an increase in the quality of education in general. It brings the learning process closer to the working conditions of the real translation industry, orients students professionally, opens up opportunities to work with modern text formats and contents, and expands students' vision of the modern market of linguistic services and the relationship of linguistics with computer technologies. It also improves students' general computer literacy and their participation in real translation projects.

Index Terms—translation memory (TM), terminology management, machine translation, translation quality control

I. INTRODUCTION

The contemporary world of written translations is impossible to imagine without specialized software – automated translation systems called CAT (Computer-Assisted Translation, or Computer-Aided Translation) tools, or CAT systems. Thus, the European Commission's platform for language services LIND-Web has published a report in which it was noted that only 1% of translation companies in European countries do not use CAT tools (Karpińska, 2017). Therefore, Pym (2011) rightly points out that the possession of CAT tools has already become necessary for effective work in the field of translation. The main reasons for this are the following: 1) using CAT tools allows fulfilling translation orders much faster; 2) CAT tools ensure the consistency of the target language texts since they can contain integrated necessary terminological bases; 3) CAT technologies make it possible to save the translation results for further use due to the so-called Translation Memory (TM).

Thus, today, it is virtually impossible to work as a translator of written texts without mastering CAT tools (except for translators of fiction). Therefore, the issue of the need for students to master translation software during their studies is quite acute in terms of improving the quality of education.

A. Literature Review

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The concept and essence of CAT systems (CAT tools) are described in numerous studies (Table 1).

TABLE 1
THE CONCEPT AND ESSENCE OF CAT SYSTEMS

No	Definitions	Source
1	The computer-aided translation is a type of translation from one language to another, in which a human translator uses computer equipment to optimize the process and implement translation.	L. Bowker and D. Fisher (2010)
2	The main function of CAT tools is to memorize translated text fragments and their use in subsequent translations. This technology is called Translation Memory (TM), which represents a database that stores previous works for their possible reuse, as well as a quick search through the available content.	D.A. Folaron (2010)
3	CAT tools can learn through forming a large array of source texts and their ready-made translations, which must be loaded into a super-powerful multiprocessor. During the translation of new texts, analogs of fragments of these texts are selected from the mentioned array, which can be used to form the target text.	M. Olohan (2011)
4	Unlike machine translation systems, using a CAT program requires that a translator takes part in the translation process, performing their functions to the full.	B. Han (2020)

The issues of implementing CAT technologies in the training of future translators have been repeatedly raised both in the scientific and educational environments. Thus, Odacıoğlu and Kokturk (2015) consider changes in the academic training of translators associated with the implementation of CAT tools. Alotaibi (2014) analyzes the feasibility of using commercial and free translation software. The researchers describe in detail the TM operating mechanism and the types of TM software (Jiménez-Crespo, 2009), the advantages of such a technology for translation and the difficulties associated with their use (Bowker, 2015), as well as the prerequisites for the introduction of an automated translation training course (Çetiner, 2018; Qian, 2009).

Researchers (Bundgaard et al., 2016) illustrate the current state of the implementation of information technologies (Afanasyev et al., 2021; Kovalevskaia et al., 2021), including, CAT systems, in the training of translators. As shown in (Song et al., 2010), translation software has been widely included in the system of training translators: if not in the official programs of the relevant university departments, then in the form of special workshops and additional courses (Abdulkadyrov et al., 2021; Bobrova et al., 2021). This contributes to forming translation skills in students (Pym, 2013). The experience of implementing CAT-system courses in translation training programs is presented in (Chunzhi, 2014; Zhang & Yang, 2012).

However, the impact of the capabilities of CAT systems in the implementation of written translation on the quality of education remains little studied to date. We believe that the potential capabilities and positive changes in the training of translators associated with the transition to CAT-based translation are not sufficiently described. At the very least, it should be supplemented with several important aspects.

B. *The Hypothesis of the Study*

The hypothesis of the study: using the functionality of CAT systems in teaching translation leads to an increase in the quality of education in general.

C. *Research Objectives*

1. to carry out a comparative analysis of CAT programs and consider their main and additional functionality based on an expert survey;
2. to determine the factors for improving the quality of education in the course of integrating CAT systems into the teaching process of written translation;

The article consists of an introduction, a literature review, methods, results, their discussion, and conclusion.

II. METHODS

A. *Research Design*

To prove the hypothesis, a mixed type of research design was used, based on a combination of requirements for data collection and analysis, necessary for the implementation of the research goal. Therefore, we chose the following methods for collecting information:

- analyzing scientific literature using theoretical methods (analysis, synthesis, comparison, generalization) to study the research problem state and determine the most common CAT tools and their functionality;
- the expert survey method was used to carry out a comparative analysis of CAT tools and determine the factors for improving the quality of education in the course of integrating CAT systems into the field of translation training;
- ranking method, based on the number of experts mentions, was employed to determine the rank of CAT tools according to the proposed comparison criteria, as well as factors for improving the quality of student learning in the course of integrating CAT systems into translation training.

B. *The Research Procedure and Tools*

At the first stage of the research, the information sources, necessary for the implementation of the research goal were selected. They included articles published in journals indexed by Scopus and Web of Science and presentations made at conferences by researchers from different countries containing provisions on the essence of CAT systems and their implementation in the training of future translators (21 sources in total).

At the second stage, the most common CAT programs were selected based on the analysis of scientific literature. Their comparative analysis was carried out based on an expert survey (conducted by e-mail). At the same stage, the experts identified factors for improving the quality of training in the course of integrating CAT systems into translation training.

The criteria for selecting experts (25 people) were the presence of at least three articles on the concerned topic published in journals included in the Scopus or Web of Science citation databases or teaching experience of at least 12 years.

At the third stage, the collected information was analyzed followed by the interpretation of the results obtained.

C. Statistical Analysis

We employed numerical calculation methods using Microsoft Excel to calculate the percentage of expert mentions of factors improving the quality of learning in the course of integrating CAT systems into translation training.

III. RESULTS

Based on the analysis of scientific literature (Baar, 2013; Doherty et al., 2012; Erwen & Wenming, 2013; Juan & Yahaya, 2019), the most common CAT tools, used in translation training were identified. Their comparative analysis was carried out based on the expert survey (Table 2).

TABLE 2
COMPARATIVE ANALYSIS OF CAT TOOLS

No	CAT system	Comparison criteria					Rank
		Access	Payment	Translation efficiency	Functionality (level)	Interface	
1	SDL Trados Studio	PC installation	Paid	High	High	Complicated	1
2	Smartcat	Online	Free	High	Medium	Simple	2
3	Crowdin	Online	Paid	High	Medium	Simple	3
4	MemoQ	PC installation	Paid	High	High	Medium	4
5	OmegaT	PC installation	Free	Medium	Low	Medium	5-6
6	Memsources	PC installation, online	Paid	Medium	Medium	Complicated	5-6
7	MateCat	Online	Free	Medium	Low	Simple	7-8
8	Wordfast	PC installation	Paid	Medium	Medium	Complicated	7-8
9	Memsources	PC installation	Paid	Medium	Medium	Medium	9
10	Wordfast	Online	Free	Low	Low	Simple	10
11	Wordbee	Online	Paid	Low	Medium	Complicated	11-12
12	Deja Vu	PC installation	Paid	Low	Medium	Medium	11-12
13	CafeTran	PC installation	Free	Low	Low	Medium	13
14	XTM Cloud	Online	Paid	Low	Medium	Simple	14
15	Anywhere	Online	Free	Low	Low	Simple	15-16
16	Espresso	PC installation	Free	Low	Low	Simple	15-16

As shown by the analysis of scientific literature (Bowker & Fisher, 2010; Folaron, 2010; Olohan, 2011), the main functional features of CAT tools include TM, terminology management, machine translation, and translation quality control. Additional functionality of the CAT programs most preferred by experts is presented in Table 3 (the first three lines).

TABLE 3
ADDITIONAL FUNCTIONALITY OF CAT TOOLS

No	CAT tool	Functional features
1	SDL Trados Studio	- Supports more than 70 different file formats, has a built-in PDF document recognition function, which allows saving money on additional tools in certain cases; - Contains machine translation and post-editing tools integrated into the workflow; if no match is found for the translation unit, the program will substitute its machine translation into the target segment, which can then be edited; - Allows translating software products and electronic sources, such as websites, XML documents, whose translation causes difficulties using the traditional approach due to the need to monitor the integrity of tags
2	SmartCAT	- Supports SDL Trados packages, which allows using SmartCAT to work on projects originally intended for execution in the Trados environment, as well as to create outgoing packages that can later be uploaded to Trados; - Provides a translation collaboration feature that allows multiple translators to work on a single project together in real-time; - It is provided in the SaaS format (program as a service) and is available via the Internet
3	Crowdin	- A paid web platform aimed at developers of mobile applications, websites, documentation, games, etc.; - Crowdin's unique feature is crowdsourcing, i.e. the ability to invite users to help with the translation and localization of the product in other languages; - In addition to the usual translation formats (XLIFF, XML), it supports the translation of software, source code files, and applications for mobile platforms, such as Android, iOS, Windows 10 Mobile, etc.

According to the experts, the study and use of CAT systems in the course of receiving a professional translator's university education and the integration of CAT systems in teaching written translation allow improving the quality of education due to the following factors (Table 4).

TABLE 4
FACTORS OF IMPROVING THE QUALITY OF EDUCATION IN THE COURSE OF INTEGRATING CAT SYSTEMS IN TRANSLATION TRAINING

No	Factors, improving the quality of training	%*	Rank
1	Expanding the range of text formats that students can work with	84	1
2	Acquiring skills for editing the translation text in electronic format	80	2
3	Career guidance role of CAT programs	76	3
4	Familiarizing students with the direct duties of translator and obtaining practical work experience	68	4
5	Improving the general computer literacy of students, mastering a computer vocabulary in a foreign language	60	5

Note: compiled based on the expert survey; * – percentage of expert mentions.

IV. DISCUSSION

The factors for improving the quality of education in the course of integrating CAT systems in teaching written translation are considered more in detail in Table 4.

According to the experts, the expansion of the range of texts that the translation team directly works with concerns, firstly, the text formats. In the translation services, paper documents no longer are used. Today, electronic text formats are translated, more properly, the formats of the translation tools themselves. That is, the translator almost never sees the text in its original form and always deals with certain electronic translation files. According to one of the experts (Sergey N., 11 years of teaching experience), the transition to CAT-translation systems even during training, "on the one hand, makes the learning process more modern and closer to the real world of translation and, on the other, makes it possible to work with text types that are simply not available in the text editor format, for example, with websites or the user interface".

Even working with more common document formats in general use, such as .docx, pptx, xlsx, pdf, and html, students employing the CAT tools get acquainted with tags-metadata for text fragments (which denote, for example, graphic formatting of text or hyperlinks) that are in almost any translation file (Qian, 2009). As researchers (Song et al., 2010) note, tags make up significant difficulties for students. The absolute majority of them get acquainted with tags for the first time and do not understand the principles of working with them, while a professional translator constantly deals with tags in their practice.

Secondly, the experts note that the use of CAT systems also contributes to expanding the range of topics of texts for translation and bringing students closer to the real world of translation. Researchers (Jiménez-Crespo, 2009) point out that translating content in CAT tools is especially convenient for texts inaccessible for printing, for example, websites, interfaces of computer codes and applications, and video subtitles. Thus, the implementation of CAT programs in teaching translation courses makes it possible to work with modern content, which, certainly, has a positive effect on the quality of training.

The experts consider the career guidance role to be an equally significant positive factor in applying CAT tools. It consists in familiarizing students with the realities of their profession and the need to refer to the list of requirements of translation companies and identify exactly those tools and technologies that are most in-demand in the translation market.

Thus, according to one of the experts (Stanislav R., 9 years of teaching experience), getting acquainted with the translation software, students "begin to ask questions about the purpose of particular functions of the CAT system (for example, why it is necessary to mark 100% matches with the memory of translations that were specifically edited by the

translator). They have the interest to learn about how the translation process is organized in translation companies in general. They begin to see themselves in the translator's place, think about what kind of lifestyle the translator leads, whether the chosen profession corresponds to their inclinations and interests".

According to the experts, working with CAT tools also opens up opportunities for students to familiarize themselves with the direct duties of a translator and get practical experience in this industry already during training. In particular, the experts cite the example of the SmartCAT system, which is also a translation exchange. Students can continue their independent work on this resource after mastering the basics of its use. Working on translations in the SmartCAT system, students get the opportunity to not only translate text documents but also work on translating websites, as well as subtitles to video materials (for example, movies or TV series). According to one of the experts (Nikolay P., 10 years of teaching experience), "getting translation experience not only within the framework of training, when the translation is only checked by the teacher, but for real people, companies, and projects, the student sees a real goal and overcomes real difficulties that are associated with the today's working conditions of a translator in the contemporary world". This also plays a motivational role, because, as one of the experts (Leonid B., 8 years of teaching experience) clarified, "students can join on a volunteer basis or even as co-contractors in the development of platforms, such as TED, Coursera, Wikipedia, etc., which adds social significance to their training and practical activities". Also, participation in real projects can be used by students when creating their personal translation portfolio and plays a positive role in the further employment process (Pym, 2013).

In addition, working in the CAT environment improves the general computer literacy of students, as well as contributes to the assimilation of computer vocabulary in a foreign language, which is of great importance. The study (Bundgaard et al., 2016) shows that the translation industry needs better skills of graduates not only in terms of their mastery of CAT tools but also knowledge of general computer skills, such as, for example, converting files from one format to another.

There are two ways to implement CAT tools in the teaching of translation: to join one of the academic programs, for example, TRADOS (<https://www.tra-service.ru/academic>), which allows obtaining licenses of commercial translation programs for computer classes of universities on preferential terms (Alshynbaeva et al., 2021; Muratova et al., 2021), or to use available free translation software. Each of the ways has certain advantages. In the first case, it is the acquaintance of students with programs, which are relevant on the market and with which they will actually work in companies. In the second case, the advantages are independence from licenses, tests, and certification and the availability of software that students can start using for their own translations, including outside the educational process, at any time (Alotaibi, 2014).

It is advisable, even when training students working with commercial translation tools, to first familiarize them with free-access CAT tools, which have a simpler interface and, therefore, are easier to learn. While mastering them, it is not difficult to understand the basic principles and key components of more complicated translation tools, which greatly facilitates the mastery of multifunctional commercial programs.

V. CONCLUSIONS

As the results of the study show, the use of CAT systems in translation training brings the learning process closer to the conditions of the real translation industry and professionally orients students. It opens up opportunities to work with contemporary content and text formats, expands students' vision of the modern market of linguistic services and the relationship of linguistics with computer technologies, and improves students' general computer literacy and their participation in real translation projects.

Therefore, the hypothesis that using the functionality of CAT systems in teaching translation leads to an increase in the quality of education, in general, is confirmed.

In this regard, CAT systems are more than just optional tools in teaching translation. We consider it appropriate to introduce them into the training curricula of future translators.

Further research can be focused on detailed planning and methodological and didactic support of CAT-technology courses for each specific university that trains future translators.

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Computer-Based Vocabulary Learning in the English Language: A Systematic Review

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Abstract—The goal of this article is to assess the efficiency of computer-based vocabulary instruction in English language classrooms and evaluate research on the usefulness of computer-based vocabulary acquisition, particularly in English language classes. The articles for the systematic review were selected from open-access databases. The present study adopts the systematic literature review (SLR) method to evaluate studies from 2010 to 2020. A total of one hundred and fifty sources were selected and analysed. Finally, forty articles were carefully chosen, focusing on the inclusion and exclusion criteria. Computer-based, multimedia and game-based vocabulary learning in English classrooms were the subjects of the study to address the research questions. The findings indicate that computer-based vocabulary learning is a frequent and effective approach to developing retention and learning new words. The study hopes that the suggestion is useful for researchers involved in English vocabulary learning and that, for further research, well-designed experimental studies can develop new options in learning vocabulary with the computer.

Index Terms—computer-based learning, technology, vocabulary learning, language learning, systematic review

I. INTRODUCTION

The advancement of computers and smart technologies has widely influenced English language teaching and learning in the last few decades. In the English language classrooms, instructors integrate computers, mobile phones and the internet to teach all the skills. Numerous software and applications of Computer Assisted Language Learning (CALL) are available online to enhance language learning. The increasing growth of CALL introduced approaches to English vocabulary learning. Al-Jarf (2007) explained a few methods for teaching vocabulary using semantic mapping, reading aloud, dramatizing, and teaching learners how to use online dictionaries and computers. CALL has been immensely utilized in a virtual environment and holds the greatest potential for use in the field of education. Computer applications are also widely used in the fields of psychology, medicine, science, games, and so on. In education, smart technologies and computers are creating an impact among teachers to become more familiar with terms like the internet, satellites, multimedia, educational games, electronic networks, virtual libraries, graphic information, science, and technology. This systematic literature review aims to analyze the articles that particularly focus on CALL in teaching and learning English vocabulary.

A. Literature Review

Computer-Based Learning (CBL) is used for educational purposes, and the computer hardware, software, peripherals, and input devices are crucial components of the educational environment when using computers for language learning. With the use of CBL, learners can learn informational representations to achieve their educational goals. Wilkins (1972) states that "without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed" (p.111-112). Learning vocabulary is a crucial part of learning a language. Learning new words helps students become better speakers, writers, readers, and listeners. It also increases the learning comprehension and pronunciation of the learners. Without knowing the correct pronunciation of the words, the learners assume the wrong pronunciation or think words have incorrect meanings. The main issue in learning the target language is a lack of vocabulary because words in the language convey meaning (Krashen, 1989). Assuming the wrong meaning or pronunciation of words is the biggest mistake every language learner makes. To overcome this misconception, numerous studies on a variety of topics have been carried out in language courses. Learning strategies have been implemented by language instructors and researchers in the classrooms to develop the vocabulary of the students.

According to Davis (2006), technology has been incorporated into the language courses' curriculum. Since the end of the 20th century, language learning has changed as a result of computer-mediated communication (CMC). With the benefits of a computer, language classrooms are being used more for communication than for imparting information (Warschauer & Healey, 1998). In the 21st century, using a computer to learn a second or foreign language has several benefits. CALL supports autonomous language learning, where learners can learn independently. Technology, software,

and computer programmers empower students to work independently at any time or place with their learning materials (Salaberry, 1999; Rost, 2013).

B. Research Question

The following research questions serve as a basis for this review:

- RQ1. What is the educational context of the learners mentioned in the articles?
RQ2. Which computer software is most frequently used in the selected articles?

C. Objective

The primary goal of this article is to review publications on computer-based vocabulary learning that were published from 2010–2020. It will also provide information about the specialists in computer-based vocabulary and activities used in teaching vocabulary.

II. METHOD

A. Guidelines for Conducting Systematic Review

The PRISMA guidelines were followed in the research to conduct the systematic review (Liberati et al., 2009). PRISMA helps the authors to conduct a proper review and to produce a systematic literature report of the study. Eligibility criteria are vital in assessing the validity and applicability of articles in the review. Selected articles have been processed under two criteria, criteria for inclusion and criteria for exclusion. Inclusion criteria have the characteristics of the paper that must be included in the study. Exclusion criteria have the characteristics of excluding the paper that must not be included in the study.

B. Inclusion Criteria

Inclusion Criteria (IC) 1: The paper has the following terms in the title:

- Vocabulary Learning (or)
- Computer (or)
- Multimedia (or)
- Online Game;

IC2: Conference proceedings (or)

- Book chapters (or)
- Journal articles;

IC3: The paper must be for language learners.

C. Exclusion Criteria

Exclusion Criteria (EC) 1: The paper is not open-source (not available online);

EC2: There is no emphasis in the paper on teaching English as a Second Language (ESL) or English as a Foreign Language (EFL).

EC3: The paper makes no mention of vocabulary learning.

EC4: Reviews, reports, and theses were not considered for systematic review.

D. Search Strategy

According to the search strategy, the data was collected from open-access databases and journals. The collection of articles started with three main aspects: "Vocabulary Learning" AND "Second Language Learning" AND "Foreign Language Learning." However, to make a high-quality study, a more comprehensive search has been made in searching the articles with the synonyms and words with the following search string.

"Vocabulary Learning" OR "Vocabulary Instruction" OR "Computer-Assisted" OR "Computer Instructed" OR "Multimedia" OR "Online Games" AND "English as Second Language Learning" OR "English as a Foreign Language." All the related research papers were collected using the year limits. The papers published from 2010–2020 were selected and used in the writing of this systematic literature review article.

E. Quality Assessment

In the review process, journal articles, book chapters, and conference papers were included. Review articles, theses, and reports were excluded from the process. To avoid duplication, the papers were checked keenly for duplications. Moreover, the abstract, instrument used in the study, and conclusion were screened down to check the available records. Even references and citations were checked.

F. Study Selection

In the eligibility criteria for every paper, the title, abstract, and keywords were recovered. In this phase, every paper is involved in the process of reading in a standardized manner. If the paper does not have content, it was involved in the phase of text analysis. The main variables of the study are summarised in the table.

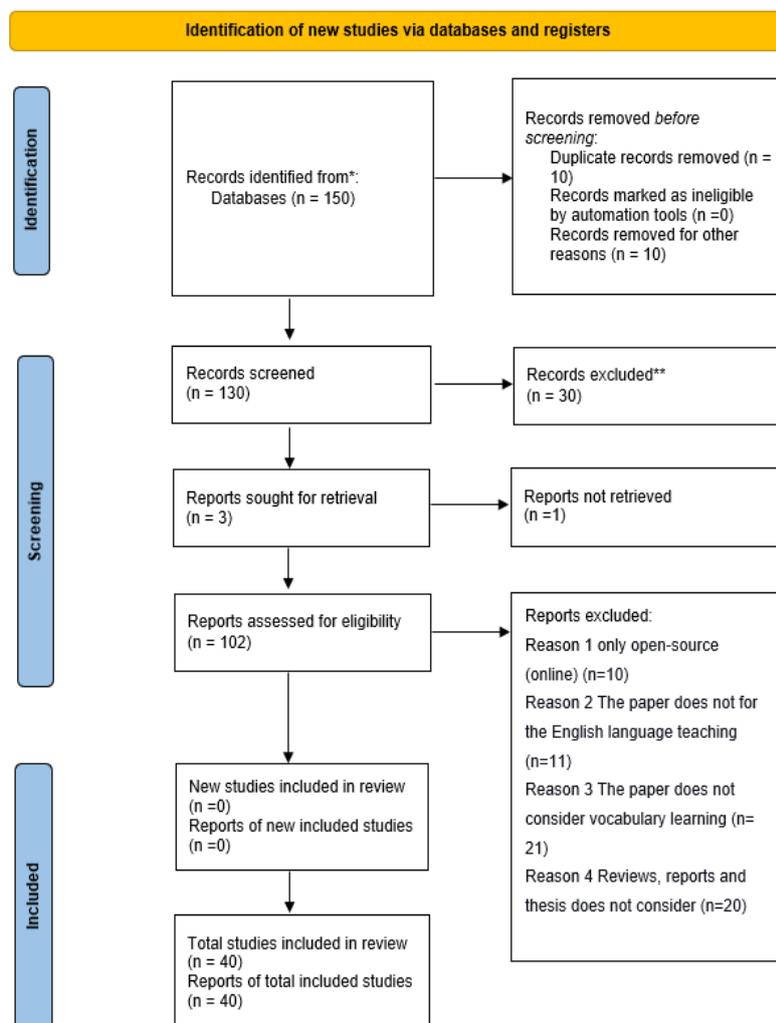


Figure 1 PRISMA Table for Data Collection

G. Data Synthesis

The papers were analysed to extract information about the activities and the year of publication. At first, a total of one hundred and fifty articles were identified in the open-access databases and no articles were identified from registered databases. After the identification process, the duplicate article was removed ($n = 10$) and none of the automation tools identified the articles as ineligible. Records deleted for further causes are ($n = 5$). In a second phase ($n = 130$), articles were screened but thirty articles were excluded based on title, source, and method used in the articles. Later, an ($n = 1$) article report was not retrieved, and one hundred and two articles were assessed for eligibility. A last manual search was conducted in several databases and journal sites to identify the articles. Finally, the search resulted in forty articles for conducting the systematic review.

H. Data Collection Process

Considering a systematic literature review, related papers were retrieved from the databases. The considered variables were the data, year of publication, and activities used in the article. The activities in the papers were analysed to check whether they were computer-related or non-computer-related. Articles for the study were registered if used in computer programs, computer software, or multimedia in the classrooms. In this review, important variables were collected under the platform that the studies were conducted on, which was online software, computer applications, or game applications. If the study does not involve computer-related things like mobile-assisted, robot-assisted, or other research articles related to technology, it is rejected from this study. The following information was collected from the articles: title of the article, year of publication, author's name, CALL software or activities used in the study, and conclusion of the study.

TABLE 1
STUDIES INCLUDED IN THE SYSTEMATIC REVIEW

Study	Population	CALL activities/ software used in the study	Outcome
Fatemeh Shoaee & Mohammad Alavi (2016)	N=62 Pre intermediate	Multimedia annotations: dictionary definitions and translations- story reading along with the audio.	CAL is an effective method of learning vocabulary.
Zuraina Ali et al. (2011)	N=123 UG	Fill- in- the-blanks and multiple-choice questions (vocabulary)	Dictionary strategy, contextual clues, and CALL increased long-term retention.
Elke Peters (2019)	N=142 Secondary	Watching the video with subtitles	On-screen imagery and on-screen text increased word recognition and recall.
Arzu Mutlu & Erozu- Tuga (2013)	N=48 intermediate	E-learning diary, yack pack (writing and discussion forum)	STG (Strategy Training Group) students learned words better than NSTG (Non-Strategy Training Group) students.
Dr. Levent Cetinkaya & Dr. Sutcu (2019)	N=112 Secondary	WhatsApp	Successful learning with multimedia annotations.
Marlin Steffi Marpaung (2020)	High school	Multimedia tools: Instagram posts and PowerPoint presentations	Learned vocabulary faster with retention.
Marc Ericson C. Santos et al. (2016)	N=31 UG	AR application and non- AR application	Using AR resulted in better retention among the students.
Daesang Kim & Dong-Joong Kim (2012)	N=135 Middle school	Small screen- iPod, medium screen- smartphone, and large screen- kindle	The large screen multimedia instruction helped the students to learn words.
Bahman Gorjian et al. (2011)	N=50 Intermediate and Pre-intermediate	CDs and dictionaries	Low achievers gained vocabulary in retention but could not keep the recall abilities.
Omer Esit (2011)	N=42 Intermediate	Computer laboratory with YVZ (Your Verbal Zone)	Reading activities with YVZ (Your Verbal Zone) have a positive effect on learners' vocabulary.
Raniah Kabooha & Tariq Elyas (2018)	N=100 intermediate	YouTube	YouTube improved students' vocabulary achievement
Elham Mahmoudi et al. (2012)	N=30 PG	Multiple-choice questions	High attitude towards learning vocabulary.
Somjai, Soontornwipast (2020)	N=45 10 th grade	Vocabulary ability exercise	Effectiveness in the instruction of vocabulary learning.
Madhubala Bava Harji et al. (2010)	N=92 degree	Audio and video subtitles	Subtitles resulted in better vocabulary learning.
Huifen Lin (2015)	N=100 UG	"Trade Ruler" is a web-based simulation game	Decreased cognitive load and improved vocabulary recall.
Abdullah S. Aldera & Mohammed Ali Mohsen (2013)	N=50 UG	Watching the animation with annotation	Annotations did not significantly improve listening comprehension and recall over time.
Abbas Ali Zarei & Mahboubeh Gilanian (2013)	N=52 UG	Video with audio and captions	There are no significant differences among the multimedia combinations in L2 vocabulary.
Ninger Zhou & Aman Yadav (2017)	N=72 Preschool	Multimedia story reading, and paper story reading.	Media has a strong interaction with the target vocabulary.
Nasrin Ramezani & Farahnaz Faez (2019)	N=132 intermediate	Glossed Words	It provided insights into vocabulary learning.
Takeshi Sato & Akio Suzuki (2010)	N=24	Dictionaries	3D images developed from learners' vocabulary.
Lu-Fang Lin (2010)	N=82 UG	Five English video lessons from the 2006 CNN news archive	Video increased incidental acquisition.
Merak Rahimi & Atefeh Allahyari (2019)	N=40	Photostory 3 by Microsoft	Impact on memory and cognitive strategies.
Chih -cheng Lin & Yi-fang Tseng (2012)	N=88 High school	Moodle site	Videos provide visual context for difficult target words.

Yavuz Samur (2012)	N=22 UG	ANT (animation + narration + text) and AN (animation + narration) without on-screen text	Developed redundancy in learning.
Burcu Varola & Gülcan Erçetin (2016)	N=90	Multiple-choice questions	Reading had positive effects on incidental vocabulary learning.
Michelle Mi-hee Choi (2011)	N=300 Preschool, middle, and high school	JCross, JQuiz, JMix, JCloze, JMatch, JM	Increased memory
Xue Shi (2017)	UG	Multimedia based learning materials	Better retention
Mohammed Ali Mohsen (2016)	N=43 UG	YouTube	Better retention
Iham Mahmoudia et al. (2012)	N= 30 PG	Websites Go4English.com, Englishvocabularyexercises.com and Englishlearner.com	Promoted attitude in vocabulary learning.
Idrîs Edalati Shams (2013)	N=10	Weblog	Learners' autonomy knowledge increased.
Emine Turk & Gulcan Erçetin (2012)	N=82 High school	Website "what is up with the weather?"	Reduced cognitive load and increased learning.
Yagmur Ersoy Ozer & Zeynep Koçoğlu (2017)	N= 89 High school	Quizlet Flashcard Maker	Vocabulary learning and retention are effective.
Jing Shao (2012)	N=80 UG	I Love English Vocabulary (ILEV) Software	Attitudes toward multimedia software are favorable.
Parviz Maftoon et al. (2012)	N=40 Intermediate	VTS.S software	Learners learned better through e-feedback and computerized dictionaries.
Nil üfer Bekleyen & Adnan Yılmaz (2012)	N=9 UG	Jing (computer program)	Positivity towards vocabulary learning.
Tomonori Ono (2017)	N=26 UG	Memrise Spaced Repetition Software (SRS)	Word length had an impact on memory retention.
Fatemeh Enayati & Gilakjani (2020)	N=61 High school intermediate	Tell Me More (TMM) software,	Learners used words in different contexts
Ebrahim Nejati et al. (2018)	N=40 Intermediate and pre-intermediate	CAVI software, vocabulary	Developed retention
Jafar Eizadpanah & Mehdi Ghaedrahmat (2014)	N=61 Intermediate	CAVL software, word wazir	Developed learners' word knowledge
Franciosi (2017)	N=84 UG	Quizlet and the game energy city	Improved transferability of vocabulary

III. RESULTS

A. Distribution on a Year Base

The graph shows the number of studies conducted from 2010 to 2020. The total number of papers collected from open-access databases and journals is shown in the graph. The year 2012 is at the top of the list with nine research papers on computer-based vocabulary learning. The results show that the pedagogy of English language teaching has improved due to the development of computer technology. The year 2017 has six papers, and the years 2013, 2016, and 2017 have the same five publications each year. The years 2010, 2018, and 2020 have three publications per year. The less focused years for computer learning are 2014 and 2015, with two publications in each year. The year 2018 has the highest number of publications in 2014, whereas 2015 has the lowest number of publications.

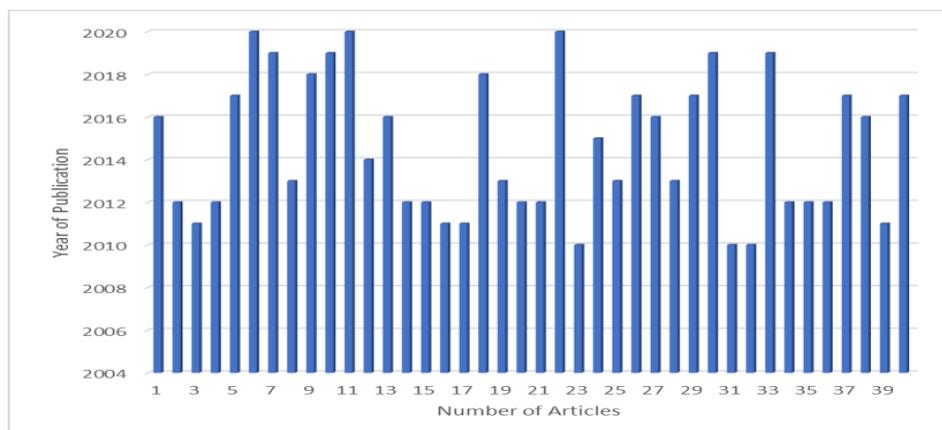


Figure 2. Distribution of Year of the Selected Papers

B. Educational Level of the Learners

The titles and abstracts of the articles were screened properly to determine the number of learners and the educational level of the learners used in the study. Figure 3, mentioned below, provides the educational segment mentioned in the

articles. The educational levels mentioned in the articles are undergraduates (35%), school (22%), intermediate level students (20%), postgraduate (5%), intermediate (5%), pre-intermediate (5%) and (8%) unclear educational levels mentioned in the articles. In a few articles, there is no specification of the educational level, qualifications, or the total number of students. The important point to be noted is that, in the American context, middle school or high school are mentioned as sub-levels. While outside the American context, secondary education covers the entire post-elementary level.

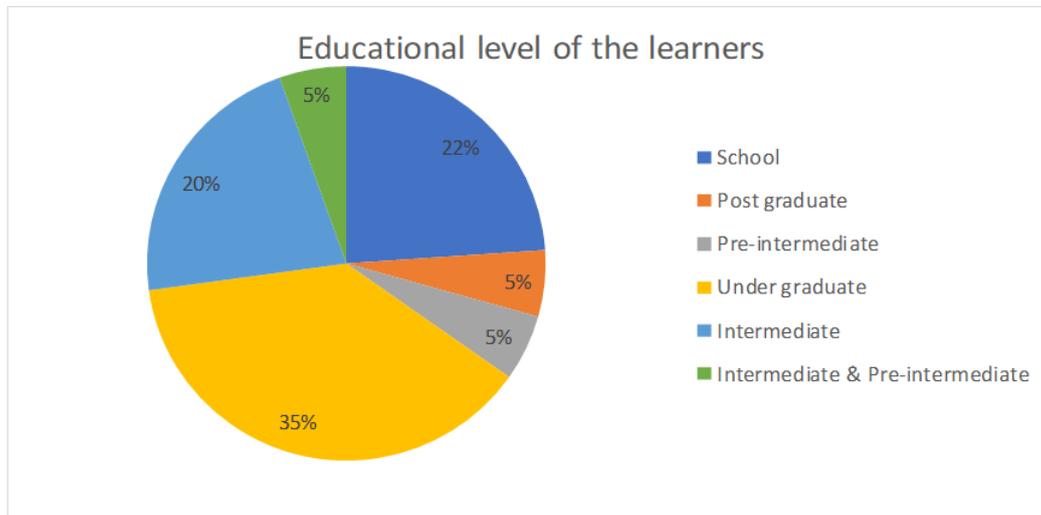


Figure 3. Educational Level of the Learners in the Selected Papers

C. Software Used in the Articles

The major trend found in assessing the articles on vocabulary learning and teaching is computer software, multimedia, and other instructions. The final sample included forty studies. The studies related to this subject published before 2010 or after 2020 were not included in this study. Of the total forty articles, the majority of nineteen were based on learning vocabulary with computer software. The participants of the studies were from middle school to postgraduate learners. Playschool students were not involved in learning with computer software. The words included in the software were mostly taken from the learners' syllabus or academic word lists. The learners were given prior information about the software before using it. This made the students learn new words using the computers. Numerous studies have been conducted in the areas of vocabulary acquisition and computers. Duolingo and rosette stone are computer-based software widely used in the process of teaching and learning. This systematic literature review gives insight into the computer software used in the articles to teach vocabulary. Among the nineteen articles (47%), two articles deal with the same computer software known as Quizlet. A digital flashcard, Quizlet, is used to teach second language vocabulary to lower-level students. According to Ashcroft et al. (2016), "The effect of using digital flashcards on L2 vocabulary learning compared to using paper flashcards at different levels of English proficiency" (p.14). Students with lower levels of proficiency outperformed intermediate students. This proves that digital flashcards are more beneficial than paper flashcards (Ozer & Zeynep Kocoglu, 2017). Quizlet is an online learning tool with game features. Using this game-based method in his experimental study, Franciosi (2017) proves that computers in foreign language classrooms benefit learners by learning vocabulary with transferability.

Multiple computer programs were used in the process of learning vocabulary. The researchers' interest in gaining knowledge through computer programs made them use a computer to learn new or unknown vocabulary. The software in the articles contained new words, synonyms, antonyms, definitions, and examples of the vocabulary. These articles were examined concerning the characteristics of the studies for meaningful processes and the practice of future research. In the criteria of multimedia in vocabulary learning, seventeen articles (43%) were selected. Learning with multimedia is learning words with text, animation, narration, and video. The multimedia study included reading stories, listening to the audio, writing on the computer or manual, and recording the audio spoken by the learners. Among the total number of articles, four (10%) were included in the website criteria. These articles were based on the vocabulary learned from the website and weblog. "What's up with the weather?" is an application of nine hundred and eighty words chosen from a website (Turk & Gulcan Ercetin, 2012), or a weblog to post comments and write reflective essays (Shams, 2013).

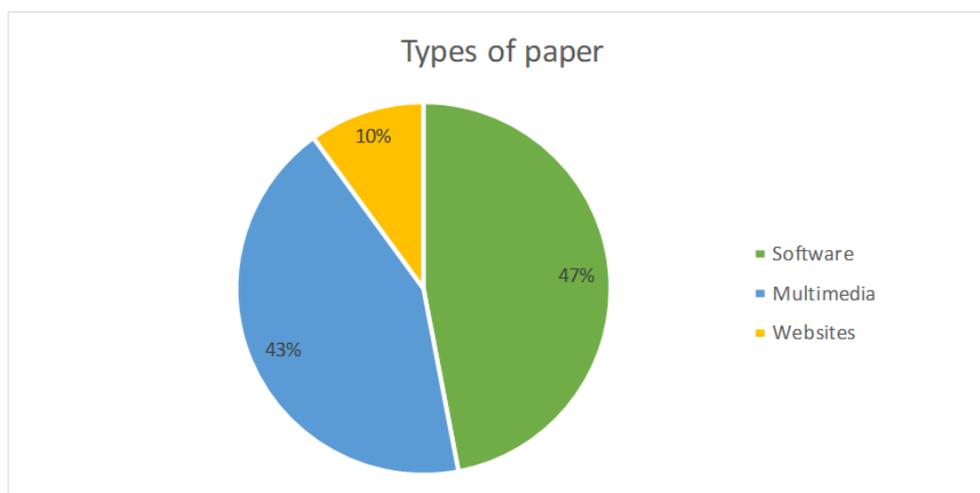


Figure 4: Types of Papers Used in the Study

IV. DATA ANALYSIS

The researcher analysed the data to show the mean differences between the numbers of selected articles. To provide details about the studies conducted in the field of computer-based English language teaching, data were presented in a tabular column. The experimental and control groups of the study were examined to find the mean difference. The value difference is listed in Table 2 to demonstrate the benefit of computers in English-speaking classrooms.

TABLE 2
DATA ANALYSIS

Study	Participants	Mean (CG)	Standard deviation (CG)	Mean (EG)	Standard deviation (EG)	Standard error differences
Enayati, F., & Gilakjani, (2020)	61	42.16	7.448	37.47	6.642	0.806
Kabooha & Elyas (2018)	100	31.3	9.2	46.5	8.6	0.6
Sato, T., & Suzuki, A. (2010)	24	0.504	0.067	0.519	0.057	0.01
Samur (2012)	22	4.00	1.000	6.91	1.514	-0.514
Jafar &Ghaedrahmat (2014)	61	11.3846	1.84015	16.2037	2.02987	-0.18972
Marpaung & Situmeang (2020)	30	73.80	17.697	70.83	16.968	0.729
Nejati, E., et al. (2018)	40	30.0667	3.69298	35.4667	3.13657	0.55641

V. DISCUSSION

A. Finding

This study has provided a systematic literature review of computer-based vocabulary learning at different educational levels. This research emphasizes vocabulary learning in a computer environment, knowing the depth of computer programs and their importance in academics. This can benefit the instructors who implement these strategies in schools, colleges, and for academic purposes. Overall, the results suggest that computer-based vocabulary instruction benefits students' growth in memory and greater performance at different educational levels. These findings provide evidence that learning with a computer could be an effective educational tool. This study concludes that most of the studies have post-tests and delayed post-tests to teach vocabulary among learners. Vocabulary learning is necessary for learning a second language and a foreign language (Coady & Huckin, 1997; Harley, 1996; Nation, 2001). Learning vocabulary is the biggest obstacle in learning the language. In language, words are used to convey meaning, and considering the importance of words, it is gaining attention in the field of research (Krashen, 1989). The results of this research also highlight that academic performance is high when CALL software and activities of vocabulary are implemented in language learning. By using the computer, learners become more engaged and participatory than in the traditional classroom.

B. Limitations

The research is limited to the selected articles from 2010-2020. The article's content analysis is limited to two research questions. Using multiple databases to collect the articles managed to gain sustainable results in finding the articles. The area covered in the articles does not cover all languages, all fields of computer use, or all journals. It is limited to the English language and computer-based vocabulary learning. Hence, the study has limitations in finding comprehensive article searching procedures and analysis in writing this systematic literature review.

VI. CONCLUSION

The study highlights the benefits of computers in English-language classrooms. The research has implications for future studies and analysis in English language learning. The study identifies the numerous computer tools and activities that are successful in a teaching environment. However, the use of computers is crucial for creating a successful learning atmosphere. The research explains the benefits of using computer-based activities and tools in English vocabulary learning. Based on the data analysis of the papers, this article suggests that vocabulary learning is more effective with the use of computers in English language classrooms.

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The Relationship Between Chinese EFL Learners' L2 Motivational Self System and Willingness to Communicate

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Abstract—This study explores the relationships between the L2 motivational self system (L2MSS)—Ideal self, Ought-to self, and Learning experience—and the willingness to communicate (WTC) based on the results of a questionnaire survey of 120 freshmen from English majors (English, Business English, Translation). The results demonstrate that: (1) in the L2MSS, the ideal self has the greatest mean of 3.83, and the WTC has a mean of 3.74. Overall, each value is in the upper-middle range. (2) The ideal self, the ought-to self, and the learning experience are positively correlated with the WTC in a significant way, among which the correlation coefficient of the learning experience is the largest one, being 0.593. (3) In the L2MSS, the ideal self and the learning experience can significantly predict the learners' WTC. The study suggests that it may be more effective in motivating students' WTC if teachers can guide students to establish a positive ideal self and build a good teacher-student relationship in the teaching process.

Index Terms—L2 motivational self system, willingness to communicate, students of English majors

I. INTRODUCTION

In recent years, with the continuous reform of foreign language teaching, foreign language teaching has changed from the traditional teaching mode of a single knowledge-transfer process in which teachers teach and students learn to a process in which students take the initiative to construct knowledge, process it in depth, and reflect on it, and give full play to their learning autonomy and initiative in specific learning contexts. Against this backdrop, researchers in the field of second language acquisition (SLA) are paying more and more attention to individual differences in learners' cognition, psychology, emotions, learning behaviors and the like, among which, motivation and willingness to communicate have received much attention. It should be noted that SLA in this article refers to its extensive meaning that second language acquisition and foreign language acquisition are included and the author does not distinguish the differences between them. Motivation is an important factor that affects the success of L2 learning and it is not only the source power of L2 learning but also a continuous driving force in the process of L2 learning (Ge & Jin, 2016). Willingness to communicate is a continuous driving force in L2 communication. Based on the two concepts, it should be paid heed that they both are important factors at play in L2 learning. Therefore, a better reform of foreign language teaching in China will be promoted if the relationships between the two are figured out. To this end, the author launches a relevant study to explore the close relationships between the two.

II. LITERATURE REVIEW

A. Theoretical Framework

(a). L2 Motivational Self System

The 1950s ushered in the study of motivation in the field of SLA and many motivation theories of great significance have emerged during these decades. As summarized by Dörnyei (2005), they can be mainly classified into four stages, respectively the stage from the perspective of social psychology (1959-1990), the stage from the cognitive-situated perspective (during the 1990s), the stage from the process-oriented perspective (2000-2004), and the stage from the perspective of L2MSS (2005-). The motivation theory covered in this paper is a theory of the stage from the perspective of L2MSS. It is called L2 motivational self system (L2MSS), a brand new theory put forward by Dörnyei as part of the process of critically inheriting established motivation research paradigms in the context of globalization (Chen, 2019). The possible self and self-discrepancy theory are linked at the core of this theory, which places the self at the center of motivational and behavioral research; its main features are the emphasis on individual initiative, the interaction between the individual and society, and the dynamics of psychological structure (Wei, 2020).

Dörnyei (2005) falls the L2MSS into three components, comprising the ideal L2 self, the ought-to L2 self and the learning experience. The ideal L2 self refers to the individual's expectation of a perfect future self, which embodies the learners' ideals and wishes. If the person the learner wishes to be speaks the language he/she takes as a second language, the ideal L2 self will become a powerful driving force to promote the learners to learn the language so as to reduce the

discrepancy between their actual selves and ideal selves. Traditional integrative motivation and intrinsic instrumental motivation to a large extent belong to the ideal L2 self (Wei, 2020). The ought-to L2 self refers to the attributes that a learner believes he/she should have in order to achieve certain expectations of others and avoid possible negative results in the process of L2 learning, which reflects the learner's responsibilities and obligations. It mainly involves external instrumental motivation and can be gradually internalized into the part of the ideal L2 self. The L2 learning experience refers to the learners' past learning experiences, which covers a series of factors like teachers they meet, textbooks they use in the learning process, learning environment and so on. The ideal L2 self and the ought-to L2 self are termed "possible self", while the learning experience is termed "past self". The author briefly describes three components in the L2MSS as ideal self (IS), ought-to self (OS) and learning experience (LE) in the later sections.

(b). *Willingness to Communicate*

The concept of willingness to communicate (WTC) was originally introduced by McCroskey and Baer (1985) to describe learners' tendency to communicate with others by using their native languages and it is considered to be a trait of learners. The trait-like facet of the WTC allows itself to be seen that it is a stable personality that is constant over time and across different situations and contexts. McCroskey and Richmond (1990) maintain that two key prerequisites of the WTC are learners' self-perceived communicative competence and low degree of anxiety. To put it another way, learners are willing to throw themselves in communicative activities when they deem themselves competent to communicate and are at a low level of communication uneasiness.

In the 1990s, MacIntyre et al. (1998) introduced the WTC to the field of SLA and defined it as "a readiness to enter into discourse at a particular time with a specific person or persons, using an L2" (p. 547). They correspondingly brought forward a six-level pyramid model of L2 WTC to explain learners' communicative behaviors (see Figure 1). The top layer is communication behavior, and the following five layers are respectively behavioral intention, situated antecedents, motivational propensities, affective-cognitive context, and social and individual context. The variables in each layer are influenced by the variables in lower layers, at the same time, the variables in each layer have the most direct impacts on its upper one. In other words, the WTC has the most direct impacts on L2 use, and it is the decisive factor to determine whether learners will eventually participate in L2 communication or not. For this reason, targets to drive EFL learners to communicate more in English and get rid of dumb English could be reached by stimulating their WTC.

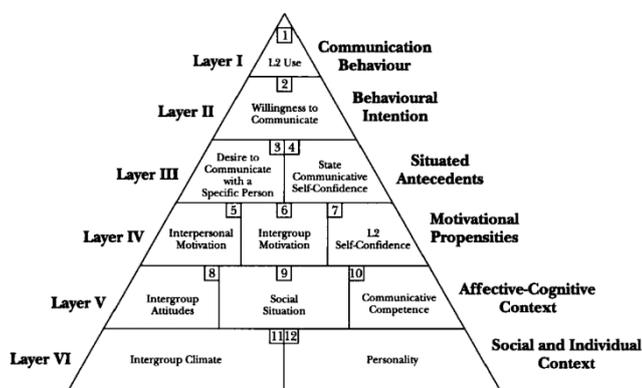


Figure 1. Pyramid Model of L2 WTC (p. 547)

B. *Related Research on L2MSS and WTC*

According to Figure 1, it can be seen that motivational propensities play critical roles in the pyramid model of L2 WTC. Not only do they contain variables in affective-cognitive context layer, and social and individual context layer, but also make up antecedents of the WTC with these variables, thus finally completing the communicative behavior. Hence it is of vital importance to study the influence of learners' motivation on WTC (short for L2 WTC in later descriptions).

At present, a sea of researches on L2MSS and WTC are mainly conducted in an empirical way. It is consistently confirmed that there is a significant positive correlation between ideal self and WTC (Lee & Lee, 2020; Noraini, 2020; Lee & Lu, 2021; Li & Liu, 2021). However, different researchers have different results towards relationships among ought-to self, learning experience and WTC. Lee and Lu (2021) found that ought-to self of college students is negatively correlated with WTC in a significant way, while it has significant positive correlation with WTC in high school students. Noraini (2020) proved no significant correlation between teachers' ought-to self and WTC. Moreover, in recent years, many researchers have only taken into consideration the correlation between the possible self and WTC to the exclusion of the past self of learners. Furthermore, different studies have not reached a consensus on the predictive roles of L2MSS in WTC. Wei (2020) conducted an investigation on 365 non-English major college students, and the results showed that ought-to self has a significant negative predictive effect on WTC, while learning experience

has a significant positive predictive effect. Other studies have shown that ought-to self has no predictive effect on WTC, and learning experience is not counted as a factor affecting WTC (Noraini, 2020; Lee & Lee, 2020; Li & Liu, 2021). Finally, the participants mentioned above are almost non-English major college students and high school students. That means those researches ignore students of English majors (short for students who major in English, business English, and translation).

To sum up, the relationships among learners' ought-to self, learning experience and WTC need to be further investigated, and the informants should also include students of English majors. For this purpose, this study takes students of English majors as the participants to explore the relationship between the three elements of L2MSS and WTC.

III. METHODOLOGY

A. Research Questions

- (1) What are the self-perceived levels of participants' L2MSS and WTC?
- (2) Is there any correlation between participants' L2MSS and WTC?
- (3) What is the predictive effect of participants' L2MSS on WTC?

B. Participants

The participants of this study are 120 freshmen of English majors (students matriculating at the year of 2021) from a university in Southwest China. They come from all over the country, speak Chinese as their mother tongue and have studied English for at least six years.

C. Instruments

The questionnaire used in this study consists of two parts. The first part is to investigate the personal information of the participants, including majors and genders. The second part investigates self-perceived levels of participants' L2MSS and WTC. Prior to the formal distribution of the questionnaire, the author conducted a pre-test of the questionnaire among sophomores (students matriculating at the year of 2020) in these majors. The results indicate that the reliability and validity of the questionnaire meet the statistical requirements (Cronbach's Alpha > 0.7, KMO > 0.6, Significance of Bartlett's Test of Sphericity = 0.000), so the questionnaire is suitable for the study.

(a). Questionnaire of L2MSS

The questionnaire of L2MSS adopted in this study is borrowed from the questionnaires designed by Qin (2007), Taguchi et al. (2009), Ryan (2009) and Yashima (2009). The author deletes and modifies some items to make them be more in line with the actual situation of Chinese students' foreign language learning. There are 18 items in the questionnaire and 5-point Likert scale is used here, ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire is divided into three dimensions, namely ideal self, ought-to self and learning experience, which are mainly geared to investigate participants for their self-perceived levels of imagining a better future (for example, an item like "I can imagine myself speaking English as if I were a native speaker of English"), expectations of others for their learning English well (for example, an item like "I learn English because people surrounding me expect me to do so") and recognition for their past learning experiences (for example, an item like "I am fond of the way my English teacher conducts his/her teaching."). The overall reliability coefficient of the L2MSS questionnaire is 0.823 (value of Cronbach's Alpha based on standardized items is used in this study), and value of every item's Cronbach's Alpha is less than 0.823 after it is deleted. The reliability coefficient values of the three dimensions are respectively 0.714, 0.798 and 0.790. To sum up, the reliability coefficients of three dimensions and the overall questionnaire are all higher than 0.7, and values of Cronbach's Alpha if item deleted are less than the overall reliability coefficient value, indicating that the overall reliability of the questionnaire is good, and each item is indispensable. The KMO value of the L2MSS questionnaire is 0.721, and the significance of Bartlett's Test of Sphericity is inclined to 0, indicating that the questionnaire has good validity.

(b). Questionnaire of WTC

The questionnaire of WTC adopted in this study is compiled with reference to the questionnaires designed by MacIntyre et al. (2001) and Peng (2012). The author also deletes and modifies some items to make them be more in line with the actual situation of Chinese students' foreign language learning. There are 11 items in the questionnaire and 5-point Likert scale is used here, ranging from 1 (strongly unwilling) to 5 (strongly willing), mainly tailored to explore participants' WTC in the classroom (for example, an item like "I participate in group discussion in class by using English.") and outside the classroom (for example, an item like "I use English to give a hand to international friends in need of help."). The overall reliability coefficient of the WTC questionnaire is 0.875, and value of every item's Cronbach's Alpha is less than 0.875 after it is deleted. To sum up, the reliability coefficient of the overall questionnaire is higher than 0.7, and values of Cronbach's Alpha if item deleted are less than the overall reliability coefficient value, indicating that the overall reliability of the questionnaire is good, and each item is indispensable. The KMO value of the WTC questionnaire is 0.864, and the significance of Bartlett's Test of Sphericity is inclined to 0, indicating that the

questionnaire has good validity.

D. Data Collection and Analysis

The author makes an integrated questionnaire out of the questionnaires of L2MSS and WTC with the help of Wenjuanxing (a platform used for designing questionnaires, collecting results and analyzing data), and then distributes the questionnaire to the participants in the form of links in the class. In order to ensure the quality of the results, the participants fill in the questionnaire voluntarily and anonymously throughout the whole process. 126 questionnaires are collected, but there are only 120 valid questionnaires in total, including 17 male participants and 103 female participants, with a collection rate of 95.2%. A total of 6 invalid and incomplete questionnaires (accounting for 4.8%) are removed.

After these questionnaires are collected, the author imports all data into SPSS26.0 and assigns values to all variables before analysis. In order to solve the three research questions mentioned above, the author will first use SPSS26.0 to conduct descriptive statistics of 120 questionnaires. Secondly, Pearson's correlation analysis is used for correlation analysis. Finally, the author will use regression analysis to explore the predictive effects of three factors in L2MSS on WTC.

IV. RESULTS AND DISCUSSION

A. Self-Perceived Levels of Participants' L2MSS and WTC

It can be seen from Table 1 that the mean value of the participants' ideal self is 3.83, which is the highest value in the L2MSS; value of ought-to self is the lowest one, only being 2.88. This result is consistent with most studies (Lee & Lee, 2020; Lee & Lu, 2021; Li & Liu, 2021), indicating that students' motivation to learn English mainly comes from their imagination of a better self in the future, such as imagining that they can speak English like native speakers of English, use English in their future career, write emails or articles fluently in English and the like. These imaginations will encourage learners to work hard to narrow the gap between their actual selves and possible selves, while pressure from parents, teachers and exams does not enhance learners' motivation to study hard. However, this result is out of line with the result of Noraini (2020). Noraini found that self-perceived level of the participants' ought-to self is higher than that of the ideal self. The author holds that the reason for the inconsistency may result from different research participants. Participants of Noraini's research are ESL teachers, who are high-level learners. High-level learners do definitely have higher English ability than that of middle-level or low-level learners. Similarly, high-level English learners have greater ambitions for their language learning. When goals that learners intend to achieve are too high, learners may be discouraged and get stuck in a bottleneck, resulting in the decline of self-perceived level of the ideal self. On the contrary, the pressure from work and society may urge learners to study harder and narrow the discrepancy. The mean value of WTC is 3.74, which is in the upper-middle range. The result is in harmony with most studies (Lee & Lee, 2020; Noraini, 2020; Lee & Lu, 2021; Li & Liu, 2021), and there is an indication that students are still willing to communicate with others in English when it is necessary.

TABLE 1
DESCRIPTIVE ANALYSIS OF PARTICIPANTS' L2MSS AND WTC

Variables	Mean	Std. deviation	Minimum	Maximum
IS (N=120)	3.83	0.51	2.17	5.00
OS (N=120)	2.88	0.71	1.17	5.00
LE (N=120)	3.30	0.60	1.83	5.00
WTC (N=120)	3.74	0.49	2.64	5.00



Figure 2 Histogram of Self-perceived Levels of Participants' L2MSS and WTC

However, as shown in Figure 2, students fail to have strong motivation to learn English and are unwilling to speak English with others (Mean < 4). This result can be explained by the "scores first theory" (Scores of examinations are put before everything). English, as one of the main subjects in the college entrance examination, accounts for 150 points, which makes teachers and parents pay special attention to students' scores and put pressure on them. As time goes by, it

will trigger students' rebellious thoughts, make students tired of English and even lose interests in English, thus leading to a decline of self-perceived level of the ideal self. Besides, students will resent learning English as obligations and responsibilities imposed on them, and their mean value of ought-to self will naturally decrease. Excessive emphasis on grades in teaching may bring bad learning experience to students because some teachers get students' scores promoted by means of harsh punishments. In this way, the mean value of learning experience will also reduce. At the same time, the "scores first theory" has also formed unhealthy atmosphere in China that English learning only needs to get high marks in the exam and there is no need to improve oral English. In the long run, the WTC of students will be weakened, and the mean value of WTC will be also on the decrease.

B. Correlation Between Participants' L2MSS and WTC

TABLE 2
CORRELATION ANALYSIS OF L2MSS AND WTC

Variables	IS	OS	LE	WTC
IS	1			
OS	.225*	1		
LE	.400**	.273**	1	
WTC	.498**	.247**	.593**	1

a. **: $P < .01$

b. *: $P < .05$

Table 2 demonstrates that there are significant positive correlations among the three factors in the L2MSS, among which, the correlation between learning experience and ideal self is the largest, with a coefficient value of 0.400. To be specific, the better the learning experience of participants is, the better students' future self-expectation will be, and vice versa. There is a significant positive correlation between ought-to self and ideal self, and the coefficient value is 0.225. It implies that light pressure is conducive to improve students' future self-expectation. However, results of Lee & Lu (2021) manifested a very significant negative correlation between college students' ought-to self and ideal self ($P < .01$). This interpretation may be a result of the educational system of South Korea. Main drives of students to learn English in high school is to get a good score in college entrance examination. Coupling with too much emphasis on test scores from teachers and parents, students will get a sense of weariness in the learning process. As a result, students lose interest in learning English, try every means to get higher scores and lose vision for a better self. This kind of emotion has extended to their college years, the result mentioned above coming into being.

From Table 2, learning experience correlates to ought-to self positively in a significant way, with a coefficient of 0.273, indicating that the better students' learning experience in the process of language learning is, the weaker their resistance to teachers and parents' requirements is. It also turns out to be that there are significant positive correlations between L2MSS and WTC, among which, learning experience and WTC are most strongly correlated, with a correlation value of 0.593. If learners have good learning experience that they are appreciated and motivated by teachers in the learning process, they will gain more fun in English learning. In this way, students' self-perceived levels of the ideal self and the WTC will also be enhanced.

This study finds that learning experience has the strongest correlation with ideal self, ought-to self, as well as WTC. Good learning experience will enhance students' interest and give play to their subjective initiative in learning English, thus helping them narrow the discrepancy between their actual selves and ideal selves, and reducing their resistance to various learning tasks and requirements. It can be seen from the above results that the three factors in the L2MSS are significantly correlated with WTC, but it does not mean that the three factors in the L2MSS can significantly predict the intensity of WTC. This conclusion must be drawn through regression analysis.

C. Predictive Roles of Participants' L2MSS in WTC

Table 3 displays that the regression model is fantastic ($R^2 = 0.421$), suggesting that the values can reflect the L2MSS's predictive effects on WTC in a real and reliable way, and there is no multicollinearity among the three variables ($VIF < 5$). Table 3 also indicates that the regression equation is significant ($F = 27.793$, $P < 0.001$). In other words, there is at least one variable that can significantly affect the dependent variable, namely, WTC. Among three variables, ideal self significantly affects WTC ($\beta = 0.293 > 0$, $P < 0.05$); learning experience also significantly affect WTC ($\beta = 0.370 > 0$, $P < 0.05$). In short, this study finds that ideal self and learning experience both have positive predictive effects on WTC in a significant way, while ought-to self has no predictive effect. The predictive effect of learning experience is consistent with the result of previous study (Wei, 2020), but the predictive effects of ideal self and ought to self are quite different. Wei revealed that students' ideal self cannot significantly predict WTC, while ought-to self has a significant negative predictive effect on WTC.

TABLE 3
REGRESSION ANALYSIS FOR VARIABLES PREDICTING WTC

Model	Unstandardized coefficients β	Std. Error	Standardized coefficients Beta	t	Significance	VIF
(Constant)	1.288	0.283		4.549	.000	
IS	0.293	0.074	0.304	3.956	.000	1.211
OS	0.038	0.051	0.054	0.743	.459	1.100
LE	0.370	0.063	0.456	5.867	.000	1.242
R ²					0.421	
F					27.793	
P					<0.001	

a. Dependent variable: WTC

There are three main reasons for the different results. First, involved participants have different independent initiative. Wong (2018) found that students' past L2 achievements would significantly affect their formation of current ideal selves and ought-to selves and regulate their behaviors. The participants of this study are freshmen in English majors. Most of them apply for these majors voluntarily, and their English in college entrance examination is fairly excellent. Therefore, their self-perceived level of the ideal self in this study may be higher than that of non-English majors in Wei's study. The results in Table 2 show that the ideal self is positively and significantly correlated with learning experience, so it can be inferred that their self-perceived level of learning experience in this study may be higher than that of non-English majors. The better learning experience is, the easier it is to accept the various learning tasks assigned by the teacher and the learning requirements put forward by the teacher. In the long term, the learners will regard them as daily habits, and the WTC of the learners will not be significantly affected, thus obtaining the results of this study. However, most students of non-English majors just take English as a common compulsory course and a task to complete. External motivation can be responsible for their foreign language learning. When the external pressure from teachers exceeds the maximum students can bear, it will cause a sense of weariness in the learning process, giving rise to the decrease of self-perceived level of ideal self. Although the ideal self can positively predict the WTC, the effect of the ideal self on the WTC is negligible when the level of ideal self is too low. For this reason, the students' WTC will not be significantly affected. Currently, college English teaching in China puts more emphasis on listening, writing and grammar, and plays down the importance of oral English (Wei, 2020). Therefore, ought-to self has a significant negative predictive effect on the WTC of non-English major students.

Second, there are different training objectives for students of English majors and non-English majors. For one thing, the training objective of non-English majors is to enable students to have a certain English ability to cope with some academic problems in their field or make daily conversations with others. External motivation makes more contributions to their English learning. For another, the training objective of English majors requires students to be able to think critically and dialectically in their English learning and spread Chinese culture across the world. In their learning process, students' ideal self construction will be emphasized by teachers. Third, gender differences can account for the different results. Most of the participants in this study are female students, who are highly sensitive to language. Their language learning depends more on internal motivation rather than external motivation driven by ought-to self. The research participants of Wei' study are mostly male students majoring in science majors, their language learning being driven by external motivation.

V. CONCLUSION

This study investigates the relationships between the L2MSS and the WTC among students of English majors. The results show that students' self-perceived levels of L2MSS and WTC are above the middle range (Mean>2.5). All three factors in the L2MSS are positively correlated with the WTC, but only learning experience and ideal self can significantly predict the WTC. Therefore, in order to better strengthen students' WTC, teachers can help students establish a positive ideal self in the teaching process, so that it can become a strong driving force for students to learn English. In addition, teachers should show more solicitude for students in the teaching process and build a good teacher-student relationship, which may better enhance students' willingness to communicate in English.

Although the results of this study shed light on the relationships between the L2MSS and the WTC, there is still much room for improvements in this study, which needs to be further optimized in the follow-up studies. Firstly, learners' learning motivation and willingness to communicate are in a dynamic process of constant change, and the linear research methods adopted in this study cannot foreground this changing process. Secondly, the sample size of this study is too small to fully reflect the characteristics of learners.

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‘‘Voicing the Voiceless’’: The Significance of the Fictional Journalist in Jamal Mahjoub’s *Travelling With Djinns* (2004)

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Abstract—The present article emphasizes the role of the fictional journalist as a representative of his nation in Jamal Mahjoub’s *Travelling with Djinns* (2004). It equally ventures into establishing a connection between the characterization of the journalist and the postcolonial and cultural analyses, shedding light on the role of the ‘‘fourth estate’’ in giving voice to the silenced nations. The paper specifically examines how the British-Sudanese protagonist Yasin and his father committed themselves to journalism and took the responsibility to speak on behalf of their nation. Additionally, it stresses the importance of history and identity resistance to write back in the fiction of exile. Because of the journalistic restrictions and mass media dominance, Yasin turned to literature as an alternative to write back and state his counter narrative based on historical knowledge. The study bases its analysis on different postcolonial theories such as Said’s theorization on post colonialism in order to validate the significant role of the fictional journalist in voicing the voiceless.

Index Terms—Jamal Mahjoub, *Travelling with Djinns*, Writing Back, Fictional Journalists, History, Identity Resistance

I. INTRODUCTION

Journalism is considered as one of the mass media components that play a major role in delivering messages, achieving implicit goals and controlling the public opinion. Since it is widely used throughout the world, the effect of ‘‘the fourth estate’’ should be taken into consideration. Consequently, the character of the journalist is depicted in literature throughout the years from many angles. For instance, the characterization of the journalist in Anglophone Arab writers’ productions is presented in novels such as Leila Aboulela’s *Minaret* (2005) Ahdef Soueif’s *the Map of love* (2000) and Nada Jarar’s *Unsafe Haven* (2016). Those texts and many other literary works give the journalist a great attention, shedding light on his/her significant role. Therefore, the study draws attention to the representation of the journalist character in Anglophone Arab fiction and mainly presents a textual and analytical reading of Jamal Mahjoub’s *Travelling with Djinns*, in which the character of the journalist is portrayed. On the one hand, the novel sheds light on the protagonist who takes responsibility to speak on behalf of the nation and voice the voiceless. On the other hand, it shows the difficulties and hardships the journalists confront in their profession.

Jamal Mahjoub is a Sudanese English author who has published eight English novels among them *The Carrier*, (1998) and *In the Hour of Signs* (1996). It is important to mention that Mahjoub is a journalist-novelist who owns the Guardian and Heinemann African Short Story Prize. In the novel of *Traveling with Djinns*, Mahjoub maps the postcolonial features of the Sudanese nation through the main character Yasin and his father. Mahjoub’s novel tells the story of a family that runs away from its homeland Sudan because of the critical articles’ publication against the Sudanese government and the journalistic restrictions imposed on them. Nevertheless, Yasin follows the path of his father as a journalist and an intellectual who seeks knowledge in the books of history and literature. The novel shows that Yasin is aware about the responsibility to transfer that knowledge to his son Leo, a seven years old boy. They take an educational trip throughout Europe, moving south to Germany with a car Peugeot 504, a third world nostalgic car that reflects the past memories. Throughout the novel, Mahjoub highlights the significant role of literature as an alternative to the Arab journalists who suffer from media dominance and journalistic restrictions. Consequently, this article grapples with the role of the press and stresses the importance of literature that becomes the means through which journalists state their positions and unveil the reality of the marginalized. For this reason, the study shows that Mahjoub uses the fictional journalist not only to publish certain ideas without limitations but also to reveal the Sudanese social decay and expose the challenges that face Arab journalists.

II. THE REALITY OF JOURNALISM IN THE FICTION OF EXILE

Like postcolonial novelists, writers in exile focus on the historical account to write back. Authors seek to fill in the gaps, correct history and present the marginalized point of view. In other words, Immigrant journalist-novelists seek to make an objective analysis and treatment of the Arab society since they are aware about the effects of media dominance. For that reason, authors create a character who can give voice to the voiceless, a person who is capable of delivering the message and uttering the unspeakable. One cannot deny the importance of the journalists' position as they have the right to portray multiple issues, control and dominate the discussion. In addition to that, their voice may change the reality by telling their own story and making a counter narrative. Consequently, one notices that many Arab writers in exile turn to use the journalist character as a lens through which the Arab world's troubles can be portrayed. In this respect, Zahia Smail Salhi and Ian Richard Netton state that, "an Anglophone Arab writer is seen as a representative of the Arab world" (2006, p. 164), adding that "the third world writer is less an artist than a native informant" (2006, p. 165). It is clear then that awareness and responsibility towards the nation pushes many Arab authors to write about the society's reality and deal with many unsolved issues throughout the fictional journalists.

Indeed, novelists hold the same principles as journalists who are considered as representatives of their nations since they are responsible for delivering the messages and speaking on behalf of the oppressed minorities. In that sense, Layla Al Malah claims that the Anglophone Arab writers play a major role in creating a historical account about their homelands and they are considered as real mediators between eastern and western cultures, "they did not betray their cultural memory, deny their own past or prove disloyal to their country of origin, rather, they viewed both past and present critically" (2009, p. 5). Due to serious political issues, authors present their productions in a way that permits them to voice the silenced and utter the unspeakable throughout fiction, "Anglophone Arab writers, it seemed, had the will to reclaim their narrative voice and recover their own discourse" (2009, p. 8). Actually, novelists have less limitations and restrictions which allow them to express ideas and treat sensitive issues unlike the journalists who are controlled by institutions.

For that reason, many exiled Arab writers are interested in claiming the point that journalists face many hardships and challenges throughout their journey. As a result, the writers' depiction of the journalists is not only made to voice the voiceless and speak about the marginalized issues but also to refer to the hardships and difficulties the journalists suffer from. In other words, the Anglophone Arab writers are using fictional journalists for a double purpose; to voice the Arab journalists at the first place and to treat the marginalized troubles. Undeniably, journalists face many struggles in the attempt to cover the Arab world's reality as well as treating the various problems that encounter the immigrants. Since, manipulators and political leaders are the controllers of the public opinion, journalists in most of the times suffer from media restrictions. The news concerning the Arab world's conflicts which is portrayed by foreign press generally lacks reliability and credibility. Therefore, the western media is accused of hiding the real story of conflicts and wars that occur in the Arab world, for instance, the Algerian war is represented from a western angle for hidden political reasons. For that sake, Frantz Fanon mentions that,

Round by indifference or hostility: all this is quite normal. The nationalist leaders know that international opinion is formed solely by the Western Press. Now, when a journalist from west asks us questions, it is seldom in order to help us. In the Algerian war, for example, even the most liberal of the French reporters never ceased to use ambiguous terms in describing our struggle. When we reproached them for this, they replied in all good faith that they were being objective. For the native, objectivity is always directed against him. (1963, p. 26).

Without reservation, journalists are not free; they are tied by different kinds of restrictions and suffer from journalistic limitations. Those examples are meant to explain that there is no absolute truth and that we should always question the represented news and information, analyze and construct our own story. For this reason, journalists are struggling in order to decipher the reality; the fictional journalist characterization is merely a kind of compensation to novelists-journalists of the restrictions imposed on them. In accordance with this idea, Mahjoub as a journalist-novelist; creates a fictional journalist in the novel of *Travelling with Djinn*s as a tool to explore the reality of the fourth power and the situation of the Arab world avoiding any kind of restrictions.

The depiction of the news that is taken for granted raises multiple questions among critics. Edward Said, for example, in *Covering Islam* (1981) sheds light on the role of journalism to cover the reality and even fabricate it for political purposes. As an illustration, the media has a great role in covering Islam, claiming that it is a fair and balanced representation, but in fact it is just an assumption, not the reality. On this basis, Said mentions that, "Both the media's Islam and the cultural attitude to it can tell us a great deal not only about "Islam" but about institutions in the culture, the politics of information and knowledge, and national policy" (1981, p. 40). From the above quote, one can say that Edward Said gives the role of media a post-colonial reading claiming that it is in service of colonialism and inherits the colonial and Orientalist traditions. In addition, he, as a postmodernist, attacks the media's positivism, focusing on the absolute truth and true knowledge that draws a line between reality and interpretation. Thus, he deconstructs media as thin, works for politics, and provides superficial knowledge rather than looking for what actually happened. He further mentions that media generally based on assumptions represented as facts. Additionally it highlights western victims and ignores the victims of western violence. For Said, everything that comes from human society and historical knowledge is an interpretation and there is no reliable true narration because all knowledge is merely an interpretation.

More than that, Said attacks the West for the media representations of the Middle East troubles and the reality of Islam. It is the media and the experts who determine people's perception of the world "the media are responsive to what we are and want" (1981, p. 49). Furthermore, Said asserts that,

Like all other residents of the Third World, Muslims tend to be dependent upon a tiny group of news agencies whose job is to transmit the news back to the Third World, even in the large number of cases where the news is about the world. From being the source of news, the Third World generally and Islamic countries in particular have become consumers of news [...] the Islamic world may be said to be learning about itself by means of images, histories, and information manufactured in the west" (1981, p. 52)

In the midst of all those struggles and challenges comes the intellectual, like the journalist, as a savior of his nation; a person who can challenge authorities and speak louder about the terrible issues. It is true that journalists, novelists and the writers in general are considered as the elite and the defenders of human rights. In *the Representations of the Intellectual* (1994), Said discusses the characteristics of a good intellectual, highlighting that his public role is an outsider, amateur, and disturber of the status quo. Particularly, the intellectual, from Said's perspective should separate himself from collective community. He must analyze and deconstruct other's definitions in order to state his position. In addition, Said refers to the privilege that comes to an outsider intellectual who never felt at home. In fact, the exilic intellectual has a crucial role in discussing the politics of society. For Said, the best way of criticism is to deconstruct; a true intellectual should speak truth to power. On this realm, he claims that, "one task of the intellectual is the effort to break down the stereotypes and reductive categories that are limiting human thought and communication" (1994, p. x). One can argue that the journalist as an intellectual is a deconstructionist and a transcendentalist because he is attempting to fight the constructions of fictions like East and West, and clarify marginalized people reality. As a result, the journalist is an intellectual at the first place, a person who can speak truth to power.

Accordingly, in an article entitled *Educating for Peace in a Time of Permanent War*, the critics states that "Said understood that, in order to continue to live a truthful and dignified life both as an academic and as a world citizen, he had to take the risk of violating the imperial academic code to speak against wars and brutality against marginalized people such as the Palestinians" (Carr & Porfilio, 2012, p. 94) In this respect, many critics emphasize the role of resistance and its importance. It is the intellectual's duty to transfer the message of the oppressed and to speak up about their rights. More precisely, in *Beginnings: Intention and Methods*, Said focuses on the concept of resistance, resisting tradition, conclusions and strong opinions as he mentions "in retrospect we can regard a beginning as the point at which, in a given work, the writer departs from all other works" (1975, p. 3). In fact, beginning is not a production of thought but it is an exercise of thinking in which Said called for the urge to leave tradition and the need to begin. In that sense, it is a reflection to Jamal Mahjoub's novel *Travelling with Djinnns* and the way he portrays the character of the journalist as an intellectual who departs from others narratives and states a counter narrative based on historical knowledge in order to voice the silenced nations. As a result, the present study explores social, historical and political contexts that influence the characters, at the same time, it refers to the various cultural issues like immigration, identity and alienation. Thus, the characters in the novel of *Traveling with Djinnns* used their homeland experiences in treating the cultural, sociological, and political issues.

III. "WRITING BACK": HISTORY AND IDENTITY RESISTANCE IN JAMAL MAHJOUB'S *TRAVELLING WITH DJINNNS*

Since its publication in 2004, Mahjoub's *Travelling with Djinnns* has widely attracted scholarly attention for instance, Yasemin Mohamed in an article entitled "Reconfiguring European History and Cultural Memory in Jamal Majoub's *Travelling with Djinnns*", reads the novel from a cultural perspective as "an attempt to reconfigure European history and cultural memory through a transnational, exilic perspective by exploring the British-Sudanese protagonist Yasin Zahir and his son Leo's road trip through contemporary Europe" (2015, p.1.). In fact, the question of identity in the novel has been broadly explored by many critics. For example, Michelle Strok reveal the transcultural perspectives and the identity issue through the Road novel in which, "*Travelling with djinnns* situates automobility in relation to other experiences of mobility such as migration, exile and travel involving cross-border movements as integral to European history and collective identity" (2022, p.240) as a matter of fact the researcher goes further to state that, "Mahjoub's novel portrays the road as a space for overcoming static concepts and for reflecting on new notions of identity as a result of movement through and cross space" (2022, p.241). In another article entitled *Family Members and Marital (In) Stability of Cross-Cultural Marriage in Jamal Mahjoub's Travelling with Djinnns*, Yousef Awad and Majd Alkayid demonstrate the relation between the Family members and shed a light on the marital instability of cross-cultural Marriage in the novel. Furthermore, they argue that exile plays an essential role in the novel and the experiences of the characters.

As the above review shows, recent modern scholarship has not spotted light on the role of journalists in the setting of exile. For that reason the present article is dedicated to highlight the significance of the fictional journalist. In the following part, the study focuses on how the protagonist Yasin, challenges as a journalist and the way he moves to literature as an alternative to avoid restrictions. Indeed, *Travelling with Djinnns* follows the journey of Yasin, a thirty-seven-years- old journalist who transfers the historical knowledge to the coming generation as a way to preserve his identity and establish a counter narrative. The novel is considered as a road narrative that portrays an educational

journey of a father and his son throughout Europe. Yasin is always in transit and since he moved from the homeland Sudan to settle in England his psychological stability rests in mobility.

The novel of *Travelling with Djinn*s is considered as a counter narrative to the western narrations just like Tayeb Salih's *Season of Migration to the North*. Both authors used historical knowledge in their novels as a way to state their position and write back. Jamal Mahjoub in *Travelling with Djinn*s sheds light on the importance of history and the effect of displacement and alienation. For that reason, Yasin invades libraries as a kind of resistance and a way to dig deeper into the past. Furthermore, the novel depicts Yasin's conflicts as an immigrant journalist who lives between two different cultures and languages. In this novel, Mahjoub stresses the role of education and mainly the historical knowledge in empowering the individuals and preserving the principles. As an illustration, Yasin wants his son Leo to learn and widen his reading horizon in order to make personal judgments and independent interpretations. Specifically, the author produces a realistic depiction of the Arab World issues, mainly his reference to the sociopolitical reality of the Sudanese nation that pushes many intellectuals like journalists to immigrate as it is portrayed through the character of Yasin.

At the beginning of the novel, the Mahjoub highlights the importance of history and the effect of storytelling to gain knowledge about the past. The protagonist sheds light on the significance of the elder's narratives in knowledge transformation. Once, Yasin questions about the reliability of the narration and the dimensions that may take, he often falls into "a vast web; a complex net woven of an infinite number of stories" (p. 3). It means that the novel stresses on the power of storytelling and the significance of history and identity resistance. In reality, the elder's narratives about historical events empower the relation between the individuals and their homelands which creates a sense of belonging.

Throughout the course of events, Mahjoub refers to the cultural struggle and the characters' identity split. Yasin and his family try to keep the cultural and religious order of their homeland as a kind of identity resistance that is reinforced by the historical knowledge. In fact, Yasin felt that he has no fixed home, and that his identity was affected by the host land, "I sometimes think I envy those people who know where they belong; writers who have a language and a history that is granted them with no catches, no hooks" (p. 4). From Yasin's statement, one deduces that there is a clear reference to the nation's history and the importance of language in creating the sense of belonging as Stuart Hall claims,

Identity is not as transparent or unproblematic as we think. Perhaps instead of thinking of identity as an already accomplished fact, which the new cultural practices then represent, we should think, instead, of identity as a 'production', which is never complete, always in process, and always constituted within, not outside, representation. (2020, p. 222)

From the above quote one may argue that identity is a process that is formed within the individual's representations. This evokes the association between journalism and the protagonist's search for stability and identity quest as it will be further explained in the coming paragraphs. Yasin, as a Sudanese journalist, always thinks that he doesn't have such privilege of a developed nation since his homeland is a kind of a neglected nomadic tribe. This position increases the sense of alienation; he almost lost the ties with his home which makes him strange and lost. Being an urban child, who grew up in a suburban environment, put him in the situation of defining his belonging to foreigners. For that reason, Yasin attempts to assimilate through learning the language and adapting to that new culture, nevertheless, he felt alienated wherever he goes. Undeniably, Yasin is torn between two nations and he almost lost the sense of belonging. As Bill Ashcroft states, 'place' might not refer to a location at all, since the formative link between identity and an actual location might have been irredeemably severed. But all constructions and disruptions of place hinge on the question: 'Where do I belong?' (2001, p. 125). Furthermore, Ashcroft states that:

Displacement is not necessarily a feeling. To some extent any 'sense' of placelessness felt by people who are born in a place is just as much constructed as identity itself...uncertainties about the location of value, ambivalence or argument about certain kinds of cultural or political affiliation, social contestation over the 'proper' use of language, confusion about the use of the word 'home' (2001, p. 155)

In accordance with this idea, the protagonist's marriage with an English wife refers to the struggles he is facing in order to adapt to the new culture. The reason that attracted him to Ellen is her incomplete Englishness; the same as him, a dark woman who makes Yasin feel at home. However, when it comes to the name choice of their son, he insists on choosing an Arabic name while his wife prefers an English one. Actually, Yasin focuses on the importance of names as an act of identity resistance, "names have their own resolve and this one has already attached itself to his growing awareness of himself." (p. 6). Leo's name "Hamdi" as Yasin calls him shows the significance of names in the process of identity resistance.

Actually, Yasin was aware about the importance of history and the responsibility to transfer that knowledge to his son: "To assemble the facts into his own sense of who he is and where he comes from" (p. 22), it was an attempt to explain to his child the reality of their belonging and to stress on the identity awareness, as he refers, "he needs to know the history [...] I am trying to prepare him for the future and for that he needs to know the past" (p. 23). Hence, it is a real educational journey filled with historical knowledge and identity resistance. It is worth signaling that Hall claims that, "Cultural identity, in this second sense, is a matter of 'becoming' as well as of 'being'. It belongs to the future as much as to the past. It is not something which already exists, transcending place, time, history and culture. Cultural identities come from somewhere, have histories" (2020, p. 225). Furthermore, Hall explains that the identity is based on the group of experiences that encounters the individual in the past and the present at the same time." In this

perspective, cultural identity is not a fixed essence at all, lying unchanged outside history and culture” (2020, p. 226). As a result, the past plays a major role in strengthening the character’s identity. It is through the historical knowledge that identity is maintained and counter narratives are composed.

Through the characterization of the fictional journalist, Mahjoub mentions the obstacles that encounter Yasin throughout his journey as a foreign journalist. Additionally, he highlights the journalist’s passion for reading historical books and literary works to seek knowledge: “as I read the world makes perfect sense” (p. 42). The journey of the father and the son continues in the lands of Germany, an educational trip that holds knowledge and wisdom. For instance, Yasin narrates the story of the hoopoe that is known in the classic Sufi literature. Moreover, he quotes from books to discuss the origin of the world and questions about the blacks and mainly the slaves’ issues. He also did not miss any chance to tackle racism problems and narrate stories about the 16th century and Caucasians as well as the reality of the Negros. Furthermore, he informs his son about the past of certain civilizations like the Romans, Barbarians and Ottomans.

Mahjoub’s novel highlights the significance of universal literature that enlightens the readers’ minds and enriches their knowledge about the world. It is true that Yasin’s awareness about the significance of knowledge increased his love for literature and the need to spread that heritage to the coming generations as his father did, “when my father died he took with him his corner of history the anecdotes, the stories of his childhood and parents [...] they say, when someone dies a library vanishes forever” (p. 180). Consequently, the journey throughout Europe is made for educational reasons. It is a way to know about history, culture and the past. Yasin allows Leo to read books from his library and empowers him with the appropriate knowledge before he died. There is also a reference to the Arab architecture and previous civilizations heritage as a witness to their great achievements and glories. In reality, we can learn history from books, storytelling and architecture. Accordingly, Mahjoub, in *Travelling with djinns*, puts an emphasis on the need to study history through well organized and educational programs since the future of any nation is related to its past as the writer mentions that “ history is not the easiest of subjects at the best of times. History is forgotten” (p. 58). As a matter of fact, historical studies must be a priority in order to raise awareness and produce counter narratives.

IV. THE JOURNALIST PORTRAYAL: PROPAGANDA AND JOURNALISTIC RESTRICTIONS

When Yasin takes his son in a long journey without Ellen’s permission, different scenarios invaded his mind, “I can just see the headlines: Muslim fanatic kidnaps own son ” (p. 81). Yasin imagines an exaggerating reaction from Ellen after their disappearance while he considers it a kind of freedom and a journey into wholeness and identity-quest. Furthermore, Yasin confronts various troubles in his trip; the stereotypes chase him wherever he goes. It is clear then that the media images concerning the Arabs and Muslims influenced the attitude of western people like the airport officers, “in the German borders they checked his name in the list of internationally wanted suspects against any known act of terrorism perpetrated [...] no doubt the product of all those war films and biggles novels that came my way as a child” (p. 10). This story shows the mass media effects and how appearance and names reflect on the terrorists issue according to prejudices generally created by news and films. In *Covering Islam*, Said argues that “media coverage was superficial” (1981, p. 22). Even though it is scholarly, generally, media is about the power of image. This thinness and depthless make it more problematic since it speaks with authority and out of the validity. Now, media and TV which are supposed to enlighten people are spreading stereotypes throughout news. To reinforce this idea, Said devoted a chapter entitled “Islam as news” that deals with the negative impact of TV as a deceptive tool. He claims that the television depends on a Pavlovian approach, which is based mainly on brainwashing. Furthermore, He says that media, which was once about facts just like realism in literature, it becomes unreliable means which spread stereotypes and that the “truth and reality do not in fact exist” (1981, p. 42). Although Americans claim that their channels are reliable because of their privacy, Said charges them of subjectivity and unreliability. He goes further to question the creation of the differences and the binary oppositions between the East and the West.

In the novel, Yasin refers to his father’s job as a journalist and a smart political activist. Yasin’s father arrived to London in the 1950s to carry on his studies at the Yardarm school of journalism. Throughout this depiction, the novel shows the reality of propaganda in the Arab World and the journalistic restrictions that prevent journalists from portraying the Sudanese troubles: “the Sudanese nationalist movement needed voice [...] and the only way of getting a voice was to learn how to speak” (p. 61). Therefore, Yasin’s father committed himself to learn “the business of newspapers” (p. 61). He believes in the importance of counter narratives, a man who wants to voice the voiceless and speak on behalf of the oppressed. This devotion led Yasin’s father to prison in order to silence him and prevent the publication of critical articles that goes against the Sudanese government. However, he always believes that the truth will find its way and it is impossible to suppress it or hide it for a long time. For him, Truth is “like a boomerang always comes back.”(p. 88). He also considers the rumors spread in the world as a moral decay since there is no proof to prevent the political corruption.

In the light of what have been said, one concludes by confirming that the journalistic restrictions and media dominance is one of the reasons that make it harder for Yasin to choose his father as a model to follow. While Yasin was dreaming of being a sportsman, his father’s wish is to make him one of the best journalists who contribute in the nation’s development. He advises Yasin to put his focus on the marginalized people, those who need to be voiced: “you

must start at the bottom, the ordinary people, the workers, the voiceless ones” (p. 93). As it is shown earlier, the father is threatened by manipulators and accused of working for the western side. In addition to that he is considered as a spy who spreads rumors and makes propaganda against his nation. Consequently, Yasin’s father commitment to journalism was faced with the government’s threat; they exiled him and prevented his return to Khartoum.

Interestingly, the news is a source of information that portrays the horrible tragedies and shows the way people suffer silently. When the Sudanese security closed the newspaper, Yasin’s father stresses on the horrible situation and the urge to establish narrations about the arrested people and the troubles they encountered. In a conversation with Yasin, the father informs him that, “we do not have political freedom” (p. 205). Furthermore, he claims that since people do not read, they will never be aware about the reality of the events. In other words, Yasin’s father stresses on the importance of historical knowledge, for him knowledge not only raises awareness but also plays a crucial role in helping the nation to state its position. To say it differently, knowledge allows people to tell their own stories in accordance to their account instead of being misrepresented by foreigners or oppressors, Yasin says, “for half a century the country had struggled to make coherent sense of its post-colonial heritage” (p. 134). In fact, many issues are portrayed by journalists for instance, Sudan’s troubles, terrorism and the issue of jihad in addition to the cold war era results: “in the meantime, the government grew concerned with silencing all dissent, including the press” (p. 134). As a result, the press is silenced hand in hand with the marginalized nations. As a journalist, Yasin sheds light on the significance of history in maintaining identity and considers it as a tool to make counter narrative against all the stereotypes and prejudices constructed by foreigners.

From the novel, one may say that Yasin’s family relation with news and media was filled with doubts and discomfort. They accuse different channels like the ITN, BBC and CNN and consider the Jews as the dominants who run the news “they play on prejudice and ignorance to increase their audience.”(p. 289). As evidence, films are encouraging ignorance and strengthening stereotypes among people. While the family tackles the reliability of news and its credibility, Yasin wonders, “if they were right, then all we have left are relative truths, prejudice excused by counter prejudice, sectarianism” (p. 291). At the beginning of his career, Yasin works as a journalist on the local stories, and because of the media requirements, he became obliged to portray a war that occurs miles away.

In the Iraqi war, the families of the soldiers were interviewed about their pride of their sons contributing in the conflict. Yasin makes an attempt to inform the world about the oppressed stories and discuss the war in Iraq as well as the reality of its nation. One of the soldiers’ mother states that, “tell them English people. Not all Iraqi people are bad people” (p. 99). It is true then, that the real war started on the television programs in the screens of CNN and other channels: “the world is an illusion [...] for the first time in my life I began to wonder about the integrity of the British press” (p. 94). On one occasion, Yasin begged the editor Harvey to transfer him to the foreign desk while the latter refused and confesses that: “we make the news” (p. 95). After a long debate, Harvey imposed an English name for Yasin as pseudonym to publish certain articles. Due to all those limitations, the mission of Yasin did not last for a long time and his career as a reporter comes to an end.

Then, he was offered a job at the BBC and turned to the radio to work on the BBC world service. His new job is a kind of arts review program that he considers as a link to the past and a great connection to home. For Yasin, “history is about power. One history displaces another. You see what I mean? That is why we have to fight for our corner ” (p. 252). In reality, he considers the program as an opportunity to tell his story and to voice the silenced nations in reference to the ancestor’s narrations: “we are not here to promote these people. We have a struggle on our hands, to promote the other. The unknown, the exploited, the disadvantaged, the silenced” (p. 254). It means that his new job is a tool to voice the voiceless and an alternative to avoid the journalistic restrictions. Yasin finally finds something enjoyable that he can make with pride regardless of its great contribution. Literature strengthens the character of Yasin in a way it raises his awareness and responsibility about the information he transfers. Significantly, he makes efforts in order to provide a professional reading of books and essays for the large audience. He declares: “we reviewed books, interviewed authors who had just jetted in from the sprawling urban chaos of a city in west Africa, from Lahore, Calcutta, Manitoba, Ivory Coast” (p. 258). All those traits show Yasin’s commitment and responsibility to voice the voiceless. In other words, through literature and book reviews, Yasin considers himself as “a man with a mission” (p. 258).

In line with this idea, Yasin questions the importance of art and stresses on its major role in voicing the silenced. In some cases artistic productions may be an alternative to journalism that failed to portray the reality because of media restrictions. In another instance, Yasin questions, “was it the notion that politics should never be placed above art?” (p. 261). To elaborate on this, he compared one of the authors’ guests to his father who devoted his life for the sake of clarifying reality without results. And it always leads him to question about the possibility to “fight dogma with aesthetics” (p. 261). Accordingly, Edward Said in an essay entitled “From Silence to Sound and Back Again: Music, Literature, and History”, mentions that,

There are then the alternatives either of silence, exile, cunning, withdrawal into self and solitude, or more to my liking, though deeply flawed and perhaps too marginalized, that the intellectual whose vocation is to speak the truth to power, to reject the official discourse of orthodoxy and authority, and to exist through irony and skepticism, mixed in with the languages of the media, government, and dissent, trying to articulate the silent testimony of lived suffering and stifled experience. (1997, p.21)

In fact, Said stresses on the important role of intellectuals in covering the reality of the marginalized communities. Once, in an interview with an African writer, Yasin criticized some authors' works that lack creativity. Therefore, a critical situation must be taken into consideration on the one hand the artistic productions that lack contribution, on the other hand, the journalistic restrictions that limited the journalists like the case of Yasin's father who was executed far away from his home. Relying on what Yasin concludes about the importance of literature as an alternative to journalism in the Arab World, he starts writing a book about his homeland's situation by reflecting on his childhood memories. As a consequence, he was rewarded for the contribution that holds pride and responsibility of continuing his father's mission with a different tool: "I realized now that I had written my book for him, hoping to carry his struggle for social justice to another level, trying to fulfill his ambitions for me as a nation builder" (p. 292). Finally, Yasin manages to make the English countryside a kind of home, highlighting his strong relation with books and literature as a kind of resistance and a tool to state counter narratives.

V. CONCLUSION

In short, the fictional journalists are used to highlight the profession's limitations and the challenge to represent the reality instead of being misrepresented by the West. Therefore, journalism is a tool to write back and reinforce the oppressed nations despite limitations. As a matter of fact, the immigrant writers, in the Arab world, shed light on the reality of their nations in addition to the situation of journalists who struggle in order to deliver their voice. For that reason, novelists like Jamal Mahjoub are realistic in their depictions of the Arab world's issues throughout the characterization of the journalist who speaks on behalf of his nation. Indeed, the fictional journalist used by the novelist-journalist Jamal Mahjoub to express the press challenges and the sociopolitical reality of the Arab world.

Through writing about history, Mahjoub wants us to not only make a parallel with the present situation but also to question and dominate the narrative. Mahjoub, as an immigrant Arab novelist, writes in English to stress the importance of history and identity resistance in his novel *Traveling with Djinnns*. Since Mahjoub is a novelist-journalist, he chooses the journalist character in order to express his ideas without restrictions and to show journalism challenges. In fact, the characterization of the journalist is a method to promote ideas and to avoid journalistic restrictions. Jamal Mahjoub in this case is an intellectual and an informant more than being a novelist as he 'speaks truth to power', and he is considered as a representative of the marginalized Arab world through the mirror of the fictional journalist. This is what shows the distinguished qualities and responsibilities of the journalists to report the silenced nation's troubles. All those struggles and challenges are portrayed through the eyes of Yasin and his father as journalists who stress on the significance of historical knowledge to reinforce nations.

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Between Ecology and Economics: A Critical Discourse Analysis of Putri Mandalika Folklore

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Abstract—The purpose of this article is to discuss the positioning of the Mandalika folklore, between ecology and economics. This folklore text is described by combining Norman Fairclough's theory and methods of critical discourse analysis (CDA) with an ecocritical perspective. In his analysis, Norman Fairclough uses a three-dimensional CDA model, namely text analysis, discursive practice, and socio-cultural practice. The results showed that in text analysis related to the analysis of language features in the form of vocabulary analysis (words and meanings) that represent the nobility, women, and the ecological system, the analysis of discursive practice interpreting the story text of Putri Mandalika is interpreted as a story text that produces tradition *bau nyale*. Furthermore, socio-cultural practices are related to the social relations of the people in relation to the *bau nyale* event being a cultural event, tourism event, and ecological event. The folklore text of Putri Mandalika presents the *bau nyale* festival. This celebration has an ecological and economic impact. Economically, the *bau nyale* festival is able to improve the people's economy, but ecologically, the *bau nyale* festival can damage environmental sustainability due to the lack of public awareness of environmental care, as evidenced by leaving trash everywhere.

Index Terms—critical discourse analysis, folklore, Lombok, ecology, and economics

I. INTRODUCTION

The study of Lombok is built through three discourses: tradition, modernity, and Islam (Dharma Satrya, 2018). In Lombok, there are two traditional discourses, specifically the discourse of folk traditions and the discourse of noble traditions. Discourse on noble traditions is well preserved through written traditions. Folk traditions developed orally. The discourse of nobility is represented in the *sorong serah aji krame* tradition (Zakaria, 2018; Zain & Muhaimi, 2021). The folk tradition that still survives today and is developing in its preservation is the *bau nyale* tradition.

The tradition of *bau nyale* comes from the myth of Putri (Princess) Mandalika. Myths produce the tradition of *bau nyale*. *Bau* means catch and *nyale* means sea worm. The people of Lombok construct *nyale* as the incarnation of Princess Mandalika who throws herself into the sea (Saharudin, 2016). As a tradition, she was able to be a dogma of people. This tradition is a form of embodiment of syncretism that produces traditions as a form of consolidation of people (Purna, 2018). Furthermore, is the name of a tribe living in Lombok, West Nusa Tenggara, Indonesia (Krulfeld, 1966).

Bachtiar and Bachtiar (2019) explain that the tradition of *bau nyale* has been carried out since the 1990s. *Nyale* is known as the incarnation of the folklore of Putri Mandalika. In this folklore, Putri Mandalika is the daughter of King Tonjeng Beru of the Sekar Kuning Kingdom. Mandalika led the kingdom in place of his dead father. She was known as the figure of a wise woman king and close to the people. Meanwhile, there were two princes who wanted to marry her, who were kings of two kingdoms near her kingdom. In making a decision, Mandalika asked all the people of the Sekar Kuning kingdom, the Lipur, and Sawing kingdoms to gather on the Seger beach. It was on the beach that she conveyed her decision not to choose one of the two princes who proposed to her (Bahri, 2017).

After conveying her decision, Mandalika was thrown into the middle of the sea. Mandalika was lost in the waves. The loss of Mandalika then caused the appearance of a sea worm that looked flaming (*nyale*: in language). The appearance of this sea worm was then believed to be the incarnation of Putri Mandalika who was lost at sea. Every 19th and 20th of every 10th month of the calendar, the people catch *nyale* as her incarnation. *Nyale* is a creature that is believed to bring prosperity to those who catch it (Fazalani, 2018).

The appearance of *nyale* is closely related to the changing of the seasons and the movement of the constellations. In celebration of the annual *nyale* agenda, it is usually accompanied by rain (Zulhadi, 2018). This annual agenda is then organized by the people in collaboration with the local government, namely in the Seger beach area and Kuta Mandalika beach, Central Lombok regency. Now, this agenda is known by most people locally and globally and has become an annual government event in Lombok. The people call it the *bau nyale* festival. The *bau nyale* festival has an impact on the economy of the people and the environmental conditions around the coast. This festival is the government's main source of income derived from local people's income (Ratianingsih et al., 2020). There are three research questions used as a guide for this research:

1. How is the analysis of the text on the folklore of Putri Mandalika Lombok?
2. How is the analysis of discursive practice in the folklore text of Putri Mandalika Lombok?
3. How is the analysis of socio-cultural practice in the folklore text of Putri Mandalika Lombok?

II. LITERATURE REVIEW

A. Folklore

Folklore is a literary work that lives among the people and the story is passed down orally from one generation to the next (Propp, 1984; Danandjaja, 1991, p. 1; Liaw Yock Fang, 2011, p. 1). The folklore of Putri Mandalika is a folk prose story that is purely oral because it is included in folk prose stories called legends (Hutomo, 1991, p. 64; Brunvand, 1996; Danandjaja, 1991, p. 66; Dorson, 1978). The development of this story is very rapid among the people until now. Supported by technological developments, this story has its own space in conveying its message. To meet the needs of its readers, oral literature has been widely distributed in cyberspace through the internet, blogs, and social networks and is no longer an oral-based people tradition (Radzi et al., 2016).

As oral traditions, some of them can even appear in their new forms (drip in new packaging) through cross-cultural, cross-language, and cross-form transformations (Pudentia, 2015). In fact, according to (Teeuw, 1984, p. 303–304) oral literature is very functioning as a method of direct communication in society. Folklore can be used to communicate wishes and hopes. Folklore serves society by (a) educating people about supernatural forces, (b) assuring people of the present, and (c) imparting information to the rest of the world. Furthermore, Hasanuddin WS (2003, p. 191) identifies folklore's social purpose as to develop people's integrity, a tool of social control, combining the power of divided togetherness for social solidarity, group identity, and communal harmonization.

Folklore is oral literature as a product of the past, which is thicker with the tendency of collective life. Oral literature was born on the basis of the functions it carries. This function is what makes folklore born, develops, and passed down from generation to generation. So, folklore is old literature that lives in a society that provides a function for that society. As for the function of old literature for the people, it was for the purposes of religious ceremonies, to increase the power or greatness of the king, to educate readers to be virtuous, and to entertain the heart. As a social function, literature has a close relationship with social values contained in social life and reciprocity between the two. This also proves that literature has a relationship with society, although not directly but through various mediations (Faruk, 2018, p. 61).

To understand it, Norman Fairclough's critical discourse analysis with a literary ecocritic perspective is used. Fairclough (1995, p. 98) three-dimensional critical discourse analysis model, namely: analysis of textual practice (description), analysis of discursive practice (interpretation), and analysis of socio-cultural practice (explanation). Next, ecocritic studies are used as a perspective to interpret story texts that represent ideologies that contain ecological systems.

B. Ecocriticism

Ecocriticism is the study of literature that has a relationship with the physical environment (Glotfelty & Fromm, 1996). Harsono (2008, p. 33) asserts that ecocriticism has a basic paradigm that every object can be seen in an ecological network and ecology can be used as a science to assist in this criticism. As a science, ecocriticism is a logical consequence of the existence and environmental conditions that increasingly require human attention (Uniawati, 2014, p. 249). Ecocriticism which examines the relationship between literature and nature is an alternative theory used to understand Indonesian literature (Dewi, 2017).

Humans must maintain the harmony of life with the environment so that the realization of a harmonious life between nature and itself, although humans have the right to use it, must not damage and destroy it (Abdillah, 2001, p. 132). Naes (Keraf, 2010) explains that environmental damage can be sourced from the philosophy or perspective of humans about themselves, the environment or nature, and precisely in the whole ecosystem. For this reason, ecocriticism provides space and awareness in the literary world to integrate the environment into something interesting to read and discuss. So, environmental problems that cause concern for various parties can lead to the goal of overcoming the survival of humans and all creatures on this earth.

Ecocritical theory can be traced to the mimetic theory paradigm which has the basic assumption that literature is related to reality (Ratna, 2006, p. 70). Literary ecocriticism is a critical theory in the latest approach to literature (Sukmawan, 2015, p. 7). The emergence of ecocriticism can trace to the notion of the environment and its representation (Kerridge, 1998). Furthermore, Garrard (2004) asserts that ecocriticism can be used as a medium to

provide an assessment of ecological problems in a broader form. Thus, ecocriticism is a science that studies the relationship between literary studies and the environment that can trace the ideology about the environment and its representation. (Glotfelty & Fromm, 1996, p. ix; Harsono, 2008, p. 31; Endaswara, 2016, p. 1).

III. METHODOLOGY

A. *Research Design*

This article is qualitative in nature using an ecocritical perspective with Norman Fairclough's critical discourse analysis method, where the analysis emphasizes how language is formed and shaped by social relations and certain social contexts. To find out the economic and ecological ideology of the Putri Mandalika folklore text which has implications for the *bau nyale* tradition and socio-cultural practices of the people of Lombok, Norman Fairclough's theory and methods of critical discourse analysis are used. In data analysis, Fairclough uses a three-dimensional model, namely an analytical framework in empirical research on communication and community. These three dimensions must be used in a particular discourse analysis of a text. The analysis must focus on (1) the linguistic features of the text, (2) the processes related to the creation and use of the text (discursive practice); and (3) the broader socio-cultural practice in which the text resides (Jorgensen & Phillips, 2002, p. 68). Furthermore, an ecocritical perspective is used to analyze data containing ideologies related to ecological systems based on text analysis and analysis of socio-cultural practices in the Putri Mandalika folklore text.

B. *Data Source*

The source of data in this research is folklore entitled Putri Mandalika which is included in the original folklore written by Syaiful Bahri. This folklore was published by the West Nusa Tenggara Language Office in collaboration with the Language Development and Development Agency of the Ministry of Education and Culture in 2017.

C. *Research Procedure*

Before the data was collected, the researcher first read carefully the text of the Putri Mandalika folklore and then determined the data related to the research needs by following the steps used to collect and analyze the data as follows:

1. The analysis of textual practice follows the classification made by Norman Fairclough, namely the analysis of vocabulary, grammar, cohesion, text structure, force, and coherence (Fairclough, 1992, p. 137). Textual analysis is limited to vocabulary (words and meanings) analysis.
2. Discursive practice (discourse practice) is a combination of textual practice analysis (micro) and socio-cultural practice analysis (macro). At this stage, the analytical method formulated by Norman Fairclough is an interpretation of the text and context of the data corpus. Furthermore, the analysis is carried out by connecting the textual aspects of Putri Mandalika with the production and consumption processes (Faruk, 2018, p. 336).
3. Furthermore, the analysis of this socio-cultural practice is related to the contextual relationship outside the text. This research analyzes the ecological ideologies in the story text and analyzes the discourse related to socio-cultural practices, namely the relationship between the story text and the context outside the text. This means that the context intended for building folklore is based on situations related to the people or culture that affect the text of the Putri Mandalika folklore.

IV. FINDINGS AND DISCUSSION

A. *Analysis of the Folklore of Putri Mandalika Lombok*

Text analysis is related to the analysis of language features in the folklore text of Putri Mandalika related to the people. The folklore text of Putri Mandalika represents the nobility, women, and the ecological system. The table below shows words related to the nobility:

TABLE 1
WORDS RELATED TO NOBILITY

Number	Word	Frequency
1	kingdom	63
2	governor	41
3	king	117
4	people	39
5	reign	3
6	<i>ampure</i> (sorry; language)	7
7	sir	27
8	inhabitant	2
9	led by	1
10	lead	3
11	retainer	2
12	soldier	2
13	leader	2
14	throne	2
15	order	4
16	horns	4

The words in the table above can be categorized as the opposition of the people's nobility. The nobility is the king, while the people are the subjects. Opposition is equivalent to the opposition of master to slave, the ruler to the led. The nobility of the people is a social category of the people, both in the historical context and in the present context. The aristocratic opposition of the people built the story of Putri Mandalika. Therefore, the story of Putri Mandalika is a story of nobility, not a story about the people.

Furthermore, the folklore text of Putri Mandalika represents the existence of women. Women are represented by the central figure in this text. The female character is named Putri Mandalika. The word 'mandalika' has the highest frequency than the word 'Putri' or princess. That is, the word 'mandalika' has an attachment of meaning. Mandalika is interpreted as a person's designation or position in the form of a regent or governor, while 'Putri' or princess is interpreted as a daughter of the king. Thus, Putri Madalika is interpreted as the daughter of a king who has a position. In this folklore text, Putri Mandalika is the female king of the Sekar Kuning kingdom. The following are words related to Putri Mandalika or female kings who represent women in Table 2 below:

TABLE 2
WORDS RELATED TO WOMEN

Number	Word	Frequency
1	Putri (princess)	30
2	Mandalika	46
3	girl	1
4	beautiful	1
5	lovely	1
6	beauty	1
7	face	1
8	graceful	1

Based on the table above, the story of Putri Mandalika is a story of the nobility of a Putri Mandalika, not the story of the nobility of a son, a male noble. Putri Mandalika became a symbol of the beauty of a noble, a symbol of noble women. Putri Mandalika is used to mark the grace of a noble, noble woman. In this story, women represent, as Dewi Anjani as a symbol of life.

In addition, in the text of Putri Mandalika, there are ecological words, this word is the ecological ideology of the people in the story text. The words '*nyale*' and 'beach' have a higher frequency than the phrases 'sea worms' and 'big stone'. The word '*nyale*' is a species of marine worm that has many colors. Because it looks lit, this sea worm is called *nyale* (*nyala*/flaming in Indonesian). Furthermore, the word 'beach' has a frequency below the word '*nyale*'. The word 'beach' is the setting of the story which includes ecological words in the folklore of Putri Mandalika. Further explanation is depicted in the table below.

TABLE 3
WORDS RELATED TO ECOLOGICAL SYSTEMS

Number	Word	Frequency
1	beach	4
2	<i>nyale</i> (sea worm)	12
3	sea	3
4	stone	2

The word beach denotes a marine ecological system. The word beach marks the character of the people who live and live near the coast. People who live by the coast, who are better known as coastal people, tend to have a tough character, as the harsh conditions of nature on the beach and the sea are harsh, especially with the waves. The people who live on the coast tend to prefer to contest, rather than negotiate. That is, in the view of the people of the coast, life is only about winning and losing. That is, to survive is the same as winning.

In the table above, critical discourse analysis (CDA) does not focus on frequency which means it indicates the majority, but the high frequency of occurrence in the text needs to be interpreted as an indication of the importance of certain words for text producers. Because of their ideological significance or content, certain words will appear many times in one text. These words will ultimately support the construction of the meaning of a particular word or theme. In table 1, the word 'raja' (king) has the highest frequency compared to the word 'kingdom' and governor. These words represent the author's ideological message in the text producer. The word 'king' has the meaning of designation for the highest ruler of a kingdom. The word 'king' and the word 'kingdom' have a related meaning. The word 'king' is interpreted as ruler/leader of the kingdom, while 'kingdom' is things related to a 'king'. This word indicates that in the text of the Putri Mandalika folklore there is a king who leads a kingdom. The occurrence of the words 'raja' and 'kingdom' has the highest frequency in table 1. This means that there is an ideological message that the text producer wants to convey to the reader. The words 'king' and 'kingdom' are two words that want to emphasize their meaning because they have the highest frequency compared to other words. These two words represent the nobility.

B. Analysis of the Discursive Practice of Putri Mandalika's Text

The text of Putri Mandalika produces the tradition of *bau nyale*. In the language in Lombok, *bau* means to catch while *nyale* means sea worm, so *bau nyale* means to catch sea worm. *Nyale* is believed by the people to be the incarnation of Putri Mandalika (Fazalani, 2018; Nursaptini et al., 2020). The incarnation of Mandalika into *nyale* is a practice of producing meaning. Mandalika as *Nyale* is believed to be present every year, as *nyale* appears every year at the change of seasons. The people interpret the story of Putri Mandalika as a tradition that develops in the midst of the people in Lombok. If Mandalika is a beautiful princess who turns into a *nyale*, a sea worm, then Mandalika is symbolized by a *Nyale*. That is, *nyale* is used to mark the presence of Putri Mandalika.

Mandalika is not only an ideal woman but also an ideal leader. As a woman, Mandalika is the source of life for her people, just as Dewi Anjani is the source of life for the people, as the origin. As a woman, Mandalika does not want to be owned by a man. Mandalika belongs to the people. If she is owned by a prince, then she no longer belongs to her people. However, if it remains the property of the people, the princes will fight for it. In fact, Mandalika still belongs to the people but has transformed into a sea worm (*nyale*).

Traditional people, especially in the southern part of Lombok, make sea worms as food that has high protein. In the Mandalika context, a sea worm is used to mark a marriage. *Nyale* is used to mark the change of seasons, from the dry season to the rainy season. The change of seasons marks the reproductive events of the worms. *Nyale* is a symbol of marriage. *Nyale* appears to perform the marriage. Mandalika drowned to avoid marriage. *Nyale* belongs to the people because it is enjoyed by the people. Mandalika belongs to the people and her wisdom is for the people. However, if she is owned by a prince, then she no longer belongs to the people but belongs to a person, a noble. The choice to sink into the sea is a symbol of returning to the people as the *nyale* belongs to the people. *Nyale* is a symbol of sovereignty to the people.

Nyale in the language is understood as a condition of light. In Indonesian, the flame is interpreted as a light that comes out of a fire, from a lamp. *Nyale* is understood not only as a worm but also as light. Thus, the *bau nyale* can be produced into two meanings. First, *bau nyale* is the act of catching worms. Second, *bau nyale* is the act of capturing light. The tradition of *bau nyale* is the tradition of catching worms as well as capturing light. Light is a symbol of life. Without light the world becomes dark. Thus, *bau nyale* means capturing life. In this second sense, *bau nyale* is a tradition that sustains the people.

Bau nyale discourse is a tradition that can give life to the people. *Bau nyale* discourse is a tradition that improves the welfare of the people, as the Putri Mandalika wants prosperity for her people, not war. Fazalani (2018) and Zulhadi (2018) produce discourses on *bau nyale* as a tradition that brings prosperity. Welfare is meant economic welfare. In this context, welfare is through the *bau nyale* event in relation to tourism. Samsuria et al. (2017) mention *bau nyale* tradition as a tradition that can increase immunity to local lifestyles and festivals with extra value for local tour packages supported by affirmers and aptamers of contemporary technology based on mapping of bacterial epitopes and *nyale* worms. In addition, the *bau nyale* tradition is used as a model in making stories for tourism areas (Ardhiati, 2019).

Bau nyale tradition is also discussed as an effort to preserve culture (Nursaptini et al., 2020). Nusaptini interprets the *bau nyale* tradition from a cultural perspective. Hurmatisa et al. (2020) sees *bau nyale* from an educational perspective. It shows educational cultural values in that tradition. Sujidin et al. (2019) clarify Hurmatisa's opinion, that the *bau nyale* tradition has didactic values in the curriculum and syllabus of teaching culture. Bahri (2019) uses the *bau nyale* tradition to train students in teaching writing. Teaching is a strategy for maintaining oral tradition.

Therefore, the *bau nyale* tradition contains social criticism. Judith L. Ecklund Against (1977) reads *bau nyale* tradition as a critique of the closed tradition in the relationship between men and women. The tradition becomes emancipation for the existence of women.

C. Analysis of Socio-Cultural Practice in the Folklore Text of Putri Mandalika

In this discussion, the text of the Putri Mandalika folklore is analyzed based on socio-cultural practices related to the social relations of the people in relation to the *bau nyale* event being a cultural, tourism, and ecological event.

(a). Cultural Events

As a cultural event, the folklore of Putri Mandalika produces a tradition of *bau nyale* (catching *nyale*). *Bau nyale* tradition is momentum for cultural preservation. This is because cultural preservation is the duty of all elements of society for the preservation of cultural heritage (Priatna, 2017). Based on the researcher's experience as a person, the *bau nyale* tradition constructs two other cultures, namely the *gupung/ag òq* culture (the culture of gathering with friends or relatives while enjoying food together) and the culture of looking for a mate. In the *gupung* culture, the people of Lombok usually take the moment to release fatigue and tiredness from working all day. This is where they interact, such as casual communication with any theme that can be a topic of conversation. In this interaction, the people enjoy it while consuming snacks or snacks to accompany their interactions with others.

Furthermore, the *bau nyale* tradition is to create a mate-finding culture for the young people of the Lombok people. The arrival of *bau nyale* season is a free space to release the rigidity of the relationship between the young people of the Lombok people who are ensnared by patriarchal culture (Saharudin, 2016). Young people are very enthusiastic about following this tradition because in this tradition they can use it by getting to know and building communication to meet young men/women and widowers/widows. It is in the tradition of *bau nyale* that they build communication to get to know each other more closely. If they match, they move on to marriage, otherwise, they just become friends.

(b). Tourism Events

As a celebration, the *bau nyale* tradition is held with a more modern term, namely the *bau nyale* festival. The *bau nyale* festival aims to introduce the *bau nyale* tradition widely (Nursaptini et al., 2020). The *bau nyale* festival is celebrated once a year and is an annual agenda for the people in Lombok, especially in the Central Lombok regency. *Bau nyale* festival involves many parties in its celebration. Local people, local government as well as local and foreign tourists participated in celebrating this event. Through this festival, the people are invited to reminisce about the events that happened to Putri Mandalika who was willing to sacrifice for the prosperity of her people. *Nyale* is a marine animal/sea worm that can be consumed by the public at large. Because it appears once a year, the people are very enthusiastic about participating in the *bau nyale* festival.

Bau nyale festival is able to revive the economy of the people of Lombok. This tradition is unique because it involves the people together looking for sea worms/*nyale*. This tradition is very attractive to domestic and foreign tourists, so it can increase tourist visits and this area of *bau nyale* tradition is much of their choice in traveling. The increase in tourist visits can be noticed in the following table:

TABLE 4
LIST OF TOURIST VISITS IN CENTRAL LOMBOK REGENCY

Tourist Visits to Central Lombok Regency in 2015-2019			
Year	Type of Tourist		Total
	Domestic	Foreign	
2015	53,820	49,908	100,728
2016	59,148	49,769	108,917
2017	113,959	86,524	200,483
2018	83,176	70,539	153,715
2019	66,581	80,982	147,563

Source: Lombok Tengah in 2020 data, p. 297.

<https://lomboktengahkab.go.id/halaman/lombok-tengah-dalam-angka-tahun-2020>

This condition is certainly a breath of fresh air for the economic growth of the local people. The tradition of *bau nyale* being a tourism potential of Central Lombok regency has been felt by the arrival of visiting tourists so that it has a significant impact on the economic income of the people (Siti Reuni Inayati & Wirasandi, 2020; Ramadhany & Ridlwan, 2018; Utama, 2018). Creative economic growth, job opportunities, increasing people's welfare and poverty alleviation are also influenced by the increasing number of tourists in Central Lombok.

With the rapid increase in tourist arrivals at this traditional celebration place, the Government of West Nusa Tenggara in collaboration with the Government of the Republic of Indonesia has built a national strategic project located in the Seger beach area, Kuta Mandalika Beach, and the surrounding beaches in Central Lombok regency, which is named the Mandalika Special Economic Zone (SEZ). This project aims to accelerate the growth of the tourism sector in West Nusa Tenggara Province, especially the Central Lombok district (Hartono, 2018). Through this project, it is hoped that the tourism sector of West Nusa Tenggara Province will be able to potentially accelerate the tourism sector so as to improve the economy of the people in Lombok (Rahayu & Andini, 2020).

SEZ Mandalika is an environmentally friendly tourism development area with a basic reference to the concept of tourism development that prioritizes value and is environmentally friendly to the people (National Council for Special

Economic Zones of the Republic of Indonesia, 2018). Lombok's natural potential naturally adds to the list of Indonesia's natural charms, which consists of thousands of islands from the city of Sabang to the city of Merauke. Countries that have a wider ocean area than the land. Beaches that offer natural potential are often used as tourist attractions. Indonesia with its diversity and natural wealth is surrounded by thousands of beaches throughout the archipelago (Fani, 2018). So that the beaches can be used as an alternative for tourist visits.

(c). *Ecological Events*

Nyale is believed to be an ecological resource capable of providing welfare for the people in Lombok. *Nyale* is an ecological symbol that idealizes Putri Mandalika to build the solidarity of the people in preserving the sea every year. This action cannot be separated from the people's respect for Putri Mandalika who had sacrificed for her people. *Bau nyale* is a sacred moment to meet the daughter of Mandalika who has become *nyale*. The success of catching *nyale* is a matter of pride for the people. That is, *bau nyale* means meeting the princess of Mandalika.

The tradition of *bau nyale* is an ecological event of the people of Lombok which is continuously carried out. The catch of *nyale* that is still fresh is collected to be cooked, made into peppers, or fried, the rest is used as medicine and used as fertilizer for fields and rice fields (Suyasa, 2020, p. 12). In addition, people can use *nyale* for other ecological behaviors, namely sprinkling *nyale* on people's agricultural land. *Nyale* is believed to provide fertility for agricultural land. After returning from the *nyale* catching place, the farmers wash all the used equipment to catch *nyale* in the rice fields in the hope that the remnants of the *nyale* will bring benefits to rice fertility (Saharudin, 2016).

As an ecological event, the *bau nyale* tradition is actually a nature/sea preservation tradition. To preserve nature, the myth of Putri Mandalika was made (Purna, 2018). Purna's statement is not in line with the researcher's observations, this tradition is not actually the preservation of nature or the sea. After the celebration of *bau nyale*, the ecosystem is even more damaged. Garbage is scattered everywhere and has an impact on seawater pollution. People actually leave the celebration by leaving their own trash.

V. CONCLUSION

Norman Fairclough's critical discourse analysis provides a way to reveal the ideology of the people of Lombok in the folklore text of Putri Mandalika. The text of the story of Putri Mandalika is a text that reveals the nobility of women. In this text, the nobility of woman has an ideal role in the power she led. The text of the folklore of Putri Mandalika interprets a tradition that developed in the midst of the people in Lombok. This tradition is known as the *bau nyale* tradition. *Nyale* or sea worms are believed to be the incarnation of Putri Mandalika who sacrificed herself to avoid conflict and war from all the people. This tradition develops, the folklore text of Putri Mandalika is analyzed through the three-dimensional analysis expressed by the first Fairclough, the analysis of textual practice through the linguistic features of the text, the analysis represents the nobility, women, and the ecological system. Second, the analysis of discursive practice (discourse analysis), the analysis focuses on the Putri Mandalika text being interpreted as a story text that produces *bau nyale* tradition. Third, the analysis of socio-cultural practices related to the social relations of the people in relation to the *bau nyale* event being a cultural event, tourism event, and ecological event.

The *bau nyale* tradition is momentum for cultural preservation. Based on the researcher's experience as a person, the *bau nyale* tradition constructs two other cultures, namely the *gupung/ag èq* culture (the culture of gathering with friends or relatives while enjoying food together) and the culture of looking for a mate. The *bau nyale* festival is able to revive the economy of the people of Lombok because this tradition attracts the attention of domestic and foreign tourists traveling to Lombok. As an ecological event, the *bau nyale* tradition is actually a nature/sea preservation tradition. To preserve nature, the myth of Putri Mandalika was made (Purna, 2018). Purna's statement is not in line with the researcher's observations, this tradition is not actually the preservation of nature or the sea. After the celebration of the *bau nyale*, the ecosystem and the environment are even more damaged due to improper waste disposal.

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Submission to Subversion: An Analytical Study of Meena Kandasamy's *'When I Hit You: Or, A Portrait of the Writer as a Young Wife'*

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Abstract—Meena Kandasamy tries to create an identity among the galaxy of Indian writers in English as a poet, novelist and translator. She deals with caste annihilation, feminism and linguistic identity. Meena Kandasamy's novel, *'When I Hit You: Or, A Portrait of the Writer as a Young Wife'*, deals with the suppression of women in the name of patriarchal society in educated families. She explains the story of a highly educated Indian woman from an affluent family who marries a respected college professor. He seems to be a man who is a social rights activist outside the home, but he abuses his wife at home. Kandasamy depicts a dreadful picture explaining her husband's strategies to keep her under his control. In this context, she delineates the emotions a woman undergoes while adjusting herself to the situation in the family. The writer attempts to develop the status of a woman by discussing more the turmoil she comes across in every part of her life. She wants to disclose to the world that a woman is a human being. She is wise enough to remain uncrushed and unperturbed despite challenges and hostilities. The novel vividly depicts the power game between men and women in Indian families and other societies.

Index Terms—feminism, confidence, globalization, self-sufficient, power game

I. INTRODUCTION

The modern woman in India has started searching for new avenues where she could enjoy much liberty and freedom. Middle-class women have come out as employees backing up their families in India. Globalization has allowed employment for many in the society. Though educated women have respect in the institution of marriage, they assert themselves over the male-dominated sphere besides fulfilling familial duties. They are now self-sufficient and fiercely ambitious not only in domestic affairs but also in the professional world.

It is believed that the institution of marriage is sacred, rooted in the socio-religious field of Indian society. It is observed that ancient women in India enjoyed much autonomy regarding autonomy, living standards, education, career option, marriage option, and familial issues. This freedom gave them equal opportunities for survival with self-respect. Since ancient times in Indian history, women gained a high social status, and some were respected for their knowledge and shrewd learning. During the Vedic age, women enjoyed an excellent status in the society. She was granted equivalent rights along with men and given a choice in selecting her spouse on her own. Gradually, the situation in the society changed as a joint family system, and the influence of caste in all fields of life affected women's interests and aspirations.

It is observed that the world seems to belong to man, and woman has to adjust herself to the patriarchal world order. The husband considers a woman his property, which can be owned and controlled. However, the traditional idea of a woman, being fair and weak, does not exist nowadays because she has transformed her identity from being a mere frail creature to an independent individual. In this connection, the evolution of women from homemakers to idols in different fields can be observed in the present-day world.

In India, a woman is caught up in the cage of family life, playing the roles of being a woman, wife and mother. It is observed that she cannot exist outside the frontiers of marital life in the patriarchal society. Moreover, she has to submit her 'self' to her husband. Sudhir Kakar in his book, *'Intimate relations: Exploring Indian Sexuality'* emphasizes: "In the ideals of the traditional culture, the "good" woman is a pativrata, subordinating her life to the husbands' welfare and needs in a way demanded of no other women in any part of the world" (Kakar, 1989, p.66). In this case, if a woman

disobeys the rules and regulations of her family, she will be blamed for spoiling the family's reputation. Female sexuality is viewed not as a personal private matter but as a family concern. Sexual constraints on married girls, control of their sexuality and the obsession with virginity are still prevalent in India. Still, in traditional Hindu families, women are supposed to take their meals after their husbands, elders, and children have finished eating. It shows that the Indian woman has been habituated to bearing male hegemony for centuries.

It is a matter of fact that the educated urban woman in India expects a change in her opinion of life towards family and society. This opinion later results in internal and external conflicts and moral dilemmas affecting her psychic conditions. She constantly fights against cultural barriers, which control her freedom to enjoy her own life. The urban woman does not want to be a submissive wife to her male partner. When her opinions are not heard in the marriage web, she is prepared to rebel against men without fear.

Modern, educated, and career-oriented women are sensitive to changing times and trends. They are aware of the cultural inadequacies for which they are subjected to in this patriarchal society. They defy their men in search of substantial identity and unrestrained freedom. In this context, they are caught up in a conflict between personal aspirations and social order. They reject the idea of being used as sexual objects. They challenge their victimization and find relief by redefining their morals. Their idea of freedom is adopted from the west because the urban woman in India today is equal to the woman from the west. They reject turning into a male addendum and want to have a considerable role in society.

Globalization has suddenly changed women's attitude about living their own lives. Since ancient times, the woman has never demanded any exclusive identity in the hierarchical order. She expects society to treat her as a human being. The urban woman now wants to enjoy autonomy having unrestricted freedom by breaking the existing cultural chains. In her book, *Lacan and post-feminism*, Elizabeth Wright declares: "Becoming a woman does not imply an opposition of sex and gender, but is the way a woman uses her freedom" (Wright, 2005, p.54). As there is an excellent chance for women to get employment in various fields such as software, pharmaceutical, etc., it paves the way for them to achieve economic autonomy in the society.

II. THEORETICAL BACKGROUND

Over the last two centuries, the development of science and technology has changed the definition of life. Modern education and political consciousness among women have created new trends offering them a new kind of profession. As a result, they have started following their conventions where marriage is not a social or family concern. She feels it as a personal affair where a man and woman seek social, psychological and economic joy in having their freedom. Advanced technology social networking websites like Facebook, email and cell phones reveal the sensitive contours of a woman's psyche to society. It is taking another dimension in the post-modern era, where suspicion and unlawful interference curtailed women from enjoying their rights provided by nature. It is awful that women become vessels of men's desire in sexual matters where women lose control over their bodies in the name of pleasure. It is observed that the perception of educated and job-oriented high-class women in the professions such as software, business, law, etc. is changed on par with the trends prevalent in the society. They are expecting significant identity and unrestricted freedom. It shows that they have borrowed the ideas of the women in the west.

III. LITERATURE REVIEW

Stephanie Sy-Quia (2020) examined the trauma of anonymous female protagonist who meets a Marxist scholar and marries him after a short-lived romance like an ordinary woman in India. The story records their four-month marriage and how she has come out of the familial cage alive. When settling in family life, they shift cities for his job. As a result, she is away from her family and friends and without a job of her own. As she is kept away from the safety networks of home, family, friends, and colleagues, the new setup makes her undergo violence hidden within the house's four walls. It is horrible to notice that he torments her with the devices as weapons, as a result, she starts developing communication with the outside world. In this manner, he makes her submit herself to his cruelty by beating her with her laptop charger, wiping her email server, deleting her Facebook account, replying to her messages and monitoring her phone calls. He switches off her freedom in every aspect and restricts her to a world she does not consider her own (Sy-Quia, 2020).

Jonathan McAloon (2018) comments that the book is worth reading. The process of writing letters to unknown friends becomes precarious and unsafe for the narrator. However, the narrator says that she finds consolation when she writes letters to lovers on a forlorn morning. This act is her supreme rebelliousness against her husband's physical supremacy. It shows that Kandasamy's writing is also funny, tender and lyrical, usually simultaneously. When trauma is chronic, the other qualities only have the option to combine with it (McAloon, 2018).

Niranjan Majhi (2018) states that although the victim of domestic violence is initially humiliated and made fun of in the book "When I Hit You," as the story progresses, the level of torment increases and she is forced to endure various forms of physical torture instead of just verbal abuse. In the book, the narrator claims that when her husband accused her of having extramarital affairs or anything else, she kept quiet since her father had taught her that maintaining silence is a solution to all the problems. Yet, her silence has no beneficial effects of soothing her mind. The anguish is only

made worse by her silence. She is alleged to be living in a realm in her mind at one point in the book, where she is cohabiting with ex-lovers (Majhi, 2018).

IV. METHODOLOGY

In the context of defending the subject, qualitative research methodology is used. In this connection, the relevant data is gathered from secondary sources available in the form of text. The observations and opinions of the critics are analyzed, examining the issues that exist in the institution of marriage where a woman undergoes suppression and domination at the hands of her spouse in society.

V. DISCUSSION ON PROGRESSION OF SUBMISSION TO SUBVERSION

Generally, young girls dream of getting married to a prince-like boy. However, in reality, their dreams are not accomplished by their expectations. Thus, they try to adapt on par with their life partner's whims and fancies. In this process, they cannot maintain emotional balance as emotions naturally fluctuate among human beings in due course of time. It is the weakness that makes them fall prey to fatal mistakes. In the novel '*When I Hit You: Or, A Portrait of the Writer as a Young Wife*', Kandasamy portrays her experiences as an abused and dehumanized wife in South India. Her husband, a respected university English lecturer, gradually dominates every aspect of her life in her writing and speeches.

Men and women try to maintain a poignant relationship with their partners at every age. In the novel, the unnamed narrator and her husband accidentally meet while she is organizing an online campaign against the death penalty at the age of twenty-six. As she has Leftist ideology, she feels the man she will marry should believe that only Marxism can liberate people from their problems. As she is fascinated by his commitment to the cause, she believes that he can make a true revolutionary personality. During the earlier days of their relationship, everything is fine, and he seems to be an ideal husband to her. She admits that she is charmed by his idealistic and strict Communist views.

It is quite unfortunate that the narrator's husband's political ideology is evaporated within a few months of their marriage. He methodically illtreats her like a demon in every aspect, which is entirely against communist ideology. He starts complaining about even the slightest move she takes, only escalates his attitude which is observed in many domestic abuse cases. He starts isolating her in the name of disobedience, but she is not. She is inclined to leave her hometown Chennai after marriage, and then they move to Mangalore, where she has no acquaintances and neighbours around them. As a housewife, she spends her days indoors, only reading her messages on her mobile phone. He restricts her by not allowing her to speak very much on phone with her friends and relatives. He slowly forces her into isolation, and his language becomes unsophisticated and abusive. He forces her to shut down her Facebook account, hand over her phone, and eventually, she is not allowed to look at her emails. He starts abusing her verbally, physically, and mentally. It is a pity that the narrator's agony is not visible to the world because she is not allowed to see the outside world. He does not allow her to write something. Then, she asks herself whether her husband knows of love or not. He used to delete the history of an email, a book-in-progress, a random user-generated reference on Wikipedia, and all the Bluetooth devices her phone has paired up with, etc. In this situation, she thinks that it is very difficult for him to wipe out her memory though her husband deletes every material. She passes through all this agony with patience for some time like a typical Indian wife.

The narrator's husband's violence against her eventually causes her to become dumb as he has demanded silence all along. As she bears the humiliation silently, it invites further physical abuse. She realizes that she cannot win the situation and so she has to find another way to protect herself in the role of his wife. She describes his shifting personality and how he always plays different roles like the caring husband to people, the harassed victim of a suspicious wife and the pleading son-in-law to her parents. The narrator has lost not only her ability to communicate but also her autonomy and her voice, in which situation she is not allowed to write. Further, her husband also robs her self-expression. The narrator soon realizes that she cannot physically stand up to her husband as he regularly beats and rapes her. Still, she does exercise her intellectual right to retain her identity with which she can challenge her husband.

Therefore, in her insubordination of her husband's control, the narrator has not only written her own words but also included the words of great writers along with her own. The excerpts are equally lyrical and shocking that are expressed in a rebellious way. Kandasamy's discussion of the marriage system is one of the most revealing aspects of the book. She has mentioned her parents' words about the adjustment in the institution of marriage. Though she informs her about her husband's rude behaviour, her parents advise her to listen to him as silence is a shield and weapon. They also say that the marriage is a give-and-take, so that she has to adapt to the situation.

The narrator's parents' attitude reveals wider society's systematic support and justification of abuse and the changes that happen in the wedlock of every culture. The book demonstrates the authentic depiction of an abusive marriage. Her sorrow can be seen deepened when her parents justify the brutal actions of her husband, instructing her to be patient and have a child to mend the brute. Dr Tanu Kashyap in the paper, "Feminist Study in Meena Kandasamy's novels '*When I Hit You: or, A Portrait of the Writer as a Young wife*' and '*The Gypsy Goddess*'", asserts: "Nature has not been that much partial as the people in this country are for the women. Women's capabilities are measured against the power that never flowed and accumulated in the hands of the other gender. Life is not a bed of roses for women in this country.

Every woman has but to pay the price of dedication, passion, attitude and the way she wants to live” (Kashyap, 2018, p.67). The book reflects the increasing prominence of the feminist voice around the world today. The narrator never loses her dignity amidst the most horrific events throughout the book. The precarious situations are often conveyed with a touch of humour, indicating that she has never lost her humanity in the face of dehumanization.

Ironically, some men show concern with the people outside the family but not with family members. The unnamed husband is a self-declared Maoist. He is a person who shows sympathy towards orphans and have-nots but fails to express the same to his life partner. He considers every small act of his wife as a mistake so that he uses it as a weapon to attack her mentally and physically. As a typical Indian wife, she bears his barbaric helplessness. She observes the shrinking on the excuse of family bonds prevalent in the Indian marital system. Like many, though she realizes it is wrong, it is inevitable for her to accustom herself to the social norms.

Therefore, the narrator becomes a caricature who absorbs herself into her husband's interests as a good housewife. She starts executing everything to please him, like cooking food, learning Kannada language and participating in sex when he desires it. She also allows him to delete her emails and accepts to keep herself away from Facebook. She stops attending to her phone calls and socializing with people. Despite the outside world's criticism about her appearance and isolation, she surrenders herself to the dominant male macho of her husband. Amidst intolerable domestic torture, she learns how to survive due to social demands where a woman has to bear all these painful encounters.

The narrator begins to consider sex as a mechanical and dry relationship. She recollects her past love affair with an old politician she loved most. She never feels the sensitive touch of her husband, but she considers it a marital rape. Priyanka Tripathi et al. in the paper, "When a Violated Body Strikes/Writes Back: Unveiling the Violence in Meena Kandasamy's *When I Hit You: Or, a Portrait of the Writer as a Young Wife*" asserts: "The aspect of 'Freedom' and 'Control' are intertwined together to imperialize the women empowerment. In Meena Kandasamy's novel, the husband wanted to occupy the freedom of a woman writer and tried to have control over the space. In fact, he went on creating a new identity of her as per his wish" (Tripathi et al., 2019, p.58). It is a matter of fact that she is defeated in the hands of her husband as she cannot rebel against him and teach him a lesson.

The narrator lets her unnamed husband control her body bit by bit silently. When she cannot bear the torture and pain, she articulates her voice against her counterpart. Pallavi Prasad in her review, "Meena Kandasamy Shatters the Silence Around Marital Abuse", comments: "Violence is dealt with carefully yet confidently in the book. Visceral words seething with rage describe the before and after of each escalating violent act by the husband, but never the brutal blood and gore of the action itself. Silence is louder, in this case, as Kandasamy skillfully weaves together a devastatingly beautiful book you won't be able to shake off once the last line spills into an empty page" (Prasad, 2017, p.2). The narrator has the clarity that she no longer wants to be labelled as a torn wife as she claims that she deserves more than all women.

It is observed that when a husband tries to reduce a wife using all his tricks, the latter never loses or shrinks her identity. She rises from the ashes by choice and redefines her self-respect like a full moon. The narrator describes her husband's cruel nature through beautiful poetic gestures. Sushumna Kannan in her book review points out that resorting to writing is a means of healing in the opinion of psychologists because it deviates human beings from pain. However, most ill-treated women in India are unable to consult a psychologist. In this precarious situation, Kandasamy shows those ill-treated women an alternative way by adopting writing as a profession where they can share their trauma of unease, pain and hurt in abusive relationships in the form of text with the external world (Kannan, 2020, p.2). She resorts to poetry as it gives psychological consolation to her endless pain.

The narrator gradually starts raising her voice against her husband's physical abuse because it is emotionally tormenting her. Urvashi Bahuguna describes in her blog: "The novel shows us how domestic violence isolates a person. It does not embolden most victims. It shows how leaving takes time, cunning and opportunity. It shows how staying takes obedience, fear and self-preservation" (Bahuguna, 2017, p.1). In order to get away from the torture, she takes up the profession as a writer who explains every personal experience of her abusive marriage as a means of consolation in her life. Indeed, many people wonder how educated, independent, and intelligent girls tolerate this sort of humiliation. It is a challenge to answer the question, but the partial answer is that humans are all creatures of love. In the event of preserving love in their life, they become captive to the shackles of marriage. A woman generally needs love from her surroundings like nature, parents and husband. But the narrator fails to reap fully, when her life becomes a misery at the hands of her husband.

VI. CONCLUSION

The narrative style of Meena Kandasamy delicately depicts the patriarchal values in the institution of wedlock. Unfortunately, women are blamed for not being submissive to the orders of their spouses, which has become a norm in familial life. The writer explains different ways of abusing a woman prevalent in the contemporary society, where a woman becomes an instrument of subjugation in the institution of marriage. In this situation, the twenty-first century woman is anxious to express herself, for pouring out her heart and soul in authentic notes to be heard and appreciated, not to be ignored and scorned at. She begins to be assertive and to express her emotions boldly to subvert the male hegemony, though she lives in the realm designed by man. She always longs to rejuvenate her abilities to enjoy much

societal autonomy. To sum up, the balance between emotion and action is required in marital life, which can be derived through persuasive techniques.

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The Types of Adposition and Their Conjunctive Use in Chinese Minority Languages

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Abstract—From the perspective of linguistic typology, this paper investigates and analyzes the types of adposition in 38 minority languages and their conjunctive use with location words, attempts to summarize the relationship between the basic word order, the types of adposition, and the word order between adposition and location words in different languages. Then, it seeks the motives that restrict the types of adposition and their conjunctive word order, and finally analyzes the external motives of the combination of such circumpositions (Prep + Noun + Location Words) in Chinese.

Index Terms—adposition, location word, word order, universal, circumposition

I. INTRODUCTION

The total number of languages in China is about 130. This article focuses on Chinese and its surrounding minority languages. From the perspective of language family, these languages belong to the five major language families: Altaic, Sino-Tibetan, Austroasiatic, Austronesian, and Indo-European. Among them, the Sino-Tibetan language family has many branches and the largest scale. In “The Languages of China”, the Sino-Tibetan language family is divided into four language families covering nearly 76 languages, namely they are Chinese, the Tibeto-Burman language family, the Kra-Dai language family and the Hmong-Mien language family (Sun & Hu, 2009). This paper selects two or three languages that are relatively well studied in each language family as the research objects. On the basis of 38 kinds of minority language materials in China, combined with typological research, it focuses on examining the relationship among basic word order, types of adposition, and conjunctive word order of adpositions and location words. In order to find out the universals and differences between them and Chinese in terms of adposition, and analyze and explain the universals, so as to deepen the understanding of adposition and their conjunctive use in the academic circles. Minority corpora involved in this chapter, if the source is not indicated, are all taken from the “Chinese Minority Language Brief Records” and “The Languages of China”.

II. SINO-TIBETAN CHINESE FAMILY

Mandarin Chinese is actually a language of mixed word order, and it is a language in which prepositions, postpositions, and circumpositions coexist in the parameter of the adposition type. E.g:

- (1) 挂了把雨伞在门口。(preposition: 把)
- (2) 床上躺着一个人。(postposition: 上)
- (3) 留了个纸条在桌子上。(circumposition: 在...上)

Strictly speaking, circumposition is a form of adposition acollations, which is a syntactic format in which the preposition and the postposition are paired, and the dominant element is sandwiched in the middle. According to the different parts of the latter term, the circumpositions in Mandarin can be roughly divided into five categories:

- a) Preposition + NP+ locative word, for example: 在...上/之下/以前;
- b) Preposition + NP + post noun, for example: 在/当+...+时;
- c) Preposition + NP + post verb, for example: 对...来说;
- d) Preposition + NP + post adverb, for example: 和...一般;
- e) Preposition + NP + post particle, for example: 像...似的;

It can be seen that in Chinese, when prepositions and location words are used together, they appear in the form of circumposition (preposition + noun + location words=Pre+N+LW), with the biggest amount and the highest frequency of use, and are more typical circumposition. Moreover, when the introductory element is a common noun, the use of the latter location words is syntactically mandatory, which is a must following form and belongs to the grammatical category. Even if the use of some location words does not play a role in strictly distinguishing semantics, it is syntactically indispensable. For example: “放在地上/下”, from a semantic point of view, the difference between “shang 上” or “xia 下” is not very big, but it cannot be omitted as “放在地”, and it is not syntactically valid after omission. The main reason is that the location word “shang 上/xia 下” has a high degree of grammaticalization, and its function is more like a function word, which plays a grammatical role.

III. SINO-TIBETAN TIBETO-BURMAN

In the Tibeto-Burman of Sino-Tibetan language family, we have selected Cangluo Mamba and Tibetan from the Tibetan branch, Yi and Bai from the Yi branch, Jingpo and Dulong from the Jingpo branch, Achang from the Burmese branch, and Qiang from the Qiang branch as the object of investigation. The basic word order of those Tibeto-Burman languages is relatively consistent, all of which are SOV-type languages, except Bai. The adposition types of the Tibeto-Burman are mainly postpositions. Cangluomenba, Tibetan, Yi, Jingpo, Dulong, Achang and Qiang all use postpositions to introduce indirect arguments for verbs.

These postpositions have the following common features: In terms of phonetics, phonetic forms are relatively stable and independent, rather than morphological changes attached to notional words. Semantically they only express grammatical meanings, not real lexical meanings. Syntactic positions are generally placed after notional words, phrases or sentences and cannot be used alone. The grammatical function is mainly to indicate what kind of sentence components the preceding notional words serve in the sentence, and to assist the sentence components before and after it to form various structural relationships. E.g:

(4) 仓洛门巴语 Cangluo Mamba (postposition “kaʎ”)

teŋʎ jorʎtoŋʎ kaʎ te'ioʎ wa teaʎ

我 村名 后介 住 助动

(我住在月尔东村)

(5) 藏语 Tibetan (postposition “ne” is placed after the noun to indicate the source of the action.)

ŋa¹² am⁵⁵ to⁵³ ne joŋ¹⁴ pa ji¹⁴

我 安多 从 来

(我从安多来)

(6) 景颇语 Jingpo (postposition “thaʔ³¹”)

kă³¹ ʒap³¹ thaʔ³¹ phun⁵⁵ kiau³³ lton³¹ sai³³

火架 在 柴 烤 放 语尾助词

(柴烤枣火塘架上了。)

(7) 独龙语 Dulong (postposition “dɔʎ”)

nuŋʎ ŋwaʎ goŋʎ dɔʎ einʎ kaiʎ.

牛 山坡 在 草 吃

(牛在山坡上吃草)

(8) 彝语 Yi (postposition “taʎ”)

tshɿʎ ɔʎdzɔʎ taʎ laʎ

他 西昌 从 来

他从西昌来。

(9) 阿昌语 Achang (postposition “aʎ从”)

aʎʎ nəkʎ aʎʎ xaiʎ xuʎʎ teʎ

去年 从 现在 到

(从去年到现在)

(10) 羌语 Qiang (postposition “so³³ 比”)

ŋa⁵⁵ tha⁵⁵ lə⁵⁵ so³³ a³¹ tə³³ bza³¹

我 他 比 一点 大

(我比他大一点)

There are also location words in these languages, and location words are also quasi-function words, with more or less function words properties. A locative structure that expresses a place or time, often placed after other words or phrases. The use or not of location words depends on the constraints at the semantic level. It is not syntactically mandatory, it can be used or not, it belongs to the context category. The word order when adposition used together with location words are mainly: “Noun + Genitive Particle + (Location Words) + Postposition; Noun + Location Words + Postposition (N+LW+ Pos)”. E.g:

(11) 仓洛门巴语 Cangluo Mamba

uʎŋuʎ ts'ɔʎ nanʎ ka ŋaʎ laʎ moʎ?

那 湖 里 后介 鱼 有 吗

(那个湖里有鱼吗?)

(12) 藏语 Tibetan

ཁོང་གཉིས་ཚོ་གི་མོ་མ་གྱི་ཐོག་ནས་སྐྱོད་པ་

[k'ɔŋ'ni'zho:kzi ji' hok ne' k'iu.k'ɔŋ ki ei'ɔ' ei'ɔŋ]

他们桌子的下从 窗户 的 外 跳

他们从桌子上跳到窗户外。Example sentences from Basan (2011)

(13)彝语 Yi

o1 ta1 ɔ1ŋgu1 li1
下从 向上 去
(从下面向上去)

(14)景颇语 Jingpo

ma³¹ n⁵⁵ ta⁵¹ ko⁵⁵ ŋa³¹ ma³¹ ai³³
孩子 家 里 在 (句尾)
孩子在家里。

(15)独龙语 Dulong

Tāk1 tsāj1 pāj1 dɔ1 nu1 ti1luŋ1 su1 ɔ1ŋ1
床铺 下 后介 酒 一罐 (前加) 搁
(床铺底下放着一罐子酒)

(16)阿昌语 Achang

In1 te1 ni1 sai1?
家 里 在 着
(在家里)

(17)羌语 Qiang

mə³³ bza³³ tei⁵⁵ ko³³ pə³¹ ti⁵⁵ mi⁵⁵ ʒi³¹
人 大 家 里 现 在 不 在
(大人现在不在家里)

Different from the above Tibeto-Burman SOV word order, Bai language is a language with a mixed word order of SVO, SOV and OSV. It mainly uses prepositions. For example, the preposition “sa³⁵从” is shown in the following example. Bai language has absorbed a large number of words from Chinese due to the long-term contacts with the Han nationality, and even had obvious changes in grammar. It is a language with many Chinese loanwords in the Tibeto-Burman language group.

(18) Bai (preposition “sa³⁵从”)

pi⁵⁵ si⁵⁵ sa³⁵ na²¹ tsho⁴⁴ yu³⁵
风 从 南 吹 来
(风从南边吹来)

There are also location words in Bai language, such as “上 tɔ³³/下 ɣe³³/里 khu³¹/外 ŋua⁴⁴”. Prepositions and location words are used in the same way as in Chinese to form circumpositions, for example:

(19) ei⁵⁵ vu³³ ji²¹ tsu³¹ khu³¹ te²¹ kho⁵⁵ xu³¹

新 媳 妇 个 站 在 院 子 个 里
(新媳妇站在院子里)

The list of the types of adposition and their conjunctive types in the Tibeto-Burman languages is as follows:

TABLE 1

语系 Language family	语支 language branch	语言 language	语序 Word order	附 置 词 类 型 Adposition type	附与方连用语序 Conjunctive word order of adpositions and location words
藏缅语族 Sino-Tibetan Tibeto-Burman	藏语支 Tibetan branch	仓洛门巴语 Cangluo Mamba	SOV	postposition	名+方+后 N+LW+ Post
		藏语 Tibetan	SOV	postposition	名词+属格格助词+ (方) +后 置介词 N+ Genitive Particle + (LW) + Post
	彝语支 Yi branch	彝语 Yi	SOV	postposition	名+方+后 N+LW+ Post
		白语 Bai	SVO SOV OSV	pre post circum	前+名+方 Pre+N+LW
	景颇语支 Jingpo branch	景 颇 语 Jingpo	SOV	postposition	名+方+后 N+LW+Post
		独 龙 语 Dulong	SOV	postposition	名+方+后 N+LW+Post
	缅甸语支 Burmese branch	阿昌语 Achang	SOV	postposition	名+方+后 N+LW+Post
	羌语支 Qiang branch	羌语 Qiang	SOV	postposition	名+方+后 N+LW+Post

IV. KRA-DAI AND HMONG-MIEN LANGUAGES

The Kra-Dai language group and the Hmong-Mien language group belong to the Sino-Tibetan language family like Chinese. They also lack morphological changes. The main grammatical methods are the use of word order and function words. As an important type of function words, adpositions are very important for expressing the meaning of grammar. In this part of the Kra-Dai language family, we mainly use Zhuang, Thai, Bouyei and Dai from the Taiwanese branch; Shui, Dong, Mulao, Lajia and Maonan from the Dongshui branch; Li from the Li branch; And Gelao language of the Gelao branch as the object of investigation; the Hmong-Mien language family mainly takes the Miao language, Bunu language, She language and Mian language as the investigation object. These languages are all SVO-type languages with relatively fixed word order. Due to the difference in word order, these two language families are not exactly the same as Chinese in terms of adposition parameters. Chinese is actually a language of mixed word order, so it is also a language with coexisting prepositions, postpositions, and circumpositions, while the Kra-Dai language family and the Hmong-Mien language family belong to the comparative typical prepositional language.

Prepositions don't need to be used in conjunction with location words to introduce place arguments alone, for example: Thai "tha:n³³ (在...上)". Unlike Chinese in which prepositions can be omitted in most cases, prepositions in these two language families generally cannot be omitted.

Kra-Dai and Hmong-Mien languages also have location words, but the use of location words depends on the constraints at the semantic level, not at the syntactic level. It can be used or not, and it belongs to the category of context. E.g:

(20)水语:

thuŋ³ tsɿ³ ni⁴ ho⁴ ni⁴ mai⁴ tsa⁵
 通知 贴 于 棵 树 那
 (通知贴在那棵树上)

Conjunctive word order of prepositions and location words, in the Kra-Dai language family Zhuang, Thai, Buyi, Dai, Dong, Lajia, Li, Gelao, Maonan, Shui, and Hmong-Mien languages The Bunu language usually appears in the form of "Preposition + Location Word + Noun", Prepositions with the meaning of "in, from, to" are generally used in conjunction with location words. E.g:

(21)壮语 Zhuang

fei³³ki³³ ta⁵⁵ kun³¹ bun² fa:t³³ yon³¹tau⁵⁵
 4
 飞机 从 上 天 摔 下来
 (飞机从天上摔下来)

(22)泰语 Thai

khaʉ²⁴ tsho:n⁴¹ tu:a³³ ju:²² nai³³ ba:n⁴¹ mai⁴¹ jo:m³³ o:k²² ma.³³
 他 藏 自身 在 里 家 不 肯 出来
 (他藏在屋里不出来)

(23)布依语 Bouyei

Ka: ʔ⁸ zaŋ⁶ tso⁵ sa: ŋ¹ taŋ⁵ vai⁴ diau¹
 独自 坐 在 上 凳 木 一
 (独立坐在一张木凳子上)

(24)傣语 Dai

ŋun⁴¹ səŋ³⁵ ju³⁵ təm¹¹ sa:t³⁵
 银子 藏 在 下 席子
 (钱藏在席子下面)

(25)侗语 Dong

le² soŋ⁵ ŋa:u⁶ wu¹ ɛoŋ²
 书 放 在 上 桌子
 (书放在桌子上)

(26)拉珈语 Lajia

nuŋ⁴jei⁴ at⁷ ou⁴ tsiē¹ pok⁸ŋo:m⁵
 小孩 在 里 河 游水
 (小孩在河里游泳)

(27)黎语 Li

na¹ la² tha² du³ fou¹ tshai¹
 他 吃饭 在 下 树
 (他在树下吃饭)

(28) 仡佬语 Gelao

uɿ anɿ tseŋɿ taiɿ taɿ tauɿ

他 在 下 树 读 书

(他在树下看书)

(29) 毛南语 Maonan

ŋa:u6 ʔju¹ pja¹

在 上 山

(在山上)

(30) 水语 Shui

kha:i⁵ kam¹ bja:n³ va:n³ ŋa:u⁶ ta⁵ ta:ŋ²

篱笆 围 水獭 草鱼 在 中间 鱼池

(用篱笆把水獭和草鱼围在鱼池中间)

(31) 苗瑶语族: 布努语 Bunu

ni⁴ ntlu⁷ ŋɿŋ¹ jo⁸ jau² lo⁴

他 从 里 学校 来

(他从学校来)

However, in the Miao, She and Mian languages of the Hmong-Mien language family, the combination of prepositions and location words is the same as that in Mandarin, in the form of circumposition (Preposition + NP + Location Words), for example:

(32) 苗语 Miao

ta³⁵ tu³⁵ tu³³ ti⁴⁴ teo⁵⁵ ta⁵⁵ ki³⁵ ve⁵⁵

拿 书 放 于 张 桌 上面

(把书放在桌子上)

(33) 畲语 She 毛宗武; 蒙朝吉 (1986)

vaŋ⁶ ky⁶ kje⁶ khjaŋ² ko³ thi⁴ toŋ⁵

我 在 山 上 头 种 树

(我在山上种树)

(34) 勉语 Mian

nen² pjau³ jom¹ tei:m² tsa:ŋ⁶

他 家 在 山 上

(他家在山上)

The list of the types of adposition and their conjunctive types in the Kra-Dai and Hmong-Mien languages is as follows:

TABLE 2

语系语族 language family	语支 language branch	语言 language	语序 Word order	附置词类型 Adposition type	附与方连用语序 Conjunctive word order of adpositions and location words
Kra-Dai 侗台语族	台语支 Taiwanese branch	壮语 Zhuang	SVO	Pre	前+方+名 Pre + LW+ N
		泰语 Thai	SVO	Pre	前+方+名 Pre + LW+ N
		布依语 Bouyei	SVO	Pre	前+方+名 Pre + LW+ N
		傣语 Dai	SVO	Pre	前+方+名 Pre + LW+ N
	侗水语支 Dongshui branch	水语 Shui	SVO	Pre	前+方+名 Pre + LW+ N
		侗语 Dong	SVO	Pre	前+方+名 Pre + LW+ N
		仡佬语 Mulao	SVO	Pre	前+方+名 Pre + LW+ N
		拉珈语 Lajia	SVO	Pre	前+方+名 Pre + LW+ N
		毛南语 Maonan	SVO	Pre	前+方+名 Pre + LW+ N
	黎语支 Li branch	黎语 Li	SVO	Pre	前+方+名 Pre + LW+ N
仡央语支 Gelao branch	仡佬语 Gelao	SVO	Pre	前+方+名 Pre + LW+ N	
苗瑶语族 Hmong-Mien		苗语 Miao	SVO	Pre	前+名+方 Pre+N+LW
		布努语 Bunu	SVO	Pre	前+方+名 Pre + LW+ N
		畲语 She	SVO	Pre	前+名+方 Pre+N+LW
		勉语 Mian	SVO	Pre	前+方+名 Pre+N+LW

V. AUSTROASIATIC LANGUAGES

There are many Austroasiatic languages, mainly distributed in Yunnan and Guangxi provinces of China, as well as Southeast Asia and South Asia. In this part, we select De'ang, Wa and Blang from the Wa-De'ang branch of the Mon-Khmer language family as the research objects. They are very similar to the Hmong-Mien and Kra-Dai languages of the Sino-Tibetan language family. In terms of syntactic form, De'ang and Blang are typical SVO-type languages. Word order and function words are also the main grammatical means, and they are also typical prepositional languages. The Wa language has both SVO and VSO word order, so the Wa language is farther away from the SOV language, showing more prominent VO language characteristics than the general SVO language. In these three languages, prepositions are used to introduce arguments, and they have the characteristics of putting core words before. For example: “于 ti” which means “object” in De'ang, “kuh¹ 从/from” in Brownian, and “khaiŋ 比” which means “comparison” in Wa are all typical prepositions and generally cannot be omitted. E.g:

(35) 德昂语 De'ang

hoi? dah ti di jɔ?
已 说 于 他 了

(对他说了)

(36) 布朗语 Blang

kuh¹ pei?⁴ teiŋ¹ huik²
从 北京 来

(从北京来)

tiu² teom² kha⁴ van¹ ɔk²
走 向 东方

向东方走

(37) 佯语 Wa

ŋi lhaŋ khaiŋ nɔh
老 二 高 比 他

(老二比他高)

The word order when the preposition and the location word are used together is also “Preposition + Location Word + Noun”. It is also generally a preposition that expresses the meaning of “in, from, to”, and the word order of the phrase is generally distributed before and after the predicate verb, it acts as an adverbial or object of time, place, direction, etc. E.g:

(38)德昂语 De'ang
ʔo jyʔ laʔ giaŋ rɔ:t.
我从里 家 来
(我从家里来)

(39)佤语 Wa
(lai) teiɛ ʔyʔ ʔot piaŋ phuun.
(书)的 我 在 上 桌子
(我的(书)在桌子上)

(40)布朗语 Blang
keʔ² tah¹ man⁴ tɛiŋ² qhaʔ¹
他们 休息 在 边 路
(他们在路边休息)

The use of location words also depends on the constraints at the semantic level, not at the syntactic level. It can be used or not, and it belongs to the category of context. E.g:

(41)佤语
hɔik lih si ŋaiʔ khaiŋ gɔŋ
了 出 太阳 从 山
(太阳从山上出来了)

The list of the types of adposition and their conjunctive types in Austroasiatic languages is as follows:

TABLE 3

语系语族 language family	语支 language branch	语言 language	语序 word order	附置词类型 Adposition type	附与方连用语序 Conjunctive word order of adpositions and location words
南亚语系 Austroasiatic languages	孟高棉语族佤-德昂语支 Wa-De'ang branch of the	德昂语 De'ang	SVO	Pre	前+方+名 Pre + LW+ N
	Mon-Khmer language family	佤语 Wa	SVO VSO	Pre	前+方+名 Pre + LW+ N
		布朗语 Blang	SVO	Pre	前+方+名 Pre + LW+ N

VI. ALTAIC LANGUAGES

All the languages of the Altaic family are agglutinative languages, and SOV is their basic word order, mainly distributed in the northern region of my country. In terms of language word formation, the main means of derivation of new words is to add additional components after the root of the word, and in terms of morphology, the main means of morphological change is to add grammatical adhesion components after the word stem. In this part, we select Mongolian in Mongolian language family, Uyghur language in Turkic language family, and Manchu in Manchu-Tungus language family as research samples. Both postpositions and adpositional suffixes exist in these three Altaic languages. E.g:

(42)蒙古语 Mongolian: 后置介词 Post
Nar ā dʒuu jabān
太阳 向着 走
(向着太阳走去)

(43)维吾尔语 Uyghur language: 后置介词 Post
sɛn beripuniŋ bilɛn almaŋqin
你 去 他的 同 请你替换
(请你和他替换一下)

(44)满语 Manchu: 后置介词 Post
oŋʒu bo-j gədʒə dən bandʒiɣa.
玉米 房(领格) 像 高 长
(玉米长得像房一样高了)

(45)蒙古语 Mongolian: 名词+附置后缀 N+ adpositional suffix
nɔmiɪ saŋ-g-aas dʒəɔldʒ abs ā
图书 馆(离格) 借 要

(从图书馆借的)

(46)维吾尔语 Uyghur language: 名词+附置后缀 N+ adpositional suffix

u yrymtʃi-də tʉkʉlup ʉskʉn
他 乌鲁木齐 (在) 被生生长的
(他出生在乌鲁木齐)

(47)满语 Manchu: 名词+附置后缀 N+ adpositional suffix

agəj bo-də jovme
哥哥 家 (位格) 去
(往哥哥家去)

There are both similarities and differences between postpositions and adpositional suffixes. The similarity is mainly reflected in the word order, they both appear after the noun; they both can be used to introduce indirect arguments for verbs. The difference is that postpositions are independent words, always appearing after nouns, and their form and meaning are relatively independent. Adpositional suffixes are not independent words and have no independent form and meaning. Adpositional suffixes are formed by the further development of postpositions. Postpositions in Uyghur and Manchu often require the notional word in front of it to have a certain case suffix (nominative or genitive) or a sign with a suffix attached.

Location words also exist in these three languages, and they also have dual functions. On the one hand, they can be used independently, serving as sentence components and having all the variations of nouns, and they can also be used in conjunction with common nouns. On the other hand, when they are placed after other nominals, they indicate a certain grammatical meaning and mainly express the spatial relationship of things. The word order of adpositions and location words are: "noun + location words + adpositional suffix; noun + location words + postposition; noun + location word + subordinate personal sign + adpositional suffix". E.g:

(48)蒙古语 Mongolian: 名词+方位词+附置后缀 N+LW+ adpositional suffix

词根	上	在上边	沿着上边	向上
dəə	dəər	dəətʉe	dəəguur	dəəʃ

(49)维吾尔语 Uyghur language: 名词+方位词+从属性人称标志+附置后缀 N+LW+subordinate personal sign + adpositional suffix

ijik ald-i--da birqantʃe tʉp dʉrʉx bar
门前面它的 在 若干 棵 树 有
(门前有几棵树)

(50)满语 Manchu: 名词+方位词+附置后缀 N+LW+ adpositional suffix

ʃəujindzin oje-də dzaqa ʉindaʃa
收音机 上 (位格) 东西放
(收音机上搁了东西)

The list of the types of adposition and their conjunctive types in Altaic languages is as follows:

TABLE 4

语系 language family	语族 language group	语言 language	语序 Word order	附置词类型 Adposition type	附与方连用语序 Conjunctive word order of adpositions and location words
阿尔泰 语系 Altaic languages	蒙古语族 Mongolian language family	蒙古语 Mongolian	SOV	adpositional suffix Post	名词+方位词+附置后缀 N+LW+ adpositional suffix
	突厥语族 Turkic language family	维吾尔语 Uyghur language	SOV	adpositional suffix Post	名词+方位词+从属性人称标志+附置 后缀 N+LW++ subordinate personal sign + adpositional suffix
	满-通古斯语族 Manchu-Tungus language family	满语 Manchu	SOV	adpositional suffix Post	名词+方位词+附置后缀 N+LW+ adpositional suffix

VII. AUSTRONESIAN LANGUAGES

Among the minority languages in China, the languages belonging to the Austronesian language family are mainly distributed in Taiwan Province of China and are the languages of the Gaoshan nationality, including Ami, Thayer, Paiwan, Bunun, Tsou, etc. These languages belong to Indonesia language family. Most of the language features are adhesive, and the root plus affix and the overlap (or partial overlap) of the root are important means of word formation and configuration, so most of the commonly used words are disyllabic and polysyllabic. The word order of Austronesian languages is mostly VSO and VOS. Since in most Austronesian languages, there is a morphological echo between the verb and the subject, there is no difference in the placement of the subject either before or after. But the

verb comes first, which is the common practice of most Austronesian languages, so Taiwanese Austronesian is a more typical VO language. We selected Seediq and Bazehai from the Taiye branch of the Taiwanese branch; Tsou and Shah Rua from the Tsou branch; Ami and Bunun from the Paiwan branch; and the Yami language from the Bataan branch as the object of investigation.

Bazehai, Tsou, Shah Rua, Yami, Ami, and Bunun all use prepositions or adpositional prefixes. E.g:

(51)巴则海语 Bazehai: 前置介词 preposition

Imini ka anu naki
这 为 我的

(52)邹语 Tsou: 前置介词 preposition

Mo-ʔo toiemoha ta pepe
助 我 住五年 助 天堂
(我在天堂住了五年)

(53)沙阿鲁阿语 Shah Rua:前置介词 preposition 例如:

Maʔukuva ni sakuraʔu
游弋 助 河
(在河上游弋)

(54)布农语 Bunun: 前置介词 preposition

i-lumah 在家

(55)雅美语 Yami: 前置介词 preposition

akakan-an-ku du vahai
吃-LF-我 在 房子
(房子是我吃饭的地方)

Adpositional prefixes in Amis are used before nouns or noun phrases, and combined with them, they act as adverbs and predicates in sentences. When used as an adverbial, the position is not fixed, and it can be placed at the beginning of a sentence, in the middle of a sentence or at the end of a sentence.

(56)ji kilakilaŋan

在 树上

In addition to using prepositions, Austronesian languages also use verb stems and suffixes to denote places; and verb stems and prefixes to denote tools. Specifically, Bazehai, Seediq, Ami, Bunun, and Yami can also use verb stems with the suffix -an to indicate location; see the following examples:

(57)阿美语 Ami

Pi-adup-an ni aki tu fafuy kuni lutuk
Pi-打猎-处所焦点 领属格 aki 受格 猪 这(主格) 山
(这座山是 aki 猎山猪的地方)

(58)赛德克语 Seediq

Puray-an ido na bubu(ka) sapah kiya
煮(处所)饭 属格 妈妈主格 房子 那
(妈妈在那间房间煮饭)

Ami and Bunun verb stems respectively add the prefix sa- /is- /ti- to indicate tools. Seediq verb stems are prefixed with su- to form nominal instrumental forms; Yami verb stems are prefixed with pan- to indicate tools. See the following examples:

(59)阿美语 Ami

Sa-ka-k<um>aen ni aki tu futing kuni alapit
工具焦点-KA-吃 领属格 aki 受格 鱼 这(主格) 筷子
(这筷子是 aki 要用来吃鱼的)

(60)赛德克语 Seediq

Su-keruc siyang na bubu(ka) yayu
工具格前缀 切 猪肉 属格 妈妈主格 小刀
(妈妈用小刀来切肉)

(61)雅美语 Yami

Ipangan ya am, ya ku i-pan-rakat su kuis
刀子 这 呢 现在 我 i-IF-杀 受格 猪
(这把刀子是我用来杀猪的)

Austronesian languages also have location words, and the use of location words depends on semantic requirements rather than syntactic requirements. The word order of location words and prepositions also exhibits the same pattern as typical preposition languages, namely “Preposition + Location Word+ Noun”. E.g:

(62)巴则海语 Bazehai

di babaw xumak adaN a balan m-a-uNazip adus
 在 上面 房子 一双 (L) 猫 正咬 (AF) 老鼠
 (屋顶上有一只猫正在咬老鼠)

In Bunun, it is “Preposition + Location Affix + Noun”, for example:

(63)i-*fi*alumah 在家里

i-*fi*aludum 在山上

The above two examples are formed when the preposition “i” is used with the locational affix “*fi*”, and then attached to the noun “*lumah/ ludum*”, which generally means the specific location “at home/on the mountain”. The preposition “i” can also be used with the demonstrative pronoun “*fi*an” to form an adposition structure, usually at the beginning of a sentence, then with the locational affix “*fi*”, and finally with the noun that indicates a specific place. That is, “Preposition + Demonstrative Pronoun + Locational Affix + Noun”, which semantically can express the exact location. E.g:

(64)i-*fi*an *fi*alumah 在那家里

The list of the types of adposition and their conjunctive types in Austronesian family is as follows:

TABLE 5

语系语族 language family	语支 language branch	语言 language	语序 Word order	附 置 词 类 型 Adposition type	附 与 方 连 用 语 序 Conjunctive word order of adposition and location word
南岛语系 Austronesian family	台湾语支 泰耶尔分支 Taiye branch of the Taiwanese branch	赛德克语 Seediq	VOS	动词前后缀 verb prefix/ suffix	None
		巴则海语 Bazehai	VOS/ SVO	前置介词 Pre 动词后缀 verb suffix	Pre + LW+ N
	邹分支 Tsou branch	邹语 Tsou	VOS	前置介词 Pre 动词后缀 verb suffix	Pre + LW+ N
		沙阿鲁阿语 Shah Rua	VSO	前置介词 Pre	Pre + LW+ N
	排湾分支 Paiwan branch	阿美语 Ami	VOS	前置介词 Pre 动词前后缀 verb prefix/ suffix	Pre + LW+ N
		布农语 Bunun	VSO	前置介词 Pre 动词前后缀 verb prefix/ suffix	Pre + Location Affix + N
	巴丹语支 Bataan branch	雅美语 Yami	VSO	动词前后缀 verb prefix/ suffix 前置前缀 adpositional prefixes	None

VIII. INDO-EUROPEAN LANGUAGES

Our country’s Tajik language belongs to the Pamir language branch of the eastern branch of the Iranian language family of the Indo-European language family. It is mainly distributed in Tashkurgan Tajik Autonomous County in the southwest of Xinjiang Uygur Autonomous Region, as well as some counties in Kashgar and Hotan regions. The word order of Tajik is SOV type. It is a language in which prepositions and postpositions coexist. Its nouns and pronouns can also become indirect arguments of verbs by adding adpositional suffixes after them. E.g:

(65)waz tu-ri gap kan-am
 我 你 (对格) 话 做 (单一词尾)
 (我对你说话)

Tajik has a limited number of prepositions, which precede the word associated with it, and are all monosyllabic. Generally, it is often used in conjunction with nouns, pronouns, numerals, verb prototypes, gerunds, etc. to form adverbial phrases, which are mostly used to express the position, direction, method, state, etc. related to the action. For example: prepositions“*tʃi*(在...上)/*az*从”;

tʃi xutur 在骆驼上 *az* maktab 从学校

It can be seen that these prepositions do not need to be used in conjunction with location words. Whether the use of location words depends on the constraints at the semantic level, not the syntactic level. It can be used or not, and it belongs to the category of context.

Tajik also has postpositions, but the number of postpositions is also very limited, which can be placed after nouns, pronouns, and verbs. Postpositions do not follow adjectives, adverbs and other modifying words. Generally, it can

express the relationship of position, mode, state, purpose, reason, limit, etc. Such as: avon“为” /qati“同、以”and so on. E.g:

Watan avon 祖国为 为了祖国

Wi qati 他同 同他

In this language, there are two word orders when location words and prepositions are used together: one is “Noun + Preposition + Location Word”, for example:

(66) Srat-ef ar darun

画像（复数） 在 里面

（在画像中）

The second is the same as in Chinese, which appears in the form of circumposition“Preposition + Noun + Location Word”, for example:

(67) ar wi kəul darun

在 那 湖 里面

（在那湖里面）

The list of the types of adposition and their conjunctive types in Indo-European is as follows:

TABLE 6

语系 语族 language family	语支 language branch	语言 language	语序 Word order	附置词类型 Adposition type	附与方连用语序 Conjunctive word order of adpositions and location words
印 欧 语 系 Indo-European	伊朗语族东支的帕米尔语支 eastern branch of the Iranian language family	塔吉克语 Tajik	SOV	前置介词 Pre 后置词 Post 附置后缀 adpositional suffix	名+前+方 N+Pre+ LW 前+名+方 Pre+N+LW

IX. CORRESPONDENCE BETWEEN BASIC WORD ORDER AND TYPES OF ADPOSITIONS

Through the investigation of 38 languages in this paper, we find that the correspondence between the basic word order of the language and the types of adposition basically conforms to Greenberg’s language universals. We slightly adjust GU3 and GU4 on the original basis as follows:

GU3: Languages in which the dominant word order is VSO, always use prepositions or adpositional prefixes.

GU4: Languages that take SOV as the regular word order, use postpositions or adpositional suffixes in most cases far exceeding random frequencies.

From the above language we can also see that compared with the SVO word order, the VSO and SOV word order is neat (or less liberal) and their correlation is relatively stable, and there is a clear tendency for the use of adpositions. SVO word order is relatively free and can tolerate too many exceptions.

TABLE 7
LIST OF BASIC WORD ORDERS AND TYPES OF ADPOSITION AND THEIR CONJUNCTIVE TYPES

语序类型 word order	语系 language family	附置词类型 Adposition type	附置词连用类型 Conjunctive word order of adposition and location word
VSO	南岛语系 Austronesian family	前置介词 Pre 附置前缀 Adpositional prefix	前置介词+方位词+名词; Pre + LW+ N 前置介词+方位词缀+名词; Pre+ Location Affix + N
SVO	南亚语系 Austroasiatic family 侗台/苗瑶语族 Kra-Dai/ Hmong-Mien	前置介词 Pre	前置介词+方位词+名词:Pre + LW+ N 前置介词+名词+方位词; Pre+N + LW
SVO-SOV	汉语 Chinese	前置介词 Pre 后置词 Post 环置词 circumposition	前置介词+名词+方位词; Pre+N + LW 前置介词+名词+后置词; Pre+N+ Post
SOV	藏缅语族 Tibeto-Burman	后置词 Post 附置后缀 Adpositional suffix	名词+属格格助词+ (方) +后置介词; N+Genitive Particle + LW + Post 名词+方位词+后置介词 N+LW+Post
SOV	阿尔泰语系 Altaic family	后置词 Post 附置后缀 Adpositional suffix	名词+方位词+附置后缀; N+LW+ adpositional suffix 名词+方位词+后置介词; N+LW+Post 方位词+从属性人称标志+附置后缀; N+LW +subordinate personal sign+ adpositional suffix
SOV	印欧语系 Indo-European	前置介词 pre 后置词 Post 环置词 circumposition	名词+前置介词+方位词; N+Pre+ LW 前置介词+名词+方位词; Pre+N + LW

We found that in languages with the same word order, such as Altaic and Austronesian languages, prepositions, adpositional prefixes and postpositions, adpositional suffixes exist at the same time. Academia agrees that adpositions (prepositions and postpositions) mostly come from nouns, verbs, adverbs and other parts of speech that are more real than them, mainly verbs. There are two main ways for verbs to evolve into adpositions in form: one is that the function of adpositions appears in the process of evolution, while the function of verbs remains, so there is a phenomenon that adpositions and verbs coexist. Another way is that after the function of adpositions appears, the function of verbs weakens or even disappears, and only the usage of adpositions exists. Adpositions may also be further virtualized into adpositional affixes, aspect markers, modal particles, etc. Therefore, it is a common path for the deepening of grammaticalization from adpositions to affixes. Adpositional affixes are the adpositions that have been morphologically integrated into the word, and are weakened adpositions. There are differences in the degree of grammaticalization and cohesion between the two. Adpositional suffix language is a postposition language with weak postposition and weak independence. Adpositional prefix language is a preposition language with weakened prepositions and weak independence. See the figure below:

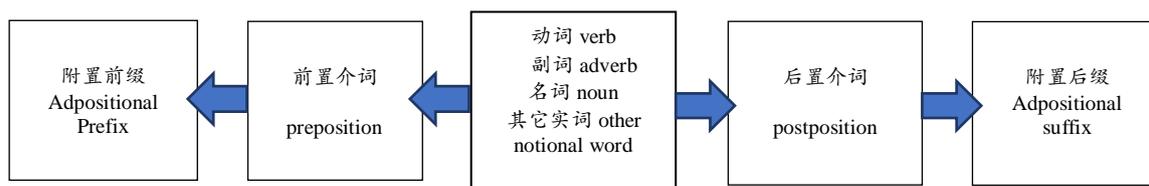


Figure 1 Adposition Grammaticalization Path Diagram

X. INTERPRETATION OF MOTIVES RESTRICTING THE CONJUNCTIVE USE OF ADPOSITION

The reason why the types of adpositions and their collocation types show a high degree of grammatical type universal among cross-language languages is mainly related to the following three points. First of all, it is related to the common cognitive thinking of human beings, that is, people's cognition of the same or similar social phenomena is similar, and the projection into the language will inevitably produce similar grammatical phenomena. This is a prerequisite for the ubiquity of adpositions. However, due to the difference of national culture and national cognitive mechanism, the word order of the adpositions and the word order of the adposition phrase show differences in the expression form.

The second is determined by the word order types of these languages, that is, there are grammatical types universal among these languages across language families, and they have the same or similar basic grammatical characteristics. Jin Lixin (2011) pointed out that the structural genes of a language will inevitably be reflected in all the structures of the language, maintaining its consistency in each structure. Therefore, the types of language adpositions in different word orders mainly depend on the requirements of language genes, and are also constrained by the relator principle. In the natural state, the noun role related to the verb in the VO language, according to the requirements of the VO gene, it should be behind the verb, forming a structure similar to: "V-N". In this potential structural formula, if a relator is to be added between V and N, and this relator is used to represent the syntactic and semantic role of N relative to the verb, the most appropriate position should be between V and N, This is the "V + relator + noun" structure. The linking term is located between the introduced noun and the modified verb, acting as a mediator and an adhesive. For example: English, French, Bouyei, etc., the pattern is "Verb + Preposition + Noun", the adposition phrase is after the verb, and the preposition is just centered. In the OV-type language, the best position for a relator is naturally between the object and the verb, that is "O+ relator +V". This relator is a postposition. For example, in Korean, Japanese, Tibeto-Burman, etc, the pattern is "Noun + Postposition + Verb", the postpositional phrase is before the verb, and the postposition is just in the middle. Therefore, the relator principle is completely in line with the principle of similarity. We can express this conditional relation in terms of a dispositional biconditional implication proposition:

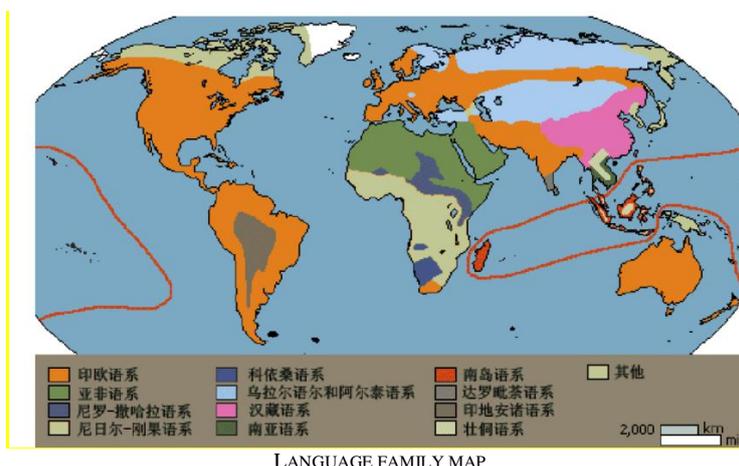
VO----preposition
OV----postposition

The VO-type languages tend to use prepositions, and the OV-type languages tend to use postpositions. Languages with mixed word order have two genes of VO and OV, and its manifestations also have the characteristics of two types of languages: prepositions, postpositions, and circumpositions.

In addition, the expressions of adpositions in a language have a consistent relationship with the position of verbs. The relationship between these positions is related to the source of the adpositions. In some languages, the adpositions are evolved from the verb (mainly the preposition), so the position of the verb and the position of the preposition are the same, it is very harmonious. But in some languages, adpositions are evolved from nouns (mainly postpositions), and such adpositions are slowly gaining some predicative properties. These adpositions evolved from nouns have the grammatical characteristics of predicate nouns (mainly used to mark the attributes of nouns, such as location, tool, time, object, etc.), so to some extent they also have the same grammatical properties as verbs. This is precisely the syntactic feature of adpositions as "quasi-verbs".

XI. EXTERNAL MOTIVES OF COMBINATION OF CHINESE CIRCUMPOSITIONS

The evolution of language is not only related to the changes caused by the internal dynamics of the language itself, Jin Lixin (2016) believes that the external environment is the fundamental reason for screening species genes and promoting species evolution, and the same is true for the evolution of language. From the perspective of language external factors, the external motivation for the emergence of VO-OV mixed word order and adposition mixed type in Mandarin mainly involves three external factors: geographical location, ethnic migration and language contact. Let's take a look at the geographic location of Chinese first: (The picture is taken from the Internet)



From the map above, we can see that the northwestern, northern, and northeastern parts of Chinese border Altaic languages, and the entire Altaic languages are postpositions or adpositional suffix languages whose word order is SVO. The west and southwest borders of Chinese are complex and diverse Tibeto-Burman languages. Most of its languages are also SOV postposition languages. Most Tibeto-Burman language experts and Chinese scholars also believe that Chinese and Tibeto-Burman languages are distant relatives, and there is a vertical source-flow relationship. The shared features of the two originating from the same ancestral language would result in similar homology between Chinese and Tibeto-Burman. The southern neighbors of Chinese are the languages of the Hmong-Mien language family, the Kra-Dai language family, and the Austroasiatic language family. The Hmong-Mien language family belongs to the most northerly, and their languages are SVO preposition languages with relatively fixed word order. The Kra-Dai language family is in the middle, and the Austro-Asian language family is the most southern, and it is also a typical SVO preposition language. The southeast direction of Chinese is the Austronesian language family, and the basic word order of its language is generally VSO as the dominant word order, mainly using prepositions and adpositional prefixes.

In general, Chinese is in the middle of the north-south border area, with the OV-postposition type such as Altaic-Japanese-Korean in the north, and the VO-preposition type of the southern Sino-Tibetan language family, the Kra-Dai family, the Hmong-Mien family and the Austronesian language family in the southeast. Such a geographical location is also likely to make the contact intensity between Chinese and the surrounding minority languages more and more frequent, and the contact methods such as geographical contact, migration, cultural and economic exchanges are more and more diverse. Linguistic features will diffuse between the languages that come into contact with each other, and finally produce the contact results of changes in language structure and language functions at all levels of vocabulary, phonetics, and grammar.

Therefore, the suitable geographical location and frequent ethnic migration have resulted in long contacts and exchanges, resulting in mutual penetration and integration between Chinese and surrounding languages, making Chinese a language of mixed adposition types. This phenomenon is a product of language regional effects.

This regional effect is not an exception. Stilo (2006) pointed out that the phenomenon of mixed types of adposition in Ethiopian Semitic, Baltic languages and Middle Eastern Iranian languages is also a product of language regional effects like Chinese. This area can be divided into three types of adposition: north is a postposition type, south is a preposition type, and the north-south adjoining area is a mixed type of adposition.

The same language contact phenomenon occurs in Faroese and Cappadocian. Faroese is influenced by Danish and Cappadocian is influenced by Turkish. Faroese and Danish, Cappadocian and Turkish have been in contact for a long time, borrowing a large number of postpositions from each other's language, and slowly forming a preposition and postposition coexisting and collocating with each other. The circumposition appeared gradually. For example: Cappadocian circumposition case, see the following example:

(68) Phlo ĩ áCappadocian
so neklifa ombro at
at. the church front
'in front of the church'

(69) Mist íCappadocian
ap extes bæri (cf. Turkish beri)
from yesterday since
'since yesterday'

(70) Ulagh ásh Cappadocian
ap to sevdusi it[ın (cf. Turkish i çin)
from the love for
'because of love'

Faroese "fr á...av" and other circumpositions are borrowed from the Danish "fra...af" meaning "from...of".

(71) as in han var syg fra ung af Lit.
he was sick from young of '
he was sick from young age on'.

To sum up, we believe that the generation of circumposition is both a product of linguistic origin and a result of synergistic effects of linguistic contact and fusion.

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Cross-Cultural Marriage and Family Life in Susan Muaddi Darraj's *The Inheritance of Exile: Stories From South Philly*

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Abstract—This paper aims at examining the personal factors that affect and are affected by the cross-cultural marriage in *The Inheritance of Exile: Stories from South Philly*. The intercultural marriage of Hanan; an Arab, and John; an American, affects the entire unit of children, members of family and social networks. Cultural differences between the couple make their parents reject the interracial marriage and this leads to struggle and instability in the couple's marital life. The study highlights the sociological, economic and cultural contexts that affect this interracial marriage.

Index Terms—cross-cultural marriage, Darraj, American, Arab, family members

I. INTRODUCTION

Susan Muaddi Darraj's *The Inheritance of Exile* (2007) portrays the lives of four female friends, Nadia, Aliya, Hanan and Reema. All of them are daughters of Palestinian immigrants who have settled in Philadelphia. Darraj narrates these stories in four major chapters that have the names of these young women. Their stories are separated in chapters but are interconnected. The first chapter portrays the life of Nadia and her mother who took the responsibility of raising her child alone after the death of her husband in a car accident. The second chapter portrays the life of Aliyah who is a journalist. She writes mainly about immigrants and about her family. The third and most developed chapter portrays the life of Hanan who sees herself only as an American. She rejects her hyphenated identity as an Arab American. She struggles to remove anything that is related to her "Arabness". She is not satisfied with her own Arab family. She gets pregnant by the American, John, and gets married to him consequently against her mother's will. The last chapter tells the story of Reema who is described as "a collector of stories" (Darraj, 2007, p. 180). Reema is working on her thesis on the children of immigrants and their experiences with assimilation (Darraj, 2007, p. 180). The only woman who is involved in a cross-cultural marriage is Hanan, and therefore, this study concentrates only on Hanan's story.

In "Family Members and Marital (In)Stability of Cross-Cultural Marriage in Jamal Mahjoub's *Travelling with Djinn*s" (2019), Alkayid and Abu Amrieh, analyze how children, parents, siblings and family members negatively affect cross-cultural marriages and play a "role in augmenting marital dissatisfaction" (Alkayid & Abu Amrieh, 2019, p. 1). Moreover, in *Modern Arab American Fiction*, Salaita (2011) argues that Darraj's *The Inheritance of Exile* is "a frank representation of the difficulties and sometimes joys of intercultural marriage" (Salaita, 2011, p.73). Therefore, the novel portrays the struggle that the characters live in because of cross-cultural marriage. In fact, the novel portrays the cross-cultural marriage of Hanan and John, an American of Irish origin. Darraj highlights the difficulty of a cross-cultural marriage of Arabs and Westerners. Using an Arabic proverb, Layla, Hanan's mother, states that "oil and water don't mix" (Darraj, 2007, p.79) to affirm the impossibility and inappropriateness of mixing Arab and American blood through marriage. Hanan resists being an Arab and she does whatever she can to be an American. Hanan is too obsessed with being an American, denying her Arabness. Hanan from her early childhood announced that she hated her Arabic name. After her marriage, she tells John how happy she is in their new house and how "she felt like we lived on our own island, in our small house in University City, far from . . . Mama and Baba" (Darraj, 2007, p. 119). Therefore, her marriage to John is her strategy to feel and be fully American. Hanan wants to get rid of her Arabness and assimilate into American culture. In "Intermarriage and Assimilation: Levels, Patterns, and Disparities in Levels of Exogamy among Arab Americans," Kulczycki and Lobo (2014) argue that intermarriage is "an index of assimilation into the larger host society" (Kulczycki & Lobo, 2014, par 1 of 22). They argue that Arab Americans are integrating and assimilating in the American social fabric, and therefore, intermarriages increase (Kulczycki & Lobo, 2014).

In their sociological study, Heaton and Jacobson (2004) argue that educational institutions are good places that introduce people from different origins and consequently facilitate their intermarriages (Heaton & Jacobson, 2004). In the novel, Hanan meets John on the University of Pennsylvania campus. Reema, Hanan's friend and colleague, introduces her colleague John to Hanan. Although Hanan observes John's "bright blue eyes" and "curly brown hair" (Darraj, 2007, p. 127) and falls in love with him from the first sight, she claims that "I wasn't impressed" (Darraj, 2007, p. 127). Four years later, she tells him that she is pregnant, and consequently they marry.

Against her wishes and expectations, Hanan's marriage gets worse after a series of episodes and situations that embarrassed her upward looking husband. Steven Salaita explains that Hanan and John, do not break up because of unbridgeable cultural differences. They break up because of more general—and common—factors: conflicts between Hanan and her in-laws; different visions of the future; a lack of fundamental trust in one another's level of devotion. Cultural differences nevertheless play a role in the existence of those factors (Salaita, 2011, p. 76).

Salaita does not neglect cultural difference as a main factor in the failure of this marriage, but he adds other factors including the effect of the in-laws, the couples' expectations for the future and lack of trust. An example on the factor of cultural differences is the episode of a dinner at John's colleague's house. At the soirée, many professors and scholars meet and one professor who discusses her book on Arab women and politics asks Hanan to read it "for authenticity" (Darraj, 2007, p. 139). She explains that she needs an Arab woman to read it to see how genuine, real and accurate her writing is. However, Hanan says that she is not an Arab. She explains that her father was born in America and her mother is a Palestinian immigrant. The professor responds that Hanan's name is an Arabic name. Hanan repeatedly confirms that she is not an Arab and that she has never been to the Middle East in her entire life.

One may also explicate Hanan's response within the precarious position Arabs occupy in discourses on ethnicity and race in the US. Officially, classified as Caucasian, and hence white, Arab Americans are subjected to different forms of institutional prejudice and discrimination. In *Transformative Acts: Arab American Writing/Writing Arab America*, Majaj (2012) argues that Arab American writers are always interested in issues engaged with Arab American community as a whole. She maintains that these issues include "how to define (and defend) oneself and one's community; how to ground one's identity amid contesting pressures of identification and affiliation; how to assert agency in local, national and international spheres; how to engage with difference without relinquishing wholeness" (Majaj, 2012, p. 17). In other words, Arab Americans are concerned with their hyphenated identities and dealing with the pressures that result from cultural differences.

Another situation at the dinner meeting that raises the tension between the couples is when another professor asks Hanan, "[f]rom which region do you hail?" (Darraj, 2007, p. 140) and she replies jokingly that she comes from 10th and Tasker, meaning an area in Philadelphia. He looks confused and John seems to collapse with embarrassment. The professor again asks her about her origins in the Middle East, and she says that she comes from Palestine. On their way home, John rebukes her for trying to hide her identity as an Arab. He blames her for not cleverly answering his professors and says "[t]hat whole evening was *mortifying*. Do you understand me? Mortifying" (Darraj, 2007, p. 142). He tells her that if she was an educated person, she would have shown interest to the professors without refusing to read the book. To conclude, John thinks that their interracial marriage can be successful only if his wife is educated. Because his wife refuses to pursue her studies, he leaves her a message informing her that their life together cannot continue like this, and they should, therefore, separate.

II. CHILDREN

Hanan and John decide to marry after Hanan gets pregnant. As sociologists Steele et al. (2005) argue, pregnancy encourages couples to marry. Hanan expects that when she leaves her parent's house and settles with her husband John, she will develop her independent identity. She imagines that her new house will be a safe and happy place for her husband and her child together. In "Displacement, Belonging and Identity in Darraj's *The Inheritance of Exile*," Awad (2015) argues that Hanan joyfully thinks of her new house as a lost paradise that she has finally found. Awad clarifies that Hanan describes her marriage poetically by describing her new house with the word "nestled" which, Awad maintains, "invokes the image of a bird settling snugly and comfortably in a sheltered position, probably to lay an egg and start a new family" (Awad, 2015, p. 7). Therefore, Hanan expects her life to be a paradise in which she lives happily with her husband and child. However, these wishes fade away after John's decision to leave her.

According to Belsky et al. (2014), the couple's first pregnancy and the arrival of the first born child are a major change in the couple's life. They explain that "the transition to parenthood involves, commitment to bear and raise a child, high levels of physical and psychological investment associated with pregnancy and delivery, and the real and symbolic changes that accompany the addition of a small, relatively helpless, and extremely demanding new member to the family unit" (Belsky et al., 2014, p. 119). In Darraj's novel, Hanan and John's marriage declines after pregnancy.

However, pregnancy also has a positive effect on Hanan. For example, when Hanan feels that it is time to deliver her baby, Hanan forgets about John, who left her, and feels that she is powerful and in charge of her life:

For a second, I forgot all about John, caught up in the elation that soon I would be a mother. "I can't wait to see you," I whispered fiercely, wrapping my arms around my belly. Even though I could feel my joints loosening, my uterus thumping wildly, and the fact that I was sitting in a puddle of my own amniotic fluid - I never felt so in control in my life. I was powerful, collected, in charge of not only my own life but that of my baby (Darraj, 2007, p. 143)

Therefore, Hanan has become more responsible and confident after she got pregnant. In a way, pregnancy is a turning point in Hanan's life and this makes her turn a blind eye to John's decision to abandon her.

Moreover, when Hanan gives birth to her son, she names him Michael which is the Americanized version of her father's name Michel. She tells her friend Reema that she chooses this name after her father and by doing this she

follows the traditions because “[m]ost men name their first sons after their fathers” (Darraj, 2007, p. 144). Hanan also explains that since her father has no sons, she follows this tradition. In a way, Hanan understands that she and her son have hybrid identities. He is a person whose very existence is a result of a cross-cultural marriage, so she adjusted her son’s name to affirm his hyphenated identity as both Arab and American. Another effect of having children is feeling of love and peace. For example, when Hanan holds Michael in her hands, she feels of love that fills her whole body. She feels that she is not lonely after her husband has left her. She says that “that loneliness washed away now as I gazed in wonder at my son” (Darraj, 2007, p. 144). Michael came five months after John had left her. He left her while she was pregnant during the most important time when she needed him the most. When John comes to visit her at the hospital, she feels that she had been cheated by this man and that he only deserves her scorn. As a single mother without the support of her husband, mother and father, Hanan relies on books and Internet sites to educate herself about taking care of her son. She promises herself that she will dedicate her life to her child and never think of her husband:

I’d promised myself that whenever John crept into my thoughts, I would not waste the time in a daze over him - which would have been simple to do. At least I would be productive - wash dishes, empty the diaper pail, fold clean laundry (Darraj, 2007, p. 149)

Therefore, Hanan’s strategy to forget the pain and disappointment of losing her husband is through keeping herself busy in taking care of her baby and her house. Hanan knows that she needs John financially to be able to raise their son. He offers to help with the mortgage and to give her extra money for the child. He thinks that by giving them money or what he calls “allowance” (Darraj, 2007, p. 150), he gives them everything they need. He tells Hanan that this child is his son, too, and Hanan replies that she will not keep him away from his son. She wants to refuse his financial offer, but she cannot because she does not have enough money to afford a decent living for her and her child.

III. RELATIVES: PARENTS AND IN-LAWS

Honeycutt et al. (2005) argue that one’s family has a major influence on the interracial couples. The novel focuses on the interracial marriage of Hanan and John and the influence of their parents on their marriage. Since both Hanan and John do not have siblings, this study focuses mainly on how the couple’s mothers have played a key role in shaping this cross-cultural nuptial. Honeycutt et al. (2005) argue that the families that have a history of interracial marriages are more open to interracial marriages. In the novel, neither Hanan nor John’s families have interracial histories. Therefore, this can be a factor of their opposition to the couple’s marriage.

Hanan’s mother does not approve of her daughter’s marriage to John and tells her, “I will not give you my blessing - never” (Darraj, 2007, p. 115). She angrily asks her daughter, “What do you want with an *amercani*?” (Darraj, 2007, p. 115). Before the wedding, Hanan’s mother keeps yelling at her trying to prevent her from marrying John. However, Hanan does not listen to her mother. Unlike traditional weddings where there are a lot of people that attend, few people attend Hanan’s wedding ball and it is described briefly as an ordinary event. Ironically, Hanan excitedly remarks that her marriage party is “so fantastic - it’s perfect” (Darraj, 2007, p. 116). Her husband tells her that the wedding is perfect even without her mother being there. Sociologist Anderson (2014) argues that some members of the family may show their displeasure towards the interracial marriage of their children. In the novel, this hypothesis is made clear in a conversation between Reema and Alex, an American. Alex asks Reema if her family would accept him in her family even though he is not an Arab and she says that “[m]ost parents want their children to marry within their culture - it’s natural” (Darraj, 2007, p. 176).

Furthermore, Anderson gives an example of a woman who opposes her daughter’s interracial marriage and thus, did not attend her wedding. She did not talk to her daughter for more than one year (Anderson, 2014). This case is identical to what happens in the novel between Hanan and her mother as the two start talking to each other only after one year has passed. Another study by Boyd (2012) gives another example where a father did not attend his daughter’s wedding due to her interracial marriage. Unlike Hanan’s mother who does not attend the wedding, her father does. In the church, her father escorts her down the aisle and kisses her cheeks when they reach the altar. He shakes John’s hands firmly saying, “[y]ou are my son now” (Darraj, 2007, p. 116). Although Hanan’s father attends the wedding, he never interferes or does anything to curb his daughter’s marriage. Therefore, Hanan’s exogamous marriage is received by two extreme ends: the severe rejection of her mother, on the one hand, and the passive reaction of her father on the other hand. In *Post-9/11 Representations of Arab Men by Arab American Women Writers: Affirmation and Resistance*, Vilarrubias (2016) argues that Hanan is more related to her father than her mother because her father is more an American than Arab, since he was born in America while her mother is a Palestinian refugee. Vilarrubias affirms that “Hanan’s love for her father is so strong that she gives her son his grandfather’s name, as she wants to instill his positive sense of masculinity to her newborn son” (Vilarrubias, 2016, p. 272). This means that, for Hanan, her father represents the American side of her identity, while her mother represents the Arab side.

After a few months into their marriage, John writes a letter to Hanan explaining that he is not happy with her. He says, “I now question how wise it was for us to get married in the first place [...] and I can’t continue like this” (Darraj, 2007, p. 142). He admits that their marriage is a mistake, and that they disappointed each other. However, he promises her that he will not disappoint their child. Hanan realizes that she will take the responsibility of raising her child without her husband’s support. Hanan avoids seeing her mother for more than a year. At last, Hanan decides to call her father

and inform him that she is going to visit them. She was afraid that her mother would answer the phone because her mother rejected Hanan's marriage and they have never talked to each other after that.

Hanan visits her parents after one year of not seeing or talking to them. When she is parking her car in front of her parents' house, there are two boys who save a spot for her car (as her father asks them to do.) One of the boys exclaims that her car is so big, and asks her "[d]id your guy give it to you when he *dumped* you?" (Darraj, 2007, p. 155). This episode portrays a negative societal attitude to cross-cultural marriages. The child uses the word "dumped" to express his disapproval of the intermarriage of Hanan and John. According to sociologists Skowroński *et al.* (2014), social disapproval affects marital satisfaction. They argue that "societal attitudes affect marital satisfaction, in which couples tend to be sensitive towards adverse reactions people in public have towards their interracial relationships" (Skowroński *et al.*, 2014, p. 351). Although the boy's negative comment does not affect Hanan's position or leave a mark on her, his disapproval is another reminder for Hanan of her failed marriage.

In her visit to her parents, Hanan feels that her mother understands her visit as a signal of defeat because her mother was right about the inappropriateness of marrying John. She feels that her mother expects her to say that she was right when she warned her of that man who left her and that she should have listened to her mother. However, Hanan does not do that and she shifts her attention to her father. Unlike the mother, Hanan's father does not say or do anything that has to do with Hanan's marriage. Her mother seems to be very worried about her daughter and her financial situation. Hanan's mother gets very angry when Hanan tells her that she is making a living by selling handmade baskets. According to Honeycutt *et al.*, parents of interracial couples are very concerned with the socioeconomic status of their children. For these sociologists, "[m]ost parents only had concerns in reference to their daughters being provided for and not having a mate that was dependent on them" (Honeycutt *et al.*, 2005, par. 23 of 52). Therefore, parents may approve of their children's marriage to another mate from a different racial group as long as they are financially secure. Therefore, the bad financial situation of Hanan due to John's irresponsibility of supporting Hanan and her son financially makes her mother very angry and she tells her that John has tricked her. However, Hanan says that nobody tricked her and that she did what she did because she wanted that. At last, Hanan leaves saying that she is not doing well, and she does not need to hear it from her mother.

On the other hand, John's parents seem to be very worried about the marriage of their son. In order to introduce Hanan to his parents before their marriage, John says to Hanan that his parents may ask Hanan a lot of questions because she is "ethnic" (Darraj, 2007, p. 125). She replies that she hates this word and she asks him to leave her because she needs some time to "brace" herself (Darraj, 2007, p. 125). Hanan says that John's parents are kind to her, but she feels that she does not fit in with their family. She says, "it was painfully clear that I didn't fit in with the Martin family" (Darraj, 2007, p. 129). She explains that John's family have different traditions and behaviors. For example, table manners are different. She recalls what happened at a Thanksgiving, saying:

I had picked a chicken leg - with my fingers, not noticing the tongs -from the tray and put it onto my plate, because that was how we did it at home. The dinner table got real quiet, as all eyes watched me. Everyone that night took chicken from the opposite side of the tray, leaving a small pile of chicken wings and legs near what I'd touched, like a contaminated leper colony (Darraj, 2007, p. 129)

Donovan (2004) argues that exogamous marriages face many challenges because of the different cultural traditions. Moreover, it has been argued that communication in exogamous marriages would be more complicated than endogamous marriages because different cultures have different expectations about behavior and interaction based on social norms, rules, and styles (Donovan, 2004). Therefore, different cultural norms contribute to marital conflict (Duan & Claborne, 2011). In the novel, these differences in social rules, traditions, styles and norms start to show up after the couple's marriage.

Honeycutt *et al.* (2005) argue that parents would rather see their children with someone successful of a different race than someone unsuccessful from their own race. In John's family, education is the key criteria for success. John has completed his PhD and later on he is offered an assistant professor's position at Drexel University. He seems to have been influenced by his parents to persuade Hanan to complete her study in order to be a competent spouse for their son. John says, "[m]y parents were just thinking that, you know, since we're having a baby soon . . . wouldn't it be better to quit the clothes shop so you can start sooner on your degree?" (Darraj, 2007, p. 130). She replies that she is thinking of studying, but she has not made her decision to do that then. He insists that his mom made the point that Hanan had been accepted at the university. Hanan is shocked that he had this conversation with his mother. She decides that she will not quit her job at the clothing store and will not study at that time.

IV. CONCLUSION

To conclude, both Hanan's and John's families have opposed their cross-cultural marriage. Although Hanan and John do not seem to sustain their marriage, the relationship between Hanan and her mother becomes better after their conversations with each other about raising children. At the end of this chapter, Hanan and her parents unite after the heart attack of her father. While having a conversation with her mother at the hospital, Hanan realizes that her mother is compassionate, caring and knowledgeable about taking care of children. When Hanan complains about how the baby wakes up many times every night, her mother assures her that the child will sleep longer when he is six months old. These compassionate conversations reduce the tension between Hanan and her mother. Some sociologists argue that

one factor that reduces family conflict is the birth of the couple's first child (Wilt, 2011). In other words, Hanan starts to understand her mother's point of view and understands that she does not have to raise her child alone while her parents can support her.

In the novel, family members play a vital role in the interracial marriage. Children affect and are affected by this marriage. Expecting a baby is the reason that triggered the marriage of this couple. Moreover, Darraj's Michael is the center of gravity for his mother, Hanan. Hanan is a parent with Arab ancestry and she gains power and self-control when she is with her child. On the other hand, Hanan's family opposes her marriage, except for Hanan's father who remains onlooker as his daughter's marriage collapses before his eyes. These members highlight cultural, social and economic issues that intersect in cross-cultural marriages.

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Conversational Code-Switching Among Thai Teenage Multilingual Gamers: A Sequential Analysis

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Abstract—Using the pragmatic approach to code-switching studies, this paper presents a case study of how a group of Thai multilingual teenagers employ code-switching to organise their discourse while gaming. Auer's method of sequential analysis was used to reveal the ways participants used code-switching to negotiate the language for interaction and to organise conversational tasks. Participants were found to have used both participant-related and discourse-related code-switching in their interactions with one another. Analysis of these instances of code-switching suggests that code-switching is used as an additional resource by multilingual teenagers to achieve particular conversation goals in interaction, and that multilingualism is a linguistic and interactive resource that is unique to those that are able to communicate in more than one language.

Index Terms—code-switching, multilingualism, sequential analysis

I. INTRODUCTION

Video games have become one of the most popular hobbies around the world, as evidenced by the rapid growth of the video gaming industry in recent years. In 2019, the video gaming market was at an estimate of 151 billion U.S. dollars and is forecast to reach 256 billion U.S. dollars by 2025 (Dobrilova, 2022). Teenagers nowadays are more likely to enjoy video games as a hobby than ever, and a 2011 survey of 4000 respondents reported that those aged 18 to 25 years old that play video games spend an average of 7.97 hours on gaming activities per week (Clement, 2021). As the video game industry continues to grow, and as more and more children and teenagers take up video gaming as a hobby, the influence that video games have on the people that play them cannot be ignored. However, rather than exploring the developmental or psychological impacts that video games have on the youths that play them, this study is interested in the impacts that they have on gamers' linguistic behaviours and habits, taking particular interest in a multilingual behaviour known as code-switching.

Code-switching refers to the act of alternating language or dialect in an utterance or a conversation. It is a type of communicative strategy or contextualisation cue that serves conversational functions, comparable to the act of changing registers, levels of formality, or expressive intonations in monolingual talk. Video games, as multimodal and multilingual spaces, immerse players in environments where they are exposed to a variety of languages and modes of communication. Whether in the form of games that are not yet translated to the players' native language or online games that match players with people who may not speak the same language that they do, video games, whether directly or indirectly, encourage players to acquire knowledge of a second or additional language that is beyond their native tongue. In their investigation of the language use of two Finnish teens playing a video game in English, Leppänen and Piirainen-Marsh (2009) argue that bilingual language use is important in gaming, as players need to be able to navigate between their own native language and the language of the video game in order to make sense of the video game and to participate in it. The present study proposes the hypothesis that, while gaming, players are more likely to perform code-switching because they are immersed in, and have adapted to, multilingual environments that often require usage of more than one language. With this in mind, the study aims to demonstrate a case study of the code-switching behaviours of a group of gamers and how code-switching is used as a contextualisation cue in the language repertoire of gamers. The main research question of the study is:

1. How do Thai multilingual teenagers employ code-switching to structure their discourse while gaming?

In addition to the main research question, two additional minor research questions were constructed. These questions are:

1. What patterns of participant-related code-switching are present in the data?
2. What patterns of discourse-related code-switching are present in the data?

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In order to answer these questions, the study analyses the online voice calls of five Thai teenage multilinguals while they are playing an online video game called *Valorant* together, looking particularly at the code-switching that occurs in their interactions.

II. APPROACH

The present study employs the pragmatic approach to code-switching studies. Particularly, it employs Auer (1984, 1998)'s method of sequential analysis, which puts focus on the sequential development of the interaction and the sequential implicativeness of language choice in the interaction. This approach is based on the theory of contextualisation, which argues that interpretations of utterances do not depend on the context, but that speakers actively signal the contextual backdrop against which the specific utterance is interpreted. Simply put, the context is a product of the participants' joint efforts to establish it, and code-switching, as a contextualisation cue, is one among an array of devices that is used to achieve this goal. As the interaction progresses, the meanings of these contextualisation cues unfold to reveal how they play a role in maintaining the organisational structure of a discourse. When a speaker chooses the language for the organisation of their turn, this choice can influence the subsequent language choices of other speakers in the interaction. The main points of interest for this method of analysis are the ways that participants negotiate the language of their interaction with one another and the way that code-switching is used as a tool for organising discourse. Based on these points of interest, Auer proposes two types of code-switching: participant-related and discourse-related code-switching. Participant-related code-switching deals with how the language for the interaction is negotiated among participants, and how participants accommodate the language competences and preferences of one another in the interaction. Discourse-related code-switching deals with code-switching as a tool for organising conversational tasks such as turn-taking, preference marking, and repair and bracketing of side-sequences. The present study identifies instances of these two types of code-switching in the interactions between the participants and presents code-switching as a contextualisation cue that is unique to multilingual talk.

III. PARTICIPANTS

The present study investigates the interaction between five 18-year-old males. The participants are classmates in the same international school in Thailand, and all speak three languages: English, Thai, and Chinese. Table 1 presents the language levels of the participants as self-reported by the participants themselves. Their names are Chika, Ishigami, Kaguya, Kobachi, and Shirogane.

TABLE 1
INFORMATION ABOUT PARTICIPANTS OF THE STUDY

Name	Age	Gender	Thai	English	Chinese	Other languages
Chika	18	Male	Native-like	Advanced	Native	
Ishigami	18	Male	Native	Advanced	Intermediate	Beginner in French
Kaguya	18	Male	Native	Advanced	Intermediate	
Kobachi	18	Male	Native	Advanced	Intermediate	
Shirogane	18	Male	Native	Advanced	Intermediate	

Due to the participants' multilingual abilities, it is expected that English to Thai and Thai to English code-switching will not be the only type of code-switching involved in the data. However, in order to limit the scope of the study, analysis of code-switches found in the data will be limited to the Thai-English language pair.

As this is a case study, participants of the study were selected due to the researcher's access to them and due to their unique status as multilingual gamers. In regard to access to the participants, it is necessary to mention the informant of the study, "Hayasaka," whose role was to provide the researcher with inside knowledge about the participants, information about the video game that the participants were playing during the recording, and to record the conversations between the participants. It is also necessary to emphasise that the informant did not participate in the recordings whatsoever, and his only role was to record the conversations and provide the researcher with information about the participants and the game *Valorant* as a member of the community.

IV. DATA COLLECTION

As mentioned previously, an informant was recruited to record the conversations between the participants. This choice was motivated by the desire to limit the amount of observer's paradox, which is when the presence of an observer affects the observed phenomenon. By having a known member of the participants' community collect data,

there is less risk of the observer's paradox and participants are more likely to exhibit typical behaviour during the data collection.

The participants' voice calls take place in an application called Discord. Discord is an application for instant messaging, voice and video chatting, and a platform for digital media distribution. It was launched in 2015 and was originally made for gamers to communicate with each other (Delfino & Dean, 2021). On Discord, users can send text messages to one another in online communities called servers, as well as voice-chat and video-chat with one another and livestream games or any other programs from their devices. Discord was chosen as the platform for data collection primarily because it is the platform that the participants use primarily for communication while gaming and because it has widespread popularity among Internet users worldwide.

The dates and times in which the gaming sessions were recorded were dependent on the participants' and the informant's availability. In order to ensure that participants are playing games with one another on their own volition and not for the sake of the study, the informant was asked to record gaming sessions whenever they occurred and whenever the informant was available to do so. No particular timeframe for data collection was stipulated by the researcher, only that the recordings should be longer than 1 hour. This is to ensure that recordings would include moments during-gameplay, not just conversation pre- or post-gameplay. Additionally, the informant was requested to record more than one gaming session in order to ensure that code-switching behaviours do not occur in one isolated situation but do occur commonly in the speech patterns of the participants as they are gaming. A total of three sessions were recorded but only two were used for analysis. The first recording was done on the 13th of November, 2021, at 9:02 pm, and has a length of 1 hour and 2 minutes. The second recording was done on the 18th of November, 2021, at 10:40 pm, and has a length of 1 hour and 18 minutes.

In past studies that used the pragmatic approach to study the code-switching of gamers, such as Vuorinen (2008) and Kärnä (2015), around 60 minutes of transcribed interactions were analysed. Similarly, the present study follows in the footsteps of past studies and 30 minutes from the two recordings were randomly selected in order to create 60 minutes of transcription for analysis. The program used for transcription was ELAN version 6.3, a free computer software developed by Nijmegen: Max Planck Institute for Psycholinguistics (2022) as a tool for annotating and transcribing audio or video recordings. As for the transcription system, the Jefferson (2004) transcription system was used as it captures not just what is said by participants but the way in which utterances are said as well.

In order to ensure intercoder reliability in part of the audio transcription, two intercoders were recruited to check the transcribed data. With two intercoders, a certain level of subjective judgement on the consistency of the transcription can be ensured, which is an important factor in qualitative studies such as the present one.

V. FINDINGS

The findings of the present study are illustrated through conversational extracts taken from the transcribed data. Three extracts that exemplify Auer's distinction between participant-related and discourse-related code-switching are presented in this article.

A. Participant-Related Code-Switching

In analysing participant-related code-switching, the present study not only draws from Auer's definition of the term but Shin and Milroy (2000)'s additional differentiation of this type of code-switching as well. In their study on the code-switching behaviours of Korean-English bilingual children, a distinction was made among participant-related code-switching between preference-related and competence-related code-switching. The former type is motivated by the participants' evaluation of one another's preference for a language, while the latter is motivated by the participants' evaluation of one another's competence in a language.

(a). Preference-Related Code-Switching

Extract (1).

In this extract, participants are in the middle of a match of *Valorant*. Shirogane is telling Chika to adopt a strategy where he "fakes his footsteps" or makes fake footsteps sounds in order to confuse the opposing team about his character's position on the map. As players cannot see where the opponent is on their map, listening to footstep sounds is one method that players use in order to discern the opponent's position. By confusing the opponent about their position in the map, they can lure the opponent into moving into a position where they can eliminate them more easily.

- 5 Shirogane =Ch-Ch-Chika Chika listen [to me listen to me]
 6 Chika [Complain with Kobachi.]
 7 Shirogane Chika Chika Chika Chika.
 8 (.)
 9 Just run run towards_
 10 (.)
 11 Towards hall เว้ยเชื่อๆ ภูแบบภูเป็น fake footstep แบบทุกรอบเลย_
 12 (.)

- 13 นี่มันก็คิดว่ากูจะ fake footstep เวย์.
- 14 Kaguya ไม่ [จำเป็น.]
- 15 Chika [[แต่ว่า] แต่ว่า แต่ว่า,]
- 16 Shirogane [[อยู่ไหนวะ] เหยียกว่า กูตาย]
- 17 (.)
- 18 Chika แต่ว่าเสียง footstep กูมันแบบ.
- 19 (.)
- 20 เปียกๆอะ.
- 21 (.)
- 22 Vision vision,
- 23 (0.5)
- 24 Vi[sion มันเปียกๆอะ.]
- 25 Shirogane [>ไม่ต้องวิ่งไม่ต้องวิ่ง<] เหยียไม่ต้องวิ่งไม่ต้องวิ่ง ไม่ต้องวิ่งเดินแบบโง่ๆอะ.
- 26 (0.8)
- 27 Chika โง่,

Shirogane begins addressing Chika in English, as that is the language that he evaluates Chika to prefer more based on past conversations, but then switches to Thai as that is the language that he is more comfortable in. In lines 5 and 7-11, he tells Chika what to do in English: “listen to me,” “just run towards hall.” Halfway through line 11, however, he code-switches to Thai “เวย์เหยียกู กูแบบกูเป็น fake footstep แบบทุกรอบเลย ‘believe me I did fake footstep every round’” and continues with Thai in line 13, “นี่มันก็คิดว่ากูจะ fake footstep เวย์ ‘they still think that I will fake footstep.’” Though the words “fake footstep” were spoken in English, the majority of the utterance is in Thai, and the grammatical structures of the sentence adhere to Thai grammar as well. The usage of “fake footstep” in English is most likely due to the fact that it is a gaming-related term that originates in English, and it is more natural for them to use it verbatim in its original language.

Chika, who spoke more English than Thai in both transcripts, in evaluating that Shirogane prefers speaking Thai, responds back to Shirogane in Thai. In line 18-20, where Chika says, “แต่ว่าเสียง footstep กูมันแบบเปียกๆอะ ‘but my footstep sounds are wet’” the term “footstep” was, once again, used in English, most likely to mirror Shirogane’s usage of the term “fake footstep.” Regardless, the sentence adheres to the Thai grammatical structure. He says “footstep กู,” which translates to “my footstep,” but places the possessive pronoun behind the noun according to Thai grammar.

Even though this particular sequence was initiated in English by Shirogane, the language of the sequence was changed into Thai once participants evaluated that Thai was the preferred language of Shirogane, the person who initiated the conversation. In lines 24-27, their interaction continued in Thai, though interestingly, Chika also performs discourse-related code-switching in this extract by bracketing a side-sequence through code-switching to English. Though he was responding to Shirogane in Thai, in lines 22-24, he code-switches to English to say “Vision, vision, vision” to his other teammates in order to inform them that the opponent team are visible.

This extract is a display of how two participants, Chika and Shirogane, negotiate around one another’s language preferences in the interaction. In this extract, Chika conforms to Shirogane’s preferences and Thai is established as the primary language for the interaction.

(b). Competence-Related Code-Switching

Extract (2).

In this extract, participants are in the middle of another match of *Valorant*. There is not much conversation going on as participants are focused on what is happening in-game. However, participants are still making callouts as they are playing in order to inform one another of what is happening in the match. As a team game, maintaining effective communication with teammates is crucial for victory.

- 979 Kobachi [Back] back back_
- 980 (0.5)
- 981 Ishigami ↑เออ:,
- 982 (1.4)
- 983 Chika One close,
- 984 (.)
- 985 [Mid,]
- 986 Kobachi [Ahh,]
- 987 (0.6)
- 988 Chika Go in the trap.

- 989 (1.3)
 990 Kobachi เห็น warp มัน_
 991 (0.6)
 992 Warp doesn't work bro_
 993 (1.1)
 994 Chika มัน- It work but they shoot you too fast_
 995 (0.5)
 996 Shirogane มันน่าจะหา Chika อะ.

In the beginning of this extract, Kobachi and Chika are making callouts. Kobachi says “back,” telling teammates to move back, while Chika says “one close” and “mid” to inform teammates of the position of one of the enemies (one opponent is close, in the middle of the map). These callouts are done in English, as a majority of gaming-related terms are often used by gamers in its original language without translation.

The interaction occurs in English with some acknowledgements in Thai by Ishigami as in line 981. However, when Kobachi wants to tell teammates about a possible malfunction with the “warp,” or the teleporter, which is essentially a machine in which players can walk inside in order to be teleported to another part of the map. Competence-related code-switching occurs when Kobachi begins his utterance in Thai “เห็น warp มัน- ‘Hey [the] warp it-’” but is unable to finish his sentence as he seems to be unable to find the right words to describe what is wrong with the teleporter. He immediately code-switches to English to say “Warp doesn't work bro” instead. There is a lack of competence in Kobachi’s part here, as he could not continue the rest of his sentences in Thai, the language that he started the utterance with. Chika, aware of Kobachi’s inability to describe the situation in Thai, begins his utterance in Thai with “มัน- ‘It-’” but quickly code-switches to English to say, “It work but they shoot you too fast.” In this extract, not only is Kobachi code-switching in order to compensate for his own competence-related issue, but Chika also code-switches in order to adapt to Kobachi’s communicative needs. In this way, the participants employed code-switching as a means to lessen potential communicative confusion among them.

B. Discourse-Related Code-Switching

Discourse-related code-switching is code-switching that is employed to organise and structure the ongoing conversation. Used as a contextualisation strategy, this type of code-switching is employed with respect to organisational tasks such as turn-taking, preference organisation, or bracketing of side-sequences. In this section, an extract displaying how participants accomplish conversational repair through code-switching is presented.

Extract (3).

- 65 Kobachi Bro it's a BED,
 66 (0.9)
 67 You guys- You [guys don't] understand อะ.
 68 Chika [It's a BED,]
 69 (.)
 70 มันคือเตียง
 71 (.)
 72 What?
 73 (0.7)
 74 Kobachi [It's a] bet bro >it's a bet it's a bet it's a bet<.
 75 Kaguya [hhh Ha?]
 76 Chika (มัน)อยู่ที่เตียง_=
 77 Kaguya =ระวังโดน trade นะ Ishigami,
 78 (2.1)
 79 Shirogane Oh,
 80 (0.6)
 81 Kobachi เฮ้ย Chika you don't understand อะ.
 82 (.)
 83 And you like [skim] like.
 84 Chika [(ครับ.)]
 85 (.)
 86 Kobachi You don't know how to play Chamber อะ Chika like for

87 real_
 88 (.)
 89 Chika ครับ ครับ.

This extract presents an example of conversational repair done through code-switching. The type of repair done here is called other-initiated self-repair, meaning that the repair operation is initiated by another participant that is not the speaker of the trouble-source (Albert & de Ruiter, 2018). Once the repair operation is initiated by the other interlocutor, the repair is then completed by the speaker. Other-initiated repairs are often initiated in the turn immediately following the trouble source, however they can also occur beyond the next turn as well. When repairing the trouble-source, speakers may repair through methods such as repetition or clarification. In this extract, Chika initiates a repair operation with Kobachi, and Kobachi clarifies the misunderstanding by repeating what he said.

The trouble-source is in line 65, where Kobachi says, “Bro it’s a BED.” The confusion here is caused by the word “bed.” In the context of the situation, Kobachi makes the utterance out of nowhere, as there are no beds in the game and the topics of the prior conversation have nothing to do with beds. Though Kobachi follows up with another utterance after making this trouble-source utterance, Chika interjects in the middle of said utterance and there is a moment of overlapping talk between the two of them. Chika interjects to repeat what Kobachi said, “It’s a BED,” thus directly identifying the trouble-source. He then code-switches to Thai in line 70, “มันคือเตียง ‘It’s a bed,’” as a way to confirm that he had understood Kobachi correctly. This is then followed by a common other-initiated repair device, “what?” in order to emphasise that a repair has been initiated. Note that “what?” is considered a language-specific other-initiated repair device, meaning that Chika code-switches back to English in order to ask for clarification for the original statement that is in English (Albert & de Ruiter, 2018). By repeating and then performing code-switching in the way of translating Kobachi’s utterance, Chika is using a second language in order to identify the trouble-source and initiate a repair operation.

Recognising this repair operation, Kobachi completes the repair by saying what he had meant to say, “It’s a bet.” However, this self-repair appears to be unclear to Chika, as he code-switches to Thai again to say, “มันอยู่ที่เตียง ‘It’s on the bed.’” Not recognising that Chika initiated another repair operation, Kobachi changes the topic to talk about the game, and this second repair operation is left unrepaired.

In this extract, Chika code-switches to Thai twice in order to initiate repair with Kobachi. His multilinguality is useful here in that it allowed him to directly address the trouble-source by means of translating the trouble-source itself into another language in order to ask for clarification on whether he understood what Kobachi said correctly. In this way, code-switching is used as a tool for performing conversational repair among participants.

VI. DISCUSSION

Analysis of patterns of participant-related and discourse-related code-switching revealed that participants employed both types of code-switching in order to structure their discourse. In extract 1, two participants, Chika and Shirogane, were shown negotiating the primary language of their interaction. Though the sequence began in English, the two participants code-switched to Thai once they had evaluated that Thai is Shirogane’s preferred language. In this extract, Chika conforms to Shirogane’s preference and the language of the conversation is switched as the interaction unfolds. A similar situation was found in Chanseawrassamee and Shin (2009)’s sequential analysis of two Thai bilingual siblings’ interaction, where participants of the study were each motivated by their own language preferences in their interactions with one another. One sibling preferred English while another preferred Thai, and the two were observed to have negotiated the language of conversation with one another through code-switching, where the performance of code-switching of one participant was found to trigger the other to switch to the other language as well.

Extract 2 also deals with a kind of participant-related code-switching, but this is of the competence kind rather than preference. In extract 2, Kobachi’s failure to continue his utterance in Thai leads to Chika code-switching to English in order to accommodate his needs. This is a display of how multilinguals monitor not only the language preferences of other participants but also the mistakes and hints of insecurity in their speech production as well, which in turn motivates them to adapt their own language choices accordingly.

As for discourse-related code-switching, extract 3 presents an example of conversational repair done through code-switching. After the trouble-source, which was uttered in English, occurred, a repair sequence was initiated by Chika by means of code-switching to Thai. This was done in the form of translation of the trouble-source, and it was done in order to directly notify the other interlocutor that confusion has occurred, with increased volume and the “What?” utterance in another line to support this initiation of the repair sequence. The repair sequence is then completed once the participant who uttered the trouble-source explained what he meant. Though only one example of an organisational task being accomplished through code-switching was shown in this article, participants were found to have used code-switching to complete other organisational tasks such as turn-taking, preference organisation, and bracketing of side-sequences in line with past studies such as Shin and Milroy (2000) and Chanseawrassamee and Shin.

Based on these findings, the present study concedes with past studies that code-switching is a general procedure that is available to multilinguals for language negotiation and for managing conversational tasks, and that multilingualism should be viewed as an additional linguistic and interactive resource that is unique to those that are able to communicate

in more than one language. Other than traditional contextualisation cues such as intonation, loudness, and tempo, these multilingual participants had access to, and were found to have employed, code-switching as an additional means to organise their discourse.

The pragmatic approach, particularly Auer's sequential analysis approach and differentiation of participant-related and discourse-related code-switching, proved useful for unravelling the ways in which code-switching was used by participants to structure their discourse. This study has presented a sequential analysis of the code-switching behaviours of one group of gaming multilinguals, and studies that employ this method should be diversified to include more varieties of gaming multilinguals in order to capture the ways that this group of people, who now make up a majority of the youth in this day and age, communicate with one another. Some suggestions for further studies that the present study proposes are studies that compare code-switching behaviours of gaming multilinguals while they are gaming versus in regular conversation, and studies that look into code-switching behaviours performed across different types of game genres. Through the present study, the researcher hopes to have presented one way in which video games, as a cultural artefact and an influential medium, can be studied from a linguistic perspective. As the youth of the newer generation adopt hobbies that involve them in multimodal and multilingual spaces such as video gaming, the ways in which these spaces affect them and their repertoires is a subject worthy of study not only psychologically, culturally, but linguistically as well.

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Rereading Oral Communication Skills in English Language Acquisition: The Unspoken Spoken English

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Abstract—Globalization has had a profound effect on all aspects of society. These extraordinary vicissitudes befall those who have a strong desire to achieve something in their lives. One of the vicissitudes which the current society faces in this globalised world is enhancement in English communication skills. When people clearly convey their thoughts and opinions to others, they achieve their intended objectives of the goal. Since English is a lingua franca of the world, English communication skills are essential at the present time, and mastery of these skills is necessary to succeed in one's chosen field. It is also very evident that, in a globalised world, speaking is the most important of the four language skills. Language classroom is a great setting for learning effective communication skills, especially speaking skills. To help English language learners (ELLs) speak more fluently, teachers must be aware of their challenges and use a variety of teaching strategies, so that ELLs may considerably improve their speaking skills. This paper emphasises the value of learning the foundations of the English-speaking skills. It also explains the role played by several strategies and instructional materials in imparting English speaking skills for EFL/ESL students. Finally, this research offers some useful suggestions for teachers on how to incorporate a variety of activities that encourage ELLs to improve their oral communication skills in English classes.

Index Terms—ELLs (English language learners), speaking skills, activities, English classrooms, strategies

I. INTRODUCTION

A. *The Relevance of the English Language*

With English serving as the common language of communication, the entire world has evolved into a global village. Due to its widespread use across the world, the English language has earned the title of global language. Scientific research, education, commerce, the internet, travel and tourism, media and newspapers, software, medical, engineering, information and technology, entertainment, and banking are just a few of the fields where English is employed. In commercial correspondence and on the internet, English has risen to the top of the list. English is the sole important language used in scientific research publications, accounting for more than 85% of all research papers (Rost, 2015). It serves as the common tongue for global trade and commerce. Even in the IT industry, the majority of programmes are written in English, and employees connect with co-workers and other English-speaking software professionals globally. Furthermore, English is the primary language used in the bulk of works regarding higher education. Due to the language's various benefits, many people are studying it in order to succeed in their respective fields.

B. *The English Language's Fundamental Skills*

Since English is the most widely used second or foreign language, many students want to learn it. During this process, they must master the four linguistic fundamentals—that is, the listening, speaking, reading, and writing—of the English language. Speaking and writing are active or productive abilities, whereas listening and reading are passive or receptive.

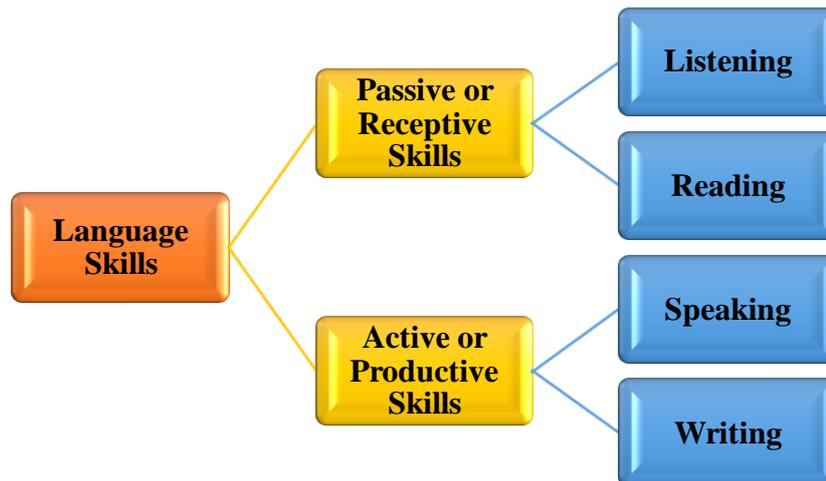


Figure 1: Basic English Language Skills

Due to the fact that learners do not demonstrate their proficiency in doing these tasks, listening and reading are referred to as passive or receptive abilities. They don't contribute anything; they only watch or read the language. On the other side, learning needs substantial practise and mastery of grammar, vocabulary, sentence structure, and application. Learners must autonomously construct sentences. Speaking and writing are seen as active or productive talents as a result (Nation & Newton, 2009).

II. SPEAKING SKILL AND ITS IMPORTANCE

In today's global economy, being able to successfully communicate across boundaries is crucial. In order to communicate, language is used. Without language, there can be no optimal communication. A person's ability to fulfil their objectives and aspirations is also hampered by ineffective communication (Richards & Richards, 1990). A language is necessary to communicate with individuals from all over the world. English may be used to communicate with individuals from all over the globe, including people from other countries, states, nations, and continents, because it is commonly acknowledged as a universal language.

The most significant skill you can learn from attending language training is the ability to communicate well in a foreign or second language. Of the four essential language skills, speaking a foreign language is seen as being the most crucial. Speaking is the skill that students will be evaluated on the most in real-life circumstances, according to Brown and Yuke (1983). Despite its importance, speaking skills are still taught to EFL/ESL students in the same way as dialogue memorization or drill repetition are. However, in order for students to succeed in the contemporary world, English teachers must teach ELLs the necessary skills so that students may enhance their speaking skills and function successfully in real-life circumstances (Khamkhien, 2010). Even though oral communication is more important for employment than technology, it receives zero attention in today's EFL/ESL educational environment. The neglect of phonological, morphological, syllabic, semantic, and syntactic aspects of language has turned into a significant barrier for English language learners. The significance of strong reading and writing abilities has thus far been exaggerated. In order to assist students in finishing their education and succeeding in their chosen areas once it has been completed, a greater emphasis is being placed on developing their oral communication abilities (Chaney & Burk, 1998). One reason is that English is the language of employment opportunities and success in achieving one's long-term life objectives.

"Speaking is one of the hardest problems that language learners must face", claims Nieto Garc á (2006, p. 321). Of the four language skills, speaking English is the most crucial. Students still struggle to communicate in the language in everyday settings, despite years of instruction. There are several causes for it. English language learners (ELLs) should acknowledge the value of their speaking skills and work to improve them as a first step.

Speaking appears to be the most challenging of the four fundamental skills of the English language. Yet, listening always accompanies speaking, because speakers must create words as they listen (Ur, 1984). Grammar principles and vocabulary are crucial for creating whole sentences while learning a second language. It might be difficult for many English language learners to put complete sentences together as they learn the language. To successfully communicate with the rest of the world's population, people work to enhance their communication skills.

Additionally, when students need to settle down at their professions, these speaking skills come in handy. In the modern world, showcasing a candidate's skills during a job interview is commonplace, and many decisions are dependent on the interview results. Job candidates are required to take part in debating and group discussions where their performance or oral communication abilities are frequently assessed. Additionally, professionals must do oral presentations to their colleagues in order to teach them and promote their products or businesses. A competent speaker will also be able to sustain the same pace throughout their speech, hold the audience's entire attention, and strongly motivate them. As a result, the listener becomes so engrossed in the speaker's speech that they forget about the outside

world and concentrate completely on the speech. Clarity of speech is crucial for good interpersonal communication. Listening and reading are examples of passive or receptive talents, as students cannot demonstrate their ability in these tasks. They merely listen to or read the language, but do not generate their own ideas. In order to independently construct sentences, students will require a considerable deal of experience and knowledge of grammar, vocabulary, sentence structure, and use. Thus, speaking and writing are considered productive or active skills.



Figure 2: Speaking Skill and Its Importance

Everyone who desires to grow professionally, launch a business, achieve self-assurance, obtain a better job, deliver speeches in front of huge audiences, engage in interviews, or give presentations must have the capacity to communicate successfully. Communication has become an integral aspect of modern society's daily lives (Thornbury, 2005). It is feasible to rule the globe if one has a sufficient grasp of English. Effective communication is the key to acquiring more employment opportunities. Modern interviews assess applicants' genuine talents through group discussions, debates, and presentations, among other methods. Therefore, job candidates must improve their oral communication abilities in order to obtain better work possibilities. While practising these conversational skills in EFL/ESL classes, students master them and thrive in extracurricular activities. Now, let's discuss the significance of teaching speaking skills in English language lessons.

What are the Benefits of Teaching Speaking Skills in English Classes?

To realise our desires and actions in this globalised society, we must share our ideas and thoughts with people from all over the globe. This is a competitive world, and every English language learner want to improve his or her speaking skills in order to succeed. In addition, it is stated that the majority of employment judgments are dependent on an applicant's communication skills, namely their speaking talents (Beltrán, 1995). In a short length of time, interviewers are also able to recognise the speaking skill of individuals. Those who can exhibit their skills at that time will be at the top of their respective professions. Additionally, these speaking skills can assist professionals develop their careers. Furthermore, these speaking skills are more advantageous for business professionals who wish to sell their firms. Excellent, extraordinary, and astounding speakers are often renowned for their ability to motivate and inspire their audiences. Students of EFL/ESL should place a greater emphasis on speaking skills due to their importance in so many fields. In addition, teachers are urged to adopt a number of successful strategies in the classroom to encourage students to concentrate more on strengthening their speaking skills in English lessons (Nunan, 1989).

There is little doubt that ELLs can vastly enhance their speaking skill with a small amount of consistent practise. They will then be able to successfully contribute to classroom discussions and debates and continuously enhance their speaking skills. They will be able to give presentations without any of the anxiety they may have previously experienced. Students may give brief classroom presentations if they regularly practise these skills. In addition, they build self-assurance and enhance their decision-making and problem-solving abilities. In addition to forming robust commercial alliances with external partners, students may successfully advertise their businesses. Furthermore, ELLs do better in job interviews, guaranteeing that they have the best opportunities to establish themselves professionally. They can also get along with their co-workers and strive for career advancement. Therefore, speaking skills are crucial to the overall performance growth of ELLs.

A. Three Different Types of Speaking Situations

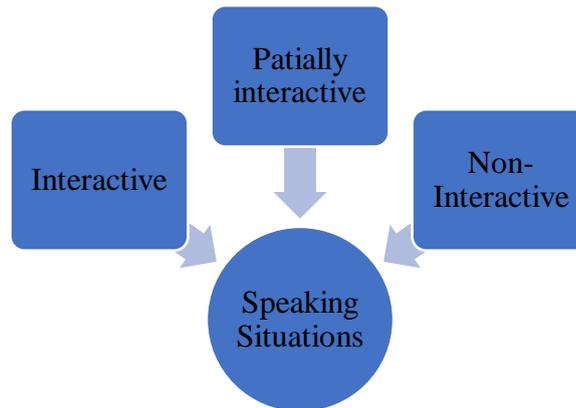


Figure 3: Speaking Situations

The speakers utilised their speaking skills to deliver their ideas in a thoughtful, persuasive, and fervent manner. There are three categories of speaking situations: Interactive, Partially interactive, and Non-interactive. In interactive speaking situations in which speaking and listening in English are possibilities, telephone and face-to-face conversations are handled. In interactive speaking situations, you will have the option to ask your conversation partner to clarify, repeat, or speak more slowly. As a result, interactive speaking situations are more advantageous for both the speaker and the listener, as they can completely and unambiguously grasp the topic. In partially interactive settings, a live audience hears a speech, but the audience member is not permitted to interrupt the speaker. In partially interactive presentations, the speaker may observe the listeners' facial expressions and body language to evaluate whether or not they have comprehended his or her remarks. Typically occurring at the conclusion of a speech presentation, the question and answer (Q & A) session allows the audience to get answers to their inquiries. In contrast, there will be no audience interaction in non-interactive speaking situations, such as when speakers must just record their voice for a radio broadcast. Speaking is a significant obstacle for ELLs in all of these contexts, as it requires many skills and it is difficult to acquire good speaking skills overnight. Moreover, ELLs must continually practise and commit more time to their speaking skills, which are difficult to perfect without sufficient practise. Therefore, the most successful technique for developing ELLs' speaking skills is to place a higher emphasis on speaking skill practise both within and outside the classroom.

B. The Various Benefits of Speaking Skill

Even though there are four other skills in the English language, speaking skills are the most important since the majority of communication is conducted orally. Therefore, speech is the most significant means of communication. Although mastery of each skill is necessary to become a well-rounded communicator, the ability to speak fluently provides the speaker with various important advantages. The following are the principal advantages of speaking skills:

- To actively participate in school activities in pairs or groups.
- To give a stunning speech on a various occasion.
- To actively participate in group discussions and debates.
- To encourage students to think critically.
- To seek higher education abroad.
- Interacting with folks from all around the world.
- To increase product sales in the company.
- To make life in a foreign country simpler and easier.
- To improve one's employment prospects.
- To make efficient use of the internet.
- To be successful in employment interviews.
- To expand one's understanding since all knowledges are available in English.
- To go on a trip to another nation.
- To do successful worldwide business.
- To get great social regard.
- To efficiently communicate with others.
- To raise an individual's income.
- To have a better understanding of the world's many cultures.
- To enhance the speaker's overall personality development.

English teachers should place more emphasis on speaking skills and give them top priority since they are crucial for the improvement of ELLs' performance in general (Iqbal, 2022). Also, teachers must consider a variety of speaking

tactics and approaches in order to help students develop their oral communication skills, which are the most important in today's culture.

III. METHODS AND APPROACHES FOR ENHANCEMENT OF SPEAKING SKILL

A. *The Role of Teachers*

Since the genuine success of a person's talent is defined by how well they express their speaking skills and convince others, it is vital to spotlight people's oral communication capabilities in the present global market. Speaking skills are essential in any situation since everything depends on motivating and enthralling listeners, whether they be customers, co-workers, colleagues, or other learners. Therefore, EFL/ESL teachers must be aware of the current social atmosphere and make an effort to instil these speaking skills in their ELL students using the most recent strategies for teaching speaking skills (Jackson, 2018). This is the reason why teachers need to abandon outdated strategies in favour of fresh ones that grab students' interest and motivate them to participate fully in the activities that take place in regular English classes. Additionally, instructors' workloads are reduced when they take a positive attitude toward the interests and demands of ELLs. Teachers must also change the way they teach, shifting from a teacher-centered to a learner-centered approach, to provide ELLs adequate chances to participate in the teaching-learning activities that take place in English classrooms (Celce-Murcia & Olshtain, 2000). In order for children to achieve at the tasks they are given, it also teaches them to think critically and to work independently.

English teachers must employ a range of strategies to aid their students in developing their speaking skills since some EFL/ESL learners have a severe fear of making mistakes while others are merely shy and nervous. Even native English speakers may attest to this. To encourage students to speak in English lessons, English teachers may incorporate some engaging activities in the form of language games. The majority of kids love playing games in class; thus, it is typical for them to keep asking for more games because they enjoy playing them. It is nearly probable that students' speaking skills will see a considerable increase when they practise these tasks in a fun environment (Rao, 2019). In the preliminary stage, educators must provide pleasant tasks like guessing the item students wear around their wrists. Between this scenario, the professors conceal something from the students by holding it in their wrists, and they must determine what it is. Indeed, these activities aid ELLs in improving their speaking skills. In a learner-friendly environment, the learners have more options and produce more sentences since they are just needed to estimate the unseen object and have total freedom to express their views (Harmer, 2007). As a result, teachers should include such activities in their regular classes to engage ELLs more and support the growth of their speaking skills.

B. *The Role of Different Tools*

The instructors can then use their personal examples to offer various activities to the class, such as "Speaking about themselves." Since of their instructors' excitement, the students keep talking about themselves because anything they say is already a reality that is stored in their memory. Then, the teachers might broaden the scope of the exercise by asking the children to provide information about their best friends, parents, or favourite books. These activities therefore give students an enjoyable chance to enhance their speaking skills.

Teachers of EFL/ESL may employ brainstorming techniques in their lessons to motivate ELLs to produce more sentences and to reflect on themselves in order to come up with original ideas. Using this method, the students have complete freedom to make any topic-related argument. McLaren et al. (2004) stated that learners will naturally be motivated to come up with as many ideas as they can because there are no strict guidelines for how to convey their ideas. In order to include ELLs in more activities and unintentionally improve their speaking skills, ESL/EFL teachers should implement this brainstorming technique in their lessons.

Another practise that might aid ELLs in improving their speaking skills is incorporating role-playing games into the classroom. In order to assist students improve their English-speaking skills during the second stage, role-playing is one of the best activities to do in English classrooms. Teachers must pair up the students and give each pair a distinct task to complete in class. Students are given 10 minutes to prepare before the teacher asks them to do the assignment. Professors need to encourage and motivate their students as they are learning for the profession. With enough drive and ongoing encouragement, the students try to finish the project correctly and use proper grammar when speaking. For ELLs, the English sessions will offer the best possibilities to improve their speaking skills through role-playing, in which students assume roles that are pertinent to their daily life in contemporary culture.

Since they enable students to express their views and opinions in a welcoming setting, activities like pair or group work also significantly enhance the learners' speaking skills. The needs and preferences of the students must be taken into account by English teachers when selecting themes for these activities. It's important to note what Rao, S. P. (2018) states at this point: "Teachers must take learners' needs and interests into account when choosing themes, which encourages students to work more intensely and enthusiastically on the provided subjects"(p. 288) Because of this, educators must adopt learner-centered approaches that put more of an emphasis on speaking skills and other activities to engage students. When students work in pairs or small groups, they work independently and make an effort to converse more and produce more phrases. ELLs will surely benefit from this in terms of gaining confidence and motivation to practise speaking whenever and wherever they have the chance. Teachers must thus provide more chances for students to actively interact in pairs or groups in order to enhance their speaking skills.

Another technique that teachers might use to aid ELLs in developing their speaking skills in English classes is the use of stories. With the help of ELLs, teachers may set up scenarios and allow them to continue the story. The ELLs then use reason to go through the situation and offer statements that are appropriate. The goal of the students is to utilise as many phrases as they can to finish the story since they have total control over their responses and grammatical structures. Furthermore, Brown (2004) opines that since these tales are purely fictional and untrue, there is no set rule for deducting any points for the children. In order to successfully finish the story, this technique encourages all ELLs to contribute at least one sentence. As a result, teachers must encourage children to use as many phrases as they can in order to dramatically improve both their oral communication skills and their creativity in a fun and enjoyable setting.

Having ELLs listen to English music and sing along with it is another strategy for assisting them in improving their speaking skills. One of the best methods for enhancing speech and intonation is frequently thought to be music. When a song is easy to understand, singing and listening to it can help students remember words and phrases. Additionally, music helps students acquire English rhythm in a more organic way. By accidentally imitating the singer, language learners may acquire the ability to pronounce words like native speakers. One of the best songs suitable for EFL/ESL learners is Suzanne Vega's "Tom's Diner," which uses everyday sights and happenings to convey them in simple terms. Additionally, movies seem to be a much better option for ELLs to learn how to speak English. By watching movies, students may develop their hearing, pronunciation, vocabulary, idioms, and slang abilities. EFL/ESL teachers should employ this technique in their lessons to aid ELLs in developing their speaking skills since songs and movies assist learners improve their communication skills (Wallace et al., 2010).

IV. CONCLUSION

To thrive in the competitive global economy of today, learners must be proficient communicators. English teachers must thus employ a variety of tactics in their classes, choosing simple and efficient subject matter that will stimulate ELLs' interest and attention to developing their speaking skills (Mc Cafferty et al., 2006).

This paper seeks to highlight the value of speaking skills in English-language classrooms. First and foremost, it has been amply stressed how important having a solid command of the English language is. Following that, a full discussion about the importance of speaking skills in EFL/ESL classrooms took place. It has also been proven how crucial it is to educate speaking skills in the classroom. Later, the many speaking contexts and the main advantages of speaking skills were fully discussed. A number of classroom techniques have also been completely given for helping EFL/ESL students improve their speaking skills. Finally, some advice is given to teachers on how to aid ELLs in English-speaking classes in developing their speaking skills. In order to develop their speaking skills, teachers also urge ELLs to adhere to their instructions.

The ability to communicate effectively for a multitude of purposes makes speaking skills the most important skill for ELLs. As a result, teachers need to show a particular interest in assisting ELLs in developing their speaking skills. To do this, teachers must refer to the most recent research on the issue and make an effort to employ a range of strategies and techniques to aid students in developing their speaking skills in English classrooms. Additionally, teachers should choose curriculum that is compatible with the skills of their students. Additionally, educators should encourage students to speak out during class discussions, which will considerably enhance their communication skills. Additionally, students must develop scenarios that allow them to communicate not just inside the classroom but also outside of it. Additionally, students must adhere to their lecturers' instructions in order to enhance their speaking skills. Students must adhere to the teachers' advice to the letter in order to communicate clearly in any circumstance since it is to their advantage. EFL/ESL teachers must thus use several strategies in their lesson to aid their students in developing their speaking skills. This means that ELLs must work extra hard to hone their speaking skills and invest more time in these endeavours if they are to thrive in the current climate.

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Multiple Occurrences of the Chinese Reflexive in a Clause: At the Syntax-Pragmatics Interface

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Abstract—Multiple occurrences of *ziji* in Mandarin Chinese pose a theoretical challenge which has not been met satisfactorily by previous analyses (see Huang & Liu, 2001; Huang et al., 2009). In this paper, we employ a parsing analysis of the co-reference relationship between *ziji*s and their potential antecedents within the framework of Dynamic Syntax (Kempson et al., 2001; Cann et al., 2005). Since the perspective center for multiple *ziji*s is determined only by looking at the context in line with the principle of relevance, *ziji* can be treated as a place-holder which can violate the locality condition. That is to say, the metavariable projected by *ziji* can only be provided via the pragmatic enrichment process: substitution. The perspective shifting for multiple *ziji*s will cause semantic confusion in communication. We then conclude that multiple *ziji*s can only take one and the same antecedent in communication context (see also Yang & Wu, 2015).

Index Terms—reflexive, relevance, place-holder, incrementality, substitution

I. INTRODUCTION

The occurrence of a single *ziji* in a clause or a sentence has been much studied in syntax and pragmatics (Tang, 1989; Cole et al., 1990; Reinhart & Reuland, 1993; Cole & Sung, 1994; Baker, 1995; Pollard & Sag, 1994; Xue et al., 1994; Pollard & Xue, 1998; Pan, 2001). *Ziji*, as a reflexive in Chinese, can become a long-distance anaphor which violates the Standard Binding Principle A (Chomsky, 1981), as can be exemplified in (1):

(1) *Wangwu_i renwei Lisi_j lao piping ziji_{i/j}.*

Wangwu think Lisi often criticize self

‘Wangwu_i thinks that Lisi_j often criticizes him_i/himself_j. (Yang & Wu, 2015, p. 142)

In (1), *ziji* can be bound in a local position by a local subject *Lisi* or refer to the matrix subject *Wangwu*. More interestingly, multiple *ziji*s can appear in one sentence in Chinese:

(2) *Tamen shuo ziji₁ gen haizi de guanxi hen duo shihou nengou*

They say self with children DE relation very many time can

zheshe chu ziji₂ gen ziji₃ de fumu de guanxi.

reflect-CHU self with self DE parents DE relation.

‘they said that their relation with their children can mostly reflect the relation between them and their parents.’ (Phoenix Satellite Television/A Date With Luyu/2011-11-23) (Yang & Wu, 2015, p. 147)

There are three *ziji*s and three potential antecedents (*tamen* ‘they’, *haizi* ‘children’ and *fumu* ‘parents’) co-existing in one sentence. This example clearly shows that multiple occurrences of *ziji* can only refer to the same antecedent. However, Pan (1997), Huang and Liu (2001) and Huang et al. (2009) claim that multiple *ziji*s can refer to distinct antecedents. In this paper, we use the framework of Dynamic Syntax (Kempson et al., 2001; Cann et al., 2005) to demonstrate that multiple occurrences of *ziji* can only refer to one and the same antecedent in contexts with respect to the perspective center, no matter how many times it appears in a single clause. “When expressing a sentence, a speaker can and must select only one Perspective-Center (in analogy to the deictic center) which referentially denotes the psychological perspective of speaker from which the sentence is situated” (Yang & Wu, 2015, p. 142).

This paper is organized as follows. Section 2 presents previous analyses of multiple *ziji*s. In section 3, we provide a preliminary analysis of multiple *ziji*s. The theoretical framework of Dynamic Syntax is briefly introduced in section 4. We then present a dynamic account of multiple *ziji*s in section 5. Section 6 makes a conclusion.

II. PREVIOUS ANALYSES OF MULTIPLE *ZIJI*S IN A CLAUSE

Recently, one of the most interesting claims concerning the study of the Chinese reflexive is that multiple occurrences of *ziji* in a clause can refer to separate antecedents (see also Pan, 1997; Huang & Liu, 2001; Huang et al., 2009), as shown in below:

(3) *Zhangsan renwei Lisi zhidao Wangwu ba ziji₁ de shu*

Zhangsan think Lisi know Wangwu BA self DE book

song-gei-le ziji₂ de pengyou.

give-to-LE self DE friend

‘Zhangsan thinks that Lisi knows that Wangwu gave self’s books to self’s friends.’

- (a) $ziji_1 = ziji_2 = \text{Wangwu}$; (b) $ziji_1 = ziji_2 = \text{Lisi}$; (c) $ziji_1 = ziji_2 = \text{Zhangsan}$;
 (d) $ziji_1 = \text{Wangwu}$, $ziji_2 = \text{Lisi}$; (e) $ziji_1 = \text{Wangwu}$, $ziji_2 = \text{Zhangsan}$;
 (f) $ziji_1 = \text{Zhangsan}$, $ziji_2 = \text{Wangwu}$; (g) $ziji_1 = \text{Lisi}$, $ziji_2 = \text{Wangwu}$;
 (h*) $ziji_1 = \text{Zhangsan}$, $ziji_2 = \text{Lisi}$; (i*) $ziji_1 = \text{Lisi}$, $ziji_2 = \text{Zhangsan}$; (Huang et al., 2009, p. 340)

There are two *ziji*s and three potential antecedents in (3). Huang et al. (2009) list eight potential coreference possibilities for *ziji*s. First, the two *ziji*s can refer to the same antecedent respectively, Wangwu, Lisi or Zhangsan, as in (a, b, c). Second, they may refer to separate antecedents, as long as one of *ziji*s is locally bound by Wangwu as in cases (d, e, f, g). But cases (h) and (i) are not permitted because the third-person NP induces blocking. “The range of possibilities indicates that a third-person NP does not induce blocking when it is itself a non-binder or local binder of *ziji*, but does so when it is itself an LD binder of *ziji*. In the illicit cases (h, i), the intermediate subject Lisi is the LD binder of one occurrence of *ziji*, and it prevents the other *ziji* from being bound by the matrix subject Zhangsan” (Huang et al., 2009, p. 341). However, they do not tell us what is the semantic or conceptual mechanism underlying speakers and hearers’ mind to allow *ziji*s take distinct antecedents. Furthermore, it is rather confused with the situation how speaker encodes the sentence consisting of multiple *ziji*s and how hearer decodes this chaotic coreference.

Huang and Liu (2001) note that “all of these complications are unexpected under the formal accounts discussed here” (p.147). And they further provide a logophorical analysis. A logophor refers to an entity “whose speech, thoughts, feeling, or general state of consciousness are reported” (Clements, 1975, p.141). Huang (2000) defines logophoricity as “the phenomenon whereby the ‘perspective’ of an internal protagonist of a sentence or discourse, as opposed to that of the current, external speaker, is being reported by some morphological and/or syntactic means” (p. 166). Simply, the long-distance binding can be seen as a logophor referring to the matrix subject as the speaker of an embedded clause:

- (4) a. Mary said she knew Thomas.
 b. Mary said: “I knew Thomas.”

In (4b), the first person ‘I’ is directly converted from the third-person ‘she’ in (4a), showing that ‘she’ refers to the matrix subject or the speaker of the complement clause. According to Huang and Liu (2001), only long-distance *ziji* is the logophor originating as first-person pronouns in a direct discourse. And the local *ziji* is the anaphor, which is subject to the first binding condition.¹ When there are two long-distance binders appearing in a sentence, the direct discourse representation will involve direct quote within another. As a result, the direct discourse representation for (3h-i) has the following form:

- (5) *Zhangsan renwei, “Lisi zhidao, ‘Wangwu ba wo-de shu song gei le wo-de pengyou.’*
 Zhangsan think Lisi know Wangwu BA my book give to LE
 wo-de pengyou.”
 my friend
 Zhangsan thinks, “Lisi knows, ‘Wangwu gave my book to my friend.’”

“with two occurrences of *wo*, one of which is bound by *Lisi*, the inner ‘speaker’ and the other bound by *Zhangsan*, the outer speaker” (Huang & Liu, 2001, p. 164), which is similar with the following case:

- (6) a. *Lisi juede wo zai piping ziji.*
 Lisi think I PRE criticize self
 ‘Lisi thinks that I am criticizing self.’
 b. *Lisi juede, “wo zai piping wo.”*
 Lisi think I at criticize me
 Lisi thinks, “I am criticizing me.”

The long-distance binding is not permitted in (6a). From the logophorical perspective, if long-distance *ziji* is permitted, then (6a) would have the representation (6b). In (6b), the two *wo*s appear in one clause. The intended reading is that the first *wo* ‘I’ refers to the speaker of the entire sentence with the second one referring to Lisi. Huang and Liu (2001) point out that there is a perspective conflict in this clause, which causes unacceptability of the cases (3) and (4).

Sells (1987) classifies logophoric phenomena under three parameters: source, self and pivot. Source means the one who is the intentional agent of the communication. Self refers to whose mental state or attitude the proposition describes. Pivot is about the time or space location on the reported content. The source can always be the antecedent (Sells, 1987). As pointed out by Pan (2001), *Lisi* is the source which cannot refer with *ziji*, as shown below:

- (7) *Zhangsan_i cong Lisi_j nar tingshuo naben shu haile ziji_{i/*j}.*
 Zhangsan from Lisi there hear that-CL book hurt-LE self
 ‘Zhangsani heard from Lisij that that book hurt himi/himself*j.’

Pan (2001) also claims that a logophor should not induce the blocking effect. In Chinese, *ziji* does induce the blocking effect, as can be seen in example (8):

- (8) *Wangwu_i renwei ni_j lao piping ziji_{*i/j}.*
 Wangwu think you often criticize self
 Wangwui thinks that youj often criticize him*/i/yourself j.’

Then Pan (2001) concludes that the long-distance reflexive *ziji* is not a logophor, which also falsifies the analysis of Huang and Liu (2001).

¹ Chomsky (1981) claim that an anaphor is bound in its governing category.

Shuai et al. (2013) conduct two sentences reading experiments to investigate how two occurrences of *ziji* in a single sentence are interpreted and whether or not there are mixed readings. Shuai et al. (2013) find that the cases of multiple occurrences of *ziji* taking distinct antecedents are illicit in Chinese. The general interpretation pattern shows that in sentences containing two *zijis*, the referentially dependent reflexive is largely bound by the local subject when contextual information is not explicitly provided.

From the above analysis we can see that we are still lack of a unified analysis to multiple *zijis*. In this paper, we will use the framework of Dynamic Syntax to depict the parsing process of sentences containing multiple *zijis*. During the parsing process, we will further unveil a dynamic analysis of multiple *zijis*.

III. A PRELIMINARY ANALYSIS

This section will present a preliminary analysis to state that no matter how many times *ziji* appears in a single clause, it can only take one and the same antecedent in communicative contexts (see also Yang & Wu, 2015), as illustrated in (9):

- (9) *Wo zhineng ziji₁ dandu gei ziji₂ bao jige jiaozi.*
 I can only self alone for self make several dumplings
 ‘I can only make several dumplings alone for myself.’ (weibo/ BLCU Chinese Corpus)

Multiple perspective centers for *zijis* will lead to the unacceptability of the sentence in communicative contexts, as (10) shows:

- (10) *Huwenyu zhang hong le lian, ta diyici kanjian yixiang shuncong*
 Huwenyu turn red LE face he first-time see always obedience
ziji₁ de Xufeng zheyang dadan de he ziji₂ zuodui, erqie yuyan
 self DE Xufeng this bold DE against self oppose and words
jianli, hen nan fanbo, zhenshi you qi you ji.
 sharp very hard refute truly YOU angry YOU anxious

‘Huwenyu turns red in his face, for the first time he sees Xufeng who is always obedient to him opposing to him boldly. And Xufeng’s word is sharp and hard to refute, which truly makes Huwenyu angry and anxious’ (Xue Ke/*The Fighting Youth*)

In (10), two *zijis* occurs with two potential antecedents, namely, *Huwenyu* and *Xufeng*. The third pronoun *ta* ‘he’ in the second clause refers to *Huwenyu* in the first clause. *Yuyan jianli* ‘words are sharp’ in the third clause means that *Xufeng*’s words are harsh. If there are two perspective centers, say, the first *ziji* refers to *Huwenyu* and the second one refers to *Xufeng*, the utterance will be illicit since there will be a semantic conflict. *Xufeng* could not possibly fight against himself with harsh words and fight against his own words at the same time, which can also be illustrated by (11):

- (11) *Tulong wufa jieshou ziji₁ yang da de tudi beipan ziji₂.*
 Tulong not accept self raise up DE apprentice betray self
 ‘Tulong cannot accept that the apprentice he raised up betrays him.’ (literature of Hongkong and Taiwan/ BLCU Chinese Corpus)

(11) also includes two *zijis* with two potential antecedents: *Tulong* and *tudi* ‘apprentice’. In this context, the two *zijis* can only refer to the matrix subject *Tulong*. If there are two perspective centers for *zijis*, the sentence will be unacceptable in meaning. It is rather absurd to say that “Tulong cannot accept that his apprentice he raised up betrays himself.”

Now, the question arises as to what determines the perspective center for multiple *zijis*. In this paper, we propose that it is relevance in communication setting the perspective center. The most relevant element in communication will be the perspective center. Relevance is “a property of inputs to cognitive process” and “an input is relevant when it connects with available contextual assumptions to yield positive cognitive effects” (Wilson & Sperber, 2012, p. 6). In context, the signal manifests that the speaker has an intention to communicate. In virtue of this intention, the hearer is justified in spending cognitive effort on processing the message. Hence “the choice as to which interpretation to construct from a signal is dictated by the very general cognitive considerations encapsulated in a constraint such as the principle of relevance” (Cann et al., 2005, p.23). The principle of relevance generally constrains the interpretation process in communication. The speaker marks the most relevant element via the first *ziji*’s position to achieve the optimal relevance, which reveals that the NP or the personal pronoun is the perspective center for multiple *zijis*. Then the hearer can recognize the perspective center with least effort. Example (11b) obviously shows that the matrix subject *Panlong* is the perspective center for the two *zijis* since the speaker puts the first *ziji* right behind *Panlong*. The following example tells us the fact that the most relevant element is the local subject:

- (12) *Wo juede tamen yi ziji₁ de chuanguo chenguo xianshi le*
 I think they use self DE creation achievements show LE
ziji₂ de jianshi caihua, tebieshi yongqi.
 self DE insight talent especially courage

‘I think they use their creation achievements to show their insight and talent, especially their courage.’ (*Readings/vol-051*) (Yang & Wu, 2015)

In (12), the first *ziji*'s position shows that the local subject is the most relevant element in interpretation.

In this section, we offer a pragmatic analysis that multiple *ziji*s in a sentence must refer to one perspective center, that is, the most relevant element. Then we argue that the parsing process of *ziji*(s) lies in the substitution of the perspective center, which will be discussed in detail in section 5. The central thesis of this paper is that the Chinese reflexive *ziji* is semantically underspecified. From a parsing perspective, the Chinese reflexive *ziji* may be enriched by the perspective center with respect to the principle of relevance. The theoretical framework to be employed is Dynamic Syntax (henceforth DS, Kempson et al., 2001; Cann et al., 2005), which is a grammar formalism that allows the interaction between syntactic, semantic and pragmatic information. Before presenting a DS account of multiple occurrences of *ziji*, we briefly introduce the theoretical framework.

IV. THE FRAMEWORK: DYNAMIC SYNTAX

Standard grammar formalisms are defined without reflection of the incremental, serial and context-dependent nature of language processing (Purver et al., 2006), which leads to a poor frame to modeling utterance or dialogue in real context. Language will lose its import without context, since there are rich speaker-hearer interactions and high proportion of context-dependent utterances. Previous analysis of multiple occurrences of *ziji* ignores the behavior in context, for *ziji* in Chinese is not a purely syntactic and non-syntactic factors such as discoursal, semantic and pragmatic factors also play an important role (see also Pollard & Sag, 1994; Xue et al., 1994; Pollard & Xue, 1998).

Dynamic Syntax (DS) is a parsing-directed grammar formalism to represent the semantic interpretation for a natural language string, which is built up following the left-right sequence of the words in context (Kempson et al., 2001; Cann et al., 2005). The process is goal-driven, which begins with the initial and universal requirement to establish the propositional content of utterances in context (Yang & Wu, 2021). "The concept of process is central, with syntax construed as the process by which semantically transparent structure is incrementally built up" (Cann et al., 2007, p.337). Thus Yang and Wu (2021) point out that syntax is the procedure defining how parts of representations of content can be incrementally introduced and updated. The propositional content is represented in terms of binary trees which establish the argument structure via the operation of general computational rules (general structure-building principles), lexical actions (specific actions induced by parsing particular lexical items) and pragmatic processes of enrichment.² The DS framework reflects the following characteristics of natural language. First, it reflects the fact that language comprehension is highly dependent on the context. Second, parsing is a manipulation process of partial information, which extends incomplete specifications from semantics and pragmatics to syntax. The interaction between the three types of action will further develop and update the underspecifications both in content and structure to the complete propositional content conveyed by the utterance in context (Yang & Wu, 2021).

A. Tree Structures and Tree Growth

The general parsing process involves the universal goal of building a root node to reflect the propositional content of utterances, namely, to establish some propositional formula $?Ty(t)$, where $?$ indicates the requirement, Ty the type and t the type of proposition. $?$ means that the requirement must be satisfied. According to Yang and Wu (2021), in parsing the string of *Lisi xihuan Mali* 'Lisi likes Mali', we first need to build a root node to represent the whole proposition of this sentence, that is, $?Ty(t)$, as can be shown in (i). In order to satisfy the requirement, we mainly rely on the following sources (see also Yang & Wu, 2021). In accordance with Yang and Wu (2021), First, computational rules govern general tree-constructional processes, such as moving the pointer, introducing and updating nodes. As has been pointed out, the DS trees are invariably binary. The argument will always appear on the left branch, and the functor on the right node,³ where the diamond is the 'pointer' which identifies the node under development. Note that the figure includes an event or situation argument S of $Ty(e_s)$. DS uses this node for propositional representations standing for the situation of evaluation (Gregoromichelaki, 2006; Cann, 2011). First the tree is implemented by the computational action (Local *Adjunction) inducing initially unfixed nodes with a requirement $? \exists x. Tn(x)$. For example, *John xihuan Mali* 'John likes Mali' first induces a locally unfixed node as one of a set of argument nodes within some local predicate-argument structure., which is expressed as $\langle \uparrow_0 \rangle \langle \uparrow_*^1 \rangle Tn(a)$. This indicates that the annotated node must be eventually fixed as a fixed argument node in tree-growth. Second, actions encoded in lexical items will further update the incomplete partial tree. In sentence *Lisi xihuan Mali* 'Lisi likes Mali', the first word *Lisi* will be parsed in line with the incrementality in communication. The lexical actions for the word *Lisi* consists of a set of actions which are initiated by a trigger and a failure statement to abort the parsing process if the conditional actions fails (Yang & Wu, 2021), as listed below:⁴

(13) Lexical entry for *Lisi*:

² Importantly, the tree in DS is not a model of syntactic structure, but is a semantic one, representing the predicate-argument structure of the sentence.

³ The node is annotated not with words but contents. Thus we use logical language (*Zhangsan* ', *Xihuan* ') to decorate each node.

⁴ In DS, the proper names such as *Zhangsan* are treated as projecting iota terms (for detailed discussion, see Cann et al., 2005).

```

IF      ?Ty(e)                trigger
THEN   put(Ty(e), Fo(t, x, Zhangsan'(x)) actions
ELSE   abort                  failure
    
```

This parsing process will satisfy the requirement of the node $?Ty(e)$, which allows the pointer moving on to the predicate node. More complex lexical actions are associated with transitive verbs, like *xihuan* ‘like’ in Chinese:

(14) Lexical entry for *Xihuan*:

```

IF      Tn(a)?Ty(t)
THEN IF <↓*1><↓0>Ty(e)
      THEN go(<↓*1><↓0>); put(?<↑0><↑1>Tn(0))
          go(<↑0><↑1>Tn(a))
          make(<↓0>); go(<↓0>); put(Ty(es), Fo(UPRE), ?∃xFo(x)); go(<↑0>)
          make(<↓1>); go(<↓1>); put(?Ty(es → t));
          make(<↓0>); go(<↓0>); put(?Ty(e)); go(<↑0>);
          make(<↓1>); go(<↓1>); put(?Ty(e → (es → t)));
          make(<↓1>); go(<↓1>)
          put(Fo(Xihuan'), ?Ty(e → (e → (es → t)))); go(<↑1>);
          make(<↓0>); go(<↓0>); put(?Ty(e))
      ELSE Abort
    ELSE Abort
    
```

$\langle \uparrow \rangle \langle \downarrow \rangle$ are modal operators indicating mother and daughter relations. ⁵ $\langle \downarrow_0 \rangle \langle \downarrow_1 \rangle$ are concrete marks to distinguish daughters decorated with argument and functor. The lexical actions can further manipulate the movement of the pointer. The pointer first moves up to the root node to annotate the present tense information to the whole proposition. Then it returns to the predicate node. Next, it moves a new predicate node to annotate the two-place verb content *Xihuan*’. After this process, the pointer moves to the new argument node $?Ty(e)$ to indicate that this node is under development. Finally, according to the linear order, the object *Wangwu* is parsed to satisfy the requirement in the internal argument position. Completion of the DS tree involves functional application of functors over arguments, which is driven by modus ponens over types. This process will finally yield the expression satisfying the open requirements, as in Fig. (iii):

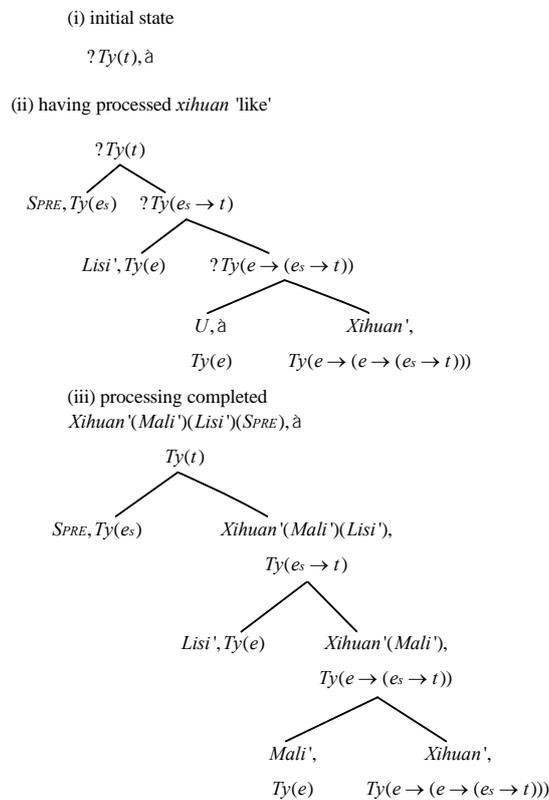


Figure 1 Parsing *Zhangsan xihuan Wangwu* ‘Zhangsan likes Wangwu’.

⁵ $\langle \uparrow \rangle \langle \downarrow \rangle$ are modal operators from the The Logic of Finite Trees (LOFT) (Blackburn and Myer-Viol, 1994), which is central to DS framework.

B. Substitution and LINK

As mentioned above, the interaction between three types of action is central to DS tree's updating and developing. In parsing, there are two kinds of underspecification, that is, content underspecification and structural underspecification.

In parsing process, anaphoric expressions encode the underspecification of content, which has to be updated by a specified semantic value from the context (Yang & Wu, 2021). In DS, pronoun is defined to project a meta-variable (U and V) with constraint which is accompanied by the requirement $?\exists x.Fo(x)$. Thus the lexical entry of 'he' can be listed below (Yang and Wu, 2021):

```

IF      ?Ty(e)
(15) THEN put(Ty(e), Fo(Umale), ?∃x.Fo(x))
      ELSE abort

```

According to Yang and Wu (2021), the requirement must be satisfied by the concrete semantic values in context which also meets the constraint U_{male} . In DS, we use the term 'Substitution' (\uparrow) to satisfy this underspecification, as can be shown in the following dialogue:

```

(16) a: John likes Mary.
      b: She also likes him. (Yang & Wu, 2021)

```

(16a) provides the context for b. In (16b), *she* and *him* project two meta-variables with constraints. Thus, we can use Mary and John to substitute them respectively.

DS also employs another technical tool 'LINK' to pair two trees sharing the same content, such as non-restrictive relative clauses 'John, who Sue hates, smokes'. In DS, we take the process of 'LINK' as linking a second propositional structure with a requirement $?Ty(t)$ with one completed node of type e in a partial tree. When we parse 'John, who Sue hates, smokes' in accordance with the principle of linearity, the first term $Fo(t, x, John'(x))$ holds the subject node. Then we link that term to the non-restrictive relative clause whose propositional structure is constructed via a parse of the relative clause. At last we achieve the final propositional structure via parsing the verb 'smokes': $Smoke'(t, x, John'(x)) \wedge Hate'(t, x, John'(x))(t, y, Sue'(y))$.

V. A DYNAMIC ANALYSIS

In Section 3, it is pointed out that the Chinese reflexive is underspecified in content. That is, its interpretation is crucially dependent on the content provided by the perspective center, precisely the most relevant element in context.

In English, reflexive should be bounded in the local domain. Cann et al. (2005) point out that "Substitution is not involved here but the lexical actions associated with a reflexive identify a local formula and use that as a substitute as part of the parsing process directly" (p. 73). They further depict the lexical entry of the English reflexive 'herself':

```

IF      ?Ty(e)
THEN IF  ⟨↑0⟩?Ty(t)
      THEN abort
      ELSE IF  ⟨↑0⟩⟨↑*1⟩⟨↓0⟩ Fo(α)
            THEN put(Ty(e), Fo(α), [↓] ⊥)
            ELSE abort
ELSE abort

```

This lexical entry denotes that the English reflexive cannot appear in the subject position, which will cause the failure of the parsing process. As noted above, the Chinese reflexive behaves differently from its English counterpart. First, it can violate the locality constraint and become a long-distance reflexive. Second, the English reflexive, such as *herself*, also projects a constraint to person pronouns. While *ziji* in Chinese does not project such a constraint. Third, *ziji* in Chinese can appear in the subject position, such as *ziji de haizi mei dejiang rang Lisi hen shangxin* 'the fact that Lisi's child does not get the reward makes Lisi very sad'. Further, *ziji* can also refer to an inanimate object:

```

(17) Xuexiao you ziji de shitang.
      school have self DE dinninghall
      'School has its own dinninghall.'

```

As discussed in previous section, the Chinese reflexive *ziji* can thus be uniformly analyzed as a placeholder requiring enrichment for interpretation to occur. The enrichment should be provided directly through the selected perspective center. Therefore, it is plausible to propose that *ziji* projects a metavariable U , with an associated requirement to identify some semantic content.

```

IF      ?Ty(e)
(18) THEN put(Ty(e), Fo(U), ?∃x.Fo(x))
      ELSE Abort

```

This lexical entry indicates that the behavior of *ziji* is parallel to a pronoun. In the case of a pronoun, the metavariable

is provided by a process of substitution, usually by a term in the previous discourse. As to the Chinese reflexive, the hearer however has to recognize the perspective center and then to substitute the metavariable U from the context. The value of the metavariable U is therefore subsequently updated, through recognizing the perspective center. Before capturing this update process, we first redefine the process of substitution. Cann et al. (2007) define the process of substitution as following:⁶

(19) SUBSTITUTION

IF	$?Ty(X), ?\exists xFo(x),$
	$N \in C, N = \{Ty(X), Fo(Y)\}$
THEN	$put(Fo(Y))$
ELSE	Abort

(19) is a general process of substitution. With regard to the Chinese reflexive, we revise the process:

(20) SUBSTITUTION

IF	$?Ty(X), Fo(U), ?\exists xFo(x)$
	$PC \in C, PC = \{Ty(X), Fo(Y)\}$
THEN	$put(Fo(Y))$
ELSE	Abort

(20) emphasizes that the recognition of the perspective center is the crux to the interpretation of the Chinese reflexive.

With a dynamic analysis of *ziji* as projecting a metavariable without any constrain and a technical tool for identifying the content value from the context, we should be able to characterize sentences including multiple *ziji*s in a straightforward way.

A. Multiple *Zijis* Referring to the Matrix Subject

To see how the parse of multiple *ziji*s referring to the same antecedent, let us fist consider example (13a), repeated here as (21):

(21) *Panlong jian ziji de shuxia jie beipan ziji.*
 Panlong see self DE subordinates all betray self
 ‘Panlong sees that his subordinates all betray him.’

The first word *Panlong* is parsed to decorate the subject node with $Fo(t, x, Panlong'(x))$. The second word *jian* ‘see’ first makes a new node $Ty(t \rightarrow (e \rightarrow t))$ to put the content *Jian*'. And then it makes a new argument node with a requirement for type t , as shown in Figure 2:

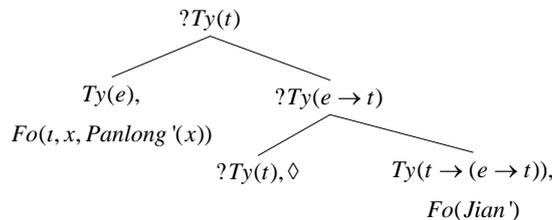


Figure 2. Paring *Panlong Jian*

Then the local subject, *Ziji de shuxia* ‘his subordinates’, will be parsed. Note that it is a typical genitive construction in Chinese. A question naturally arises that how to parse the genitive construction in Chinese. Lü (1976) notes that there are mainly three types of *de* construction in Chinese: genitive construction, descriptive construction and appositive construction (see also Zhang, 1994). According to Lü (1976), the genitive construction in Standard Chinese is parallel to *you* character sentence. For example, *Wangwu de lanqiu* ‘Wangwu’s basketball’ can be interpreted as *Wangwu you lanqiu* ‘Wangwu has a basketball’. Therefore, the interpretation of *de* construction expressing the possessive meaning is equal to *you* character sentence. Thus, we assume that *de* in genitive construction projects a proposition $Ty(t)$ including a subject node and a predicate node. The predicate node can be further expanded into a node occupied by the semantic content of the verb *you* and its internal argument node:⁷

⁶ “Given a current node with a particular type $Ty(X)$ and an unfulfilled requirement $? \exists xFo(x)$, we can use a suitably typed and formula-specified node N in the context C to provide a Fo value” (Cann et al., 2007, p. 342).

⁷ Kempson et al. (2001) propose that the actions projected by ‘s’ in genitive construction, such as John’s friend, are first to embed the possessor in a tree typed as t and subsequently link the root node to a head node in which the possessee is embedded. The embedded tree contains a binary POSSESS relation. Hence, we here use *POSS*’ to replace *You*’

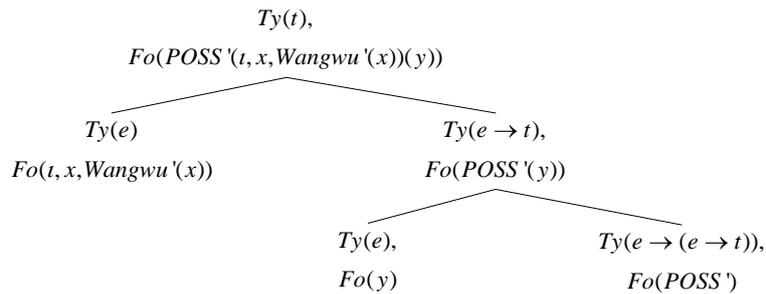


Figure 3. Parsing *Wangwu de*

At this point, the propositional tree cannot be completed because the internal argument still lacks a semantic content. The parsing of *lanqiu* ‘basketball’ provides the semantic content for it. We then use the technique tool ‘LINK’ to pair the two nodes. The parsing of this genitive phrase is finished with a complete propositional structure: $Fo(\varepsilon, y, (POSS'(t, x, Wangwu'(x))(Lanqiu'(y))))$.

Now, let us parse the local subject *Ziji de shuxia* ‘his subordinates’. *Ziji de* first projects a propositional structure with an outstanding formula requirement $Fo(U)$. We must provide a substituent for it. In line with the principle of linearity, there is only one antecedent in the context, that is, the matrix subject *Panlong*. Then the parsing process will continue with the substitution of the semantic content $t, x, Panlong'(x)$ for the metavariable projected by the first *ziji*, as shown in Figure 4. Notice that the process of substitution is inferentially derived in accordance with the principle of relevance in contexts, because only the matrix subject *Panlong*, which is already appear in the given context, qualifies as the substituent. This also tellingly point to the fact that *Panlong* is the most relevant element for *ziji*’ coreference.

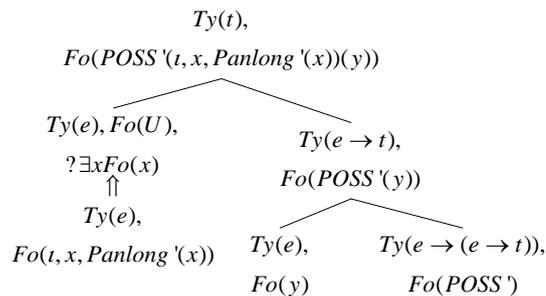
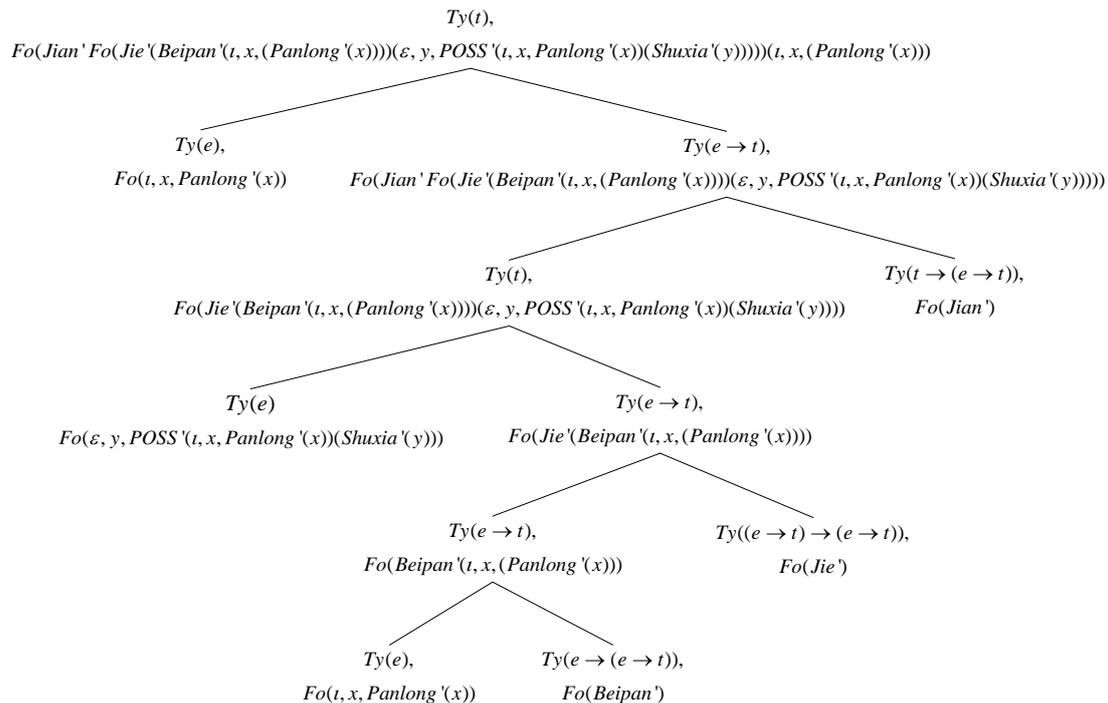


Figure 4. Parsing *ziji de*

Afterwards, the completion of the parsing of *ziji de shuxia* ‘his subordinates’ gives rise to a well-formed semantic formula $\varepsilon, y, POSS'(t, x, Panlong'(x))(Shuxia'(y))$, which will decorate the subject node of the subordinate clause following the matrix verb *jian* ‘see’.

Next, let us consider the parse of the verb phrase *beipan ziji* ‘betray oneself’. Gao et al. (2005) conduct a cross-modal priming experiment. And Liu (2009) conducts a lexical decision experiment. Their experimental results all support that local binding has a preference over long distance binding. *Ziji de shuxia* ‘his subordinates’ and the second *ziji* are in the same local domain. In keeping with Gao et al. (2005) and Liu (2009), the second *ziji* should refer to *shuxia* ‘subordinates’, which also corresponds to the hypothesis insisted by Huang et al. (2009). As discussed in section 3, this interpretation is unacceptable since multiple *ziji*s must refer to the same antecedent. Hence the metavariable projected by the second *ziji* also will be substituted by the matrix subject:

Figure 5. Parsing *Panlong jian ziji de shuxia jie beipan ziji*.

B. Multiple Zijis Referring to the Local Subject

We now turn to the case that multiple *zijis* refer to the local subject. Yang and Wu (2015) observe that “*zijis* can only take reference to the local subject under the condition that the first *ziji* follows the local subject but precedes the rest of noun phrases or pronouns” (p. 154). This statement confirms to the fact that if speaker intends to select the local subject as the most relevant element or the perspective center, s/he must put the first *ziji* right behind it, as can be shown in (25):

- (22) *Wo juede tamen yi ziji₁ de chuangzuo chengguo xianshi le*
 I think they use self DE creation achievements show LE
ziji₂ de jianshi caihua, tebieshi yongqi.
 self DE insight talent especially courage

‘I think they use their creation achievements to show their insight and talent, especially their courage.’ (Readings/vol-051) (Yang & Wu, 2015)

The two *zijis* cannot refer to distinct antecedents since it is unacceptable in semantics. (25) only have one interpretation, that is, the two *zijis* can only take the local subject as their antecedents because the linear position of the first *ziji* clearly manifests that the local subject is the perspective center. Therefore, the metavariables projected by the two *zijis* can be substituted by the same semantic content Tamen ‘they’, which will also need a semantic content to be the substituent in the previous context, say, *wo de pengyou* “my friends”.

VI. CONCLUSION

In this paper, we employ a parsing account of multiple occurrences of *ziji* in a sentence. *Ziji*, as a reflexive in Chinese, is analyzed as a place holder with a projected metavariable. In sentences containing multiple *zijis*, the metavariable can only be provided via a pragmatic enrichment relative to the perspective center in line with the principle of relevance in communication contexts. Multiple *zijis* must refer to one and the same antecedent corresponding to the observation made in Yang and Wu (2015). They claim that “When constructing a sentence containing multiple *zijis*, a speaker can and must select only one Perspective-Center. Our naturalistic data unequivocally demonstrate that the Chinese reflexive, no matter how many times it appears in a single clause, must be bound by one and the same antecedent” (Yang & Wu, 2015, p. 150).

This paper only concentrates on multiple *zijis*. We then can make a fine-tuned prediction that the interpretation of a single occurrence of *ziji* is similar to the its multiple occurrences. The metavariable projected by *ziji* must be enriched pragmatically relative to the perspective center in contexts. The only difference lies in how to determine the perspective center for a single *ziji*. As listed above, discoursal, syntactic, semantic and pragmatic factors all play an important role in determining the perspective center for *ziji*.

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Investigating the Impact of Obstacles on English Speaking Score*

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Abstract—In the past decades, English language is considered the most popular spoken language worldwide. English for second language learners aims to develop speaking skill abilities and it is a challenging task. This study aims to investigate the perceived obstacles on the English-speaking score of Zarqa University (ZU) students majoring in English language and literature through the impact of various factors on the speaking score. This study adopts a quantitative method using a survey. Therefore, a questionnaire is designed to understand the students' perception of the factors that may have an impact on the speaking score. A sample of (147) students, for whom English is a foreign language, from ZU from different nationalities are selected. The results indicate that academic and conversational English skill has a significant impact on the speaking score. However, linguistic obstacles, speech processing difficulties, speaking confidence, and access to speaking opportunities do not have significant impact on speaking score. This study provides insights to the academic institutes to focus on the improvement of their curricula and academic plans to further enhance the English speaking skill as second language learners.

Index Terms—English language, speaking skill, English as a Second Language, speaking obstacles, speaking difficulties

I. INTRODUCTION

Over the past decades, English language has been the fastest-spreading language. English is spoken by 1.75 billion people around the world, one billion speak it as a second or foreign language and around 400 million use it as their first language (Sehume, 2019). This is due to the importance of the English language as an international language which is spoken in almost every domain such as education, business, medicine, and engineering among others. Speaking is the ability to express feelings and convey information to others. Speaking English is a vital skill that is needed to broaden one's experiences and communication with the rest of the world. Thus, English for second language learners seeks to strengthen their ability to speak.

However, there are various barriers that Arab learners come across in their learning process, such as hesitating to speak and lack of confidence (Labouvie-Vief et al., 1989). In his study, Alrasheedi (2020) attempts to investigate the factors that impact speaking performance in Arabic speaking EFL learners, the results show that the factors impacting students' performance in speaking skills are fear of making mistakes, anxiety, peer pressure, and shyness. Another study by Emirza and Sahril (2021) investigated the personality (introvert) that affects students in speaking English and influences the students in their communication, the results of the study show that "From the linguistics factors, eight of thirteen students said vocabulary and grammar was the common problem, and six of thirteen students experienced difficulties in pronunciation".

In his attempt to examine the strategies used by EFL learners at the University of Bisha to enhance their speaking skills in online learning, Mohammed (2021) states that "All the learners, both males and females, use five types of learning strategies either individually or in combination, viz. in-class strategies, study-based strategies, listening-based strategies, internet-based strategies, and memory strategies, but memory strategy is used more than other strategies."

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Jordan population is a well-educated with very high percentage of Literacy for those over 15 years old. Jordanians pursue to educate themselves and improve their proficiency level to ensure their readiness for the labour market inside the country or abroad. One of the major challenges that negatively impact their readiness is the weak-to-moderate level in speaking English. This study aims at investigating the perceived obstacles on the English-speaking score of students in Zarqa University (ZU) of English as a foreign language

II. LITERATURE REVIEW

Speaking, listening, writing, and reading are the four basic language skills, and speaking has a special value in everyday life and it is an important complementary instrument in communication which has been studied thoroughly in the literature (Darcy et al., 2012). Speaking can be defined as the process of talking and expressing. Speaking consists of using lexical, grammatical, and pronunciation actions in a language in order to express any concept and ideas. The word speech was used in the past as a substitute of the newly used term; speaking in the process of teaching a foreign language. Speaking skill is an essential and a major pillar of teaching and learning any language (Johnson et al., 2009). The author stated that students believe that the product of language appears in speaking. However, similar to other teaching processes, there are various challenges that impact this process such as the model of mixed classes with different students' abilities. As a result, a proper program needs to be designed and a plan needs to be in place that can improve the learning of speaking skill. For instance, creating effective speaking strategies to improve speaking skill will have a vital impact, such as storytelling and the ability of discussing it. This discussion should be interactive and guided by the instructor to ensure the strong engagement of the students.

Speaking as one of the productive skills represents evidence to how much is the learner is competent in any language. A study indicated that speaking activities must be corrected by the teacher because it is similar to writing activities. For instance, if the teacher does not correct it, the mistakes will remain. In these mistakes, it is not important to focus on the grammatical and lexical knowledge. Moreover, educators must pay attention to develop students' self-confidence, teaching them how to avoid their mother tongue, and use curricula targeted to reach higher levels of speaking. This study also illustrates that speaking is the spirit of language. Therefore, if a person does not achieve a high proficiency level in speaking, his education is classified as incomplete. Speaking skill is the way to convey messages to others and communication is the goal of this skill (Zyoud, 2016). Additionally, a study stated that the language cannot be understood if this language is not being spoken (Brown, 2014).

The process of teaching speaking skills lacks the proper sequential stages of teaching. Also, realizing the difference between the stages of learners and their needs are not seriously considered. The sequence of tasks that forms the communication framework is important for teaching pronunciation. Teaching pronunciation consists of five tasks namely: description and analysis, listening discrimination, controlled practice, guided practice, and communicative practice. This framework is appropriate for learners in advanced stages, but learners with low and intermediate levels may require customized framework (Celce-Murcia et al., 1996). Furthermore, the pronunciation elements for each of the proficiency levels have significant impact on production and perception among the learners. However, these elements need to be activated according to the types of appropriate tasks (Darcy et al., 2012).

Pronunciation is a big challenge for learners, since there are limited studies in this domain. In addition, there are various challenges facing Arab learners during learning English. Teachers should not lose interest in teaching pronunciation for a better improved future of pronunciation. Also, students should not lose the interest in learning pronunciation (Levis & LeVelle, 2010).

Leaving students to memorize language instead of providing them with a rich communication environment is what creates a gap between language experience and teaching methods. Kayi (2006) in his research provided several suggestions for teachers that can help in teaching spoken language, it included various teaching tools that have been tested, such as asking interesting questions on what the student means and what the student thinks? This would encourage the students to talk more. In addition, the researcher allowed the students to practice different methods and involve each student in every oral activity. Moreover, more time is given to the students than the teacher and the focus is turned towards observing the students' speech. It has been advised that teaching should provide positive comments in order to encourage students to participate actively. On the other hand, the teacher should not correct the student's mistakes while he is speaking, because this will create confusion for the student.

In an interesting study among Iranian English as a Foreign Language (EFL) learners, the relationship between anxiety and speaking skill for English language has been investigated. Anxiety is a feeling that overwhelms and distracts a person, and of course it has a negative effect in all areas of life. This objective was achieved by investigating 80 of EFL English learners in language learning centres. The researchers used the Foreign Language Classroom Anxiety Scale (FLCAS) as a research instrument for quantitative analysis. The results of this research show that anxiety has a negative relationship with the students' learning score of the English language. Furthermore, written language is completely different from oral language for several reasons. The most important reason is the process of speaking production. By conducting a survey, the research studied and observed the anxiety that occurs with students while they are speaking English, and discovered the causes of this anxiety. The study confirmed that language anxiety totally affects students in several ways, especially during speaking activities. In this study, the linguistic anxiety is defined as a

feeling that confuses students during the speech production process precisely, when speaking in a language other than the mother tongue. Also, the results revealed three different levels of anxiety among students (Azizifar et al., 2014).

Similarly, a study by Hanton et al. (2004) aimed to investigate the relationship between three main constructs namely, symptom interpretation, competitive anxiety, and self-confidence and their impact toward the overall performance. The study was carried out by conducting semi-structured interviews with 10 participants. The results show that two causal networks confirmed the influence of self-confidence on the two other constructs. Thus, self-confidence is a vital quality that is required to acquire towards possibly devastating thoughts and emotional states that are experienced in various competitive situations. Moreover, this highlights the importance of inner- and outer-confidence in learning English, especially speaking. Inner-confidence is the individual's feelings and the ideas that prove the level of satisfaction a person has with himself. The elements of the capability of controlling communication and feelings are used to represent outer-confidence. People who are extremely inner-confident are gratified with themselves and show a high self-appreciation.

With respect to Arab learners, there are several challenges that have been acknowledged by researchers in both speaking and writing (Rababah, 2002). These challenges have been revealed in a study by Al-Khairy (2013). This study aimed at investigating the key demotivating factors that are perceived by Saudi undergraduates. The researcher conducted a quantitative analysis using a 23-item self-structured questionnaire to analyse the student's demotivating factors with respect to learning EFL. The collected data in this research is statistically analysed and an independent t-test sample is carried to mark any significant variations in terms of demotivating factors for English and non-English learners. This study concluded the various challenges that negatively impact the proficiency level of English Learners (EL). For instance, poor teaching methods, short teaching curricula, demotivating, low familiarity with English, and lack of information related to the institutes in which the student's study would have negative impact on the proficiency level. Azmi and Alqaryouti (2021) found that "students' incorrect use of syntactic structures happens by disordering certain elements, omitting necessary, or adding unnecessary, elements as a result of their incomplete application of rules of L2."

Lastly, there are various challenges that may have an impact on English speaking skills namely, Speech Processing Difficulties, Linguistic Obstacles, Conversational and Academic English Language Skills, Negative Affect, and Access to Speaking Chances were studied in China and Hong Kong. These challenges were studied on students who are speaking English as a foreign or second language. The research was conducted on two students' groups from two different universities. The study adopted a quantitative approach using a questionnaire to analyse the impact of the mentioned challenges on the speaking level of the students. The results of the study clarified the difficulties that are faced by students in both groups, and proved that the lack of vocabulary, linguistic processes, emotional arousal, and speaking opportunities influence and affect the level of speaking for students. The study revealed that language learners in China tend to speak their native language and move away from speaking English because of the aforementioned factors, which explains the reason for the weakness in their speaking skills (Gan, 2013).

Together these studies highlight the significance of studying various difficulties and challenges on the English-speaking proficiency level of students of English as a foreign or second language. This is an important topic that needs to be explored in different settings. This study aims to investigate the perceived obstacles on the English-speaking score of students of English as a second language for students studying in Zarqa University in Jordan.

III. RESEARCH DESIGN AND METHODOLOGY

To achieve the objective of this study, a quantitative method through a survey is adopted. The survey is an effective and efficient instrument and it is the most suitable approach for testing theories with respect to quantities and perceptions for participants (Merriam and Tisdell, 2015). In this approach, the aim is to investigate a sample as a part of the whole target population. Therefore, the findings of the targeted sample can represent the whole population.

A purposeful sample is selected in this study to ensure that the sample adequately represents the desired group within the complete target population. The sample group is selected from 147 individuals ($n=147$) and it includes English as a foreign language students from ZU with different nationalities.

A. Research Question and Hypotheses

This study tries to find an answer to the following research question: What are the perceived obstacles that impact the English-speaking score of students of English as a foreign language?

The aim is to study and investigate the perceived obstacles on the English-speaking score of ZU students of English as a foreign language. In the present study, the concern is to find out the impact of five factors on the speaking score. The factors are Linguistic Obstacles, Speaking Processing, Conversational and Academic English Skills, Speaking Confidence, and Access to Speaking Chances. The formulated hypotheses form the foundation of this study is as follows:

Hypothesis 1 (H1): Linguistic Obstacles significantly impact Speaking Score.

Hypothesis 2 (H2): Speaking Processing Difficulties Significantly impact Speaking Score.

Hypothesis 3 (H3): Academic and Conversational English Skills Significantly impact Speaking Score.

Hypothesis 4 (H4): Speaking Confidence Significantly impact Speaking Score.

Hypothesis 5 (H5): Access to Speaking Chances Significantly impact Speaking Score.

B. Questionnaire Design

Questionnaire responses in this study are described according to the defined five constructs, namely Linguistic Obstacles (LO), Speaking Processing Difficulties (SPD), Academic and Conversational English Skills (ACES), Speaking Confidence (SC) and Access to Speaking Opportunities (ASO). Each construct is measured by a set of questions that are computed based on five-point Likert scale. The questionnaire of the current study is adopted from a study by Gan (2013). This questionnaire is slightly re-designed to serve the aim of this study. The questionnaire is revised to be more effective and serve the desired goals of this study.

The questionnaire includes the Personal Information section that contains details related to the sample characteristics. The questionnaire also includes (19) questions that fall under (5) constructs. The first construct is the “Linguistic Obstacles” which consists of (4) questions. The second construct is “Speaking Processing Difficulties” which consists of (4) questions. The third construct is “Academic and Conversational English Skills” which consists of (5) questions. The fourth construct is “Speaking Confidence” which consists of (3) questions. The last construct is “Access to Speaking Opportunities” which consists of (3) questions.

Each of these questions is assigned with a 5-point Likert scale ranging from “Always” (5) for complete agreement to “Never” (1) for complete disagreement. The personal information questions consist of five (5) elements including year of study, gender, nationality, and the speaking score and the assurance that the student is a language learner. The questionnaire was built using Google Forms and an online form link has been sent to the participants to answer the questions electronically.

C. Measurement Validation

To empirically validate the Perceived Obstacles questionnaire, Structural Equation Modelling (SEM) is used and research hypotheses were tested through SEM using AMOS 24. There are two models in SEM: Measurement Model and Structural Model.

The measurement model defines relations between the observed (i.e., questionnaire items) and unobserved (latent; i.e., questionnaire constructs). So, the measurement model represents the Confirmatory Factor Analysis (CFA), as it specifies the pattern by which each measure loads on a particular factor (i.e., construct). CFA is used only to validate the model. On the other hand, the structural model defines relations among the unobserved variables; that is, it explains how well the constructs are related to each other and therefore they are used for hypotheses testing.

In this study, data is analysed using the two-step approach of Anderson and Gerbing (1988), whereby the estimation of the confirmatory measurement model precedes the estimation of the structural model. Before evaluating the model, it is necessary to present the analysis of the psychometric properties of the instrument using the measurement model. This is presented in the next section, where the validation and reliability checks of the instrument are presented.

(a). Validation of the Measurement Model: Psychometric Checks

A CFA is performed using AMOS 24 on two stages: first order measurement model, and second order measurement model. In the first order measurement model, the questionnaire items (observed variables) are plotted being attached by arrows to their hypothesized constructs (latent variables); five constructs are plotted: LO, SPD, ACES, SC, and ASO, see the diagram in Figure 1. In the second order model, a higher construct is added to the diagram, in Figure 2, which is the Perceived Obstacles (PO). Both models are validated by running the validity and reliability checks: Convergent Validity, Composite Reliability, Discriminant Validity, and Construct Reliability.

(b). Convergent Validity

Convergent validity is established when each measurement item correlates strongly with its assumed theoretical construct. Factor loading values range between zero and one (0 – 1). The ideal level of standardized loadings for reflective indicators is 0.70 but 0.50 is considered to be an acceptable level (Mattsson and Elmqvist, 1997). Standardized factor loadings for questionnaire items and their corresponding constructs are reported in Table 1, ranging between 0.466 and 0.952, indicating that all items (observed variables) are statistically significantly loading on their hypothesized constructs, where $p < 0.001$.

TABLE 1
FACTOR LOADINGS OF CONSTRUCTS AND ITEMS; FROM CFA

Construct/Item	Factor Loading*
Linguistic Obstacles	.882
"I am not good at using complex structures when speaking English"	.638
"I get stuck with grammar or vocabulary when speaking English to my teachers"	.640
"I make grammatical errors when speaking English"	.582
"I encounter pronunciation problems when speaking English"	.474
Speech Processing Difficulties	.924
"I think in my mother tongue when speaking English"	.549
"I avoid using difficult words and structures when speaking English"	.508
"I struggle to communicate effectively in English with my teachers"	.679
"I feel difficulty attending to both fluency and accuracy when speaking English"	.815
Academic and Conversational English Skills	.912
"I feel difficulty leading class discussions in English"	.758
"I feel difficulty giving speeches in English in front of the whole class"	.808
"I feel difficulty participating in whole-class English discussions"	.831
"I feel difficulty participating in small-group English discussions during class"	.745
"I am not good at joking and chatting in English"	.518
Speaking Confidence	.952
"I am nervous when speaking English"	.690
"I do not feel confident when speaking English"	.810
"I keep silent in class because of lack of confidence in speaking English"	.820
Access to Speaking Opportunities	.887
"I feel lack of opportunities to speak English outside class"	.466
"I feel lack of opportunities to speak English in class"	.781
"I feel lack of opportunities to find someone to speak English with"	.613

*. Significant at $p < 0.01$.

In SEM, "for the convergent validity the factor loadings and Average Variance Extracted (AVE) should be greater than 0.5" (Fornell and Larcker, 1981, p.p 39-50). The AVE for each of the factors is manually calculated for all the constructs using the formula suggested by Gefen and Straub (2005).

The AVE scores for the all the factors of Perceived Obstacles are displayed in Table 2. In the present study, the AVE values ranged from 0.345 to 0.602. Although LO, SPD, and ASO have AVEs less than 0.50, but composite reliability is higher than 0.60; therefore, the convergent validity of the constructs is still adequate (Fornell & Larcker, 1981).

(c). Composite Reliability

Composite Reliability (CR) measures the overall reliability of a set of items loaded on a latent construct. The value ranges between zero and one, and values greater than 0.70 reflect good reliability (Fornell & Larcker, 1981). Between 0.60 – 0.70 is also acceptable if other indicators of the construct's validity are good. Also, according to (Awang, 2012), CR should be more than 0.60 to be considered as acceptable. The internal reliability of the measurement models was tested using Fornell and Larcker (1981) composite reliability.

The Composite Reliability values are presented in Table 2, which shows that all composite reliabilities of constructs have a value higher than 0.70, indicating adequate internal consistency of the latent constructs, except for LO and ASO having CR below 0.70; however, greater than 0.60, which is acceptable.

TABLE 2
FACTOR LOADINGS, AVE, CR, CRONBACH'S ALPHA FOR CONSTRUCTS

Constructs	FL	AVE	CR	Alpha	No. of Items
Linguistic Obstacles	.882	.345	.675	.680	4
Speech Processing Difficulties	.924	.421	.738	.733	4
Academic and Conversational English Skills	.912	.548	.856	.838	5
Speaking Confidence	.952	.602	.818	.820	3
Access to Speaking Opportunities	.887	.401	.658	.763	3
Perceived Speaking Obstacles	-	.831	.961	.923	19

(d). Discriminant Validity

Discriminant validity, on the other hand, determines whether the construct is sufficiently distinct from other constructs. The discriminant validity is assessed using Fornell and Larcker (1981) by "comparing the square root of each AVE in the diagonal with the correlation coefficients squared (off-diagonal) for each construct in the relevant rows and columns"; i.e., each latent variable (construct) square root of AVE should be larger than the latent variable correlations squared. As depicted in Table 3, for the LO-SPD, LO-ACES, LO-SC, SPD-ACES, SPD-SC, ACES-SC, and SC-ASO, there are disputes and the differences are not small and not negligible. Therefore, based on this criterion, discriminant validity is not established. Another requirement for discriminant validity is the correlation between latent

constructs that should not exceed 0.85. As can be seen in Table 4, correlation coefficients between latent variables (constructs) range from 0.370 to 0.738, which do not exceed the cut-off of 0.85. This indicates that the latent constructs are neither redundant nor have multicollinearity issues (Awang, 2012). Recent researches that critically examined the performance of Fornell and Larcker (1981) criterion for discriminant validity assessment has found that this approach reliably detects discriminant validity issues (Hu & Bentler, 1999).

TABLE 3
DISCRIMINANT VALIDITY

	LO	SPD	ACES	SC	ASO
LO	.587				
SPD	.781	.649			
ACES	.616	.769	.740		
SC	.716	.724	.753	.776	
ASO	.493	.558	.717	.812	.633

TABLE 4.
CORRELATION MATRIX OF LATENT VARIABLES (CONSTRUCTS)

	LO	SPD	ACES	SC	ASO
LO	1				
SPD	.552**	1			
ACES	.619**	.706**	1		
SC	.568**	.647**	.738**	1	
ASO	.370**	.533**	.579**	.610**	1

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

As a remedy, Dijkstra and Henseler (2015) propose assessing the heterotrait-monotrait ratio (HTMT) of the correlations. Henseler's HTMT criterion suggests that all variables are distinctively different at HTMT 0.90 cut-off point. As shown in Table 5, the HTMT values for all variables are in the range from 0.533 to 0.888, except the latent construct SPD with ACES, which is greater than the HTMT cut-off of 0.90 by a slight value; 0.006. Therefore, these indicate that all variables are distinctively different at values below HTMT 0.90. Importantly, the result of HTMT infers that the variables are distinctively different from one another, which also confirms the discriminant validity.

TABLE 5
HETEROTRAIT-MONOTRAIT RATIO (HTMT)

	LO	SPD	ACES	SC	ASO
LO					
SPD	.795				
ACES	.826	.906			
SC	.775	.835	.888		
ASO	.533	.716	.733	.781	

(e). *Construct Reliability*

The reliability of the study instrument is determined by the Cronbach's Alpha value. For the five constructs of this study, Cronbach's Alpha values are reported in Table 2, ranging from 0.680 to 0.838, with overall alpha of 0.923 for the entire questionnaire variables. This indicates that the internal consistency of the factors (> 0.60) of the measurement model is good and acceptable (Awang, 2012).

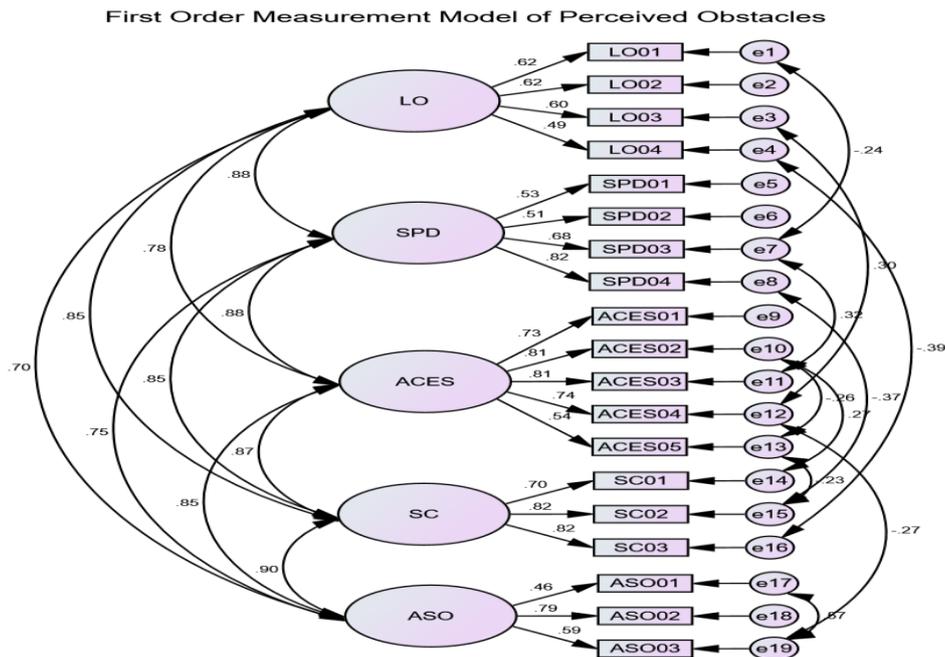


Figure 1. First Order Measurement Model of Perceived Obstacles

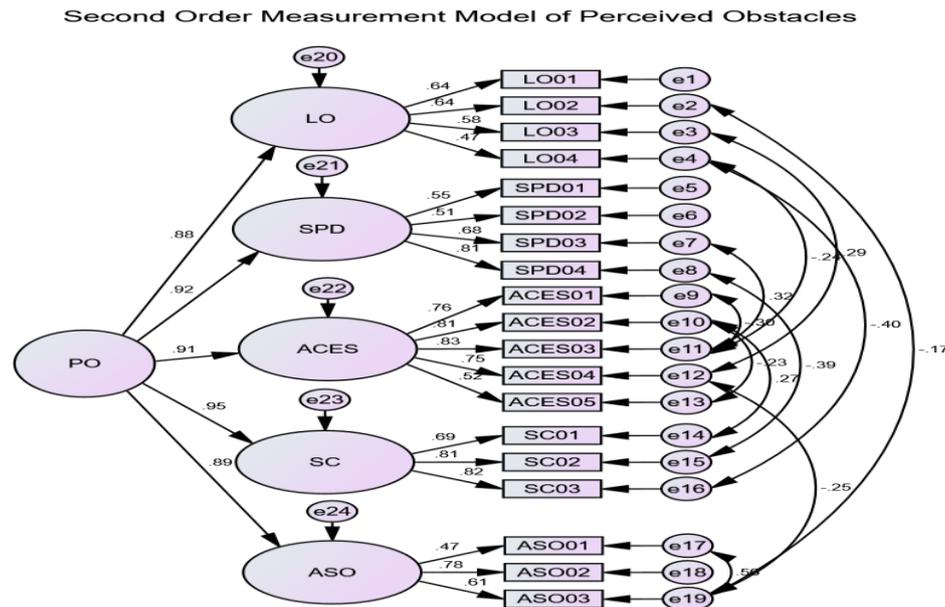


Figure 2. Second Order Measurement Model of Perceived Obstacles

(f). Model Fit: Construct Validity

According to Awang (2012), construct validity is assessed through the fitness indexes. There are three fit categories to fulfil; namely, Absolute Fit, Incremental Fit, and Parsimonious Fit. These three fitness indexes obtained from the CFA results in Figure 1 and Figure 2 for first order and second order models are presented in Table 6. The fitness indices for both CFA models have achieved the minimum requirement of construct validity; thus, Perceived Obstacles is a valid construct. The values of CMIN (χ^2/df) are 1.329 and 1.320, for the first and second order CFA model, respectively, which shows acceptable model fit. Comparative Fit Index (CFI) is 0.967 for both models as against the recommended level of above 0.90. Root Mean Square Error of Approximation (RMSEA) value is 0.048 and 0.047 for both the first order and second order models, respectively, which is less than 0.06, so the model has a good fit Hu and Bentler (1999).

TABLE 6
FIT STATISTICS OF MEASUREMENT MODEL FOR PERCEIVED OBSTACLES QUESTIONNAIRE CONSTRUCTS

Fit Indices	Acceptance Level	First Order		Second Order	
		Obtained	Result	Obtained	Result
Parsimonious	χ^2/df < 3.0	1.329	Achieved	1.320	Achieved
Incremental	CFI > .90	.967	Achieved	.967	Achieved
Absolute	RMSEA < .06	.048	Achieved	.047	Achieved

The confirmatory factor analysis shows an acceptable overall model fit and hence, the theorized model fits well with the observed data. It can be concluded that the hypothesized factor CFA model fits the sample data very well.

IV. RESULTS AND DISCUSSION

In this section, a descriptive summary is discussed for the study variables; dependent and independent. Frequencies, percentages, means, and standard deviations are descriptive statistics used to summarize participants' responses to the questionnaire. The dependent variable 'Speaking Score' is measured on a continuous scale, so it is summarized using the mean, median, standard deviation, skewness, kurtosis, minimum, and maximum values. Histogram and boxplot are used to graphically represent the dependent variable, while stacked bar charts are used to represent the independent variables.

A. Sample Profile

The descriptive summary indicates that the majority of survey participants are Jordanians (58%) and Syrians (25%), while 14% of the samples are Palestinians and only three students, who are females in the fourth year of study, from Bangladesh participated. Generally, the majority of participants are females representing 79% of the sample, 39% of the sample are in the third year of study and 33% are in the second year. Most of the Jordanian participants are females in the second year (16%) and females in the third year (18%) of total participants.

B. Dependent Variable: Speaking Score (SS)

The descriptive statistics show that the distribution of Students' Speaking Scores is positively skewed, $Sku = -0.888$, with a mean score of 76.45 and standard deviation of 13.012. The Speaking Scores range between 30 and 98 (on the 0-100% scale). Moreover, the distribution has a platykurtic kurtosis, $Ku = 0.758$. The median is 78, which is greater than the mean, confirming the negative skewness of the score distribution. This can be attributed to the three outliers existing on the left tail of the distribution.

C. Independent Variables (IV)

The current study has five independent variables: Access to Speaking Opportunities, Academic and Conversational English Skills, Speech Processing Difficulties, Speaking Confidence, and Linguistic Obstacles. The bar chart in Figure 3 shows the mean scores for the five independent variables, indicating an overall overview of the difficulties that students have in speaking English. All means are around the score (3) that refers to 'Sometimes', indicating that the majority of students have these difficulties, however, not much often. More details about the IVs responses are presented below.

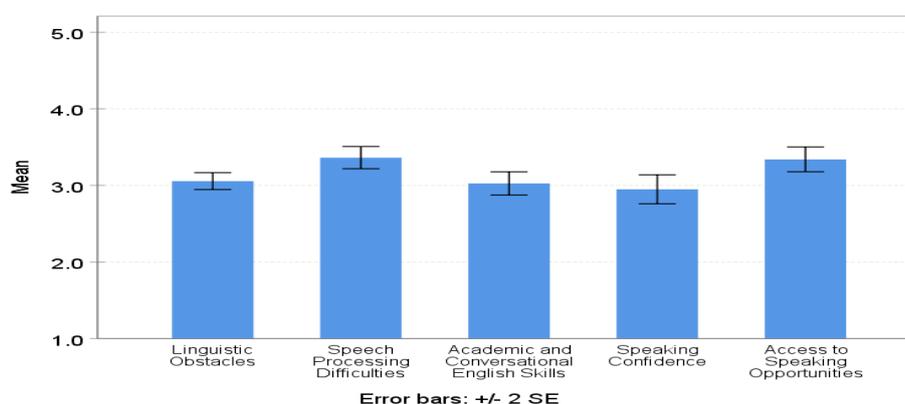


Figure 3. Bar Error Chart of the Independent Variables

D. Linguistic Obstacles (LO)

LO is measured in the questionnaire by the responses of four items. In Table 7, descriptive statistics of LO are reported, indicating that 76% of students responded with at least option (3) referring to 'Sometimes', and 28% responded with at least (4) referring to 'Often', with a grand mean of 3.06 and a standard deviation of 0.666. That is, the

majority of students 'Sometimes' have linguistic obstacles. The four items' means range between 2.78 and 3.19, indicating that the students' responses are scattered around the mean of (3).

Using the relative percentage (R %), the top obstacle students have with the maximum R% of 64% is that they get stuck with vocabulary or grammar when speaking English to their teachers. The second obstacle, with R% of 63% is that students are not good at using complex structures when speaking English. The third obstacle with R% of 62% is that students make grammatical errors when speaking English. Finally, with R% of 56%, students encounter pronunciation problems when speaking English, which is the least frequent obstacle among all. The results can be more investigated through the stacked bar chart drawn in Figure 4.

TABLE 7
DESCRIPTIVE SUMMARY OF LINGUISTIC OBSTACLES, N = 146

Linguistic Obstacles Items	Scale*, n (%)					Statistics	
	(1)	(2)	(3)	(4)	(5)	M(SD)	R%**
"I am not good at using complex structures when speaking English"	5(3.4)	20(13.7)	78(53.4)	31(21.2)	12(8.2)	3.17(.889)	.634
"I get stuck with grammar or vocabulary when speaking English to my teachers"	5(3.4)	21(14.4)	73(50)	35(24)	12(8.2)	3.19(.905)	.638
"I make grammatical errors when speaking English"	6(4.1)	25(17.1)	72(49.3)	37(25.3)	6(4.1)	3.08(.867)	.616
"I encounter pronunciation problems when speaking English"	17(11.6)	40(27.4)	56(38.4)	24(16.4)	9(6.2)	2.78(1.054)	.556
Total	33(5.7)	106(18.2)	279(47.8)	127(21.7)	39(6.7)	3.06(.666)	.611

*. Scale: (1) Never, (2) Rarely, (3) Sometimes, (4) Often, (5) Always

** R% = Relative Percentage, computed as Mean/5

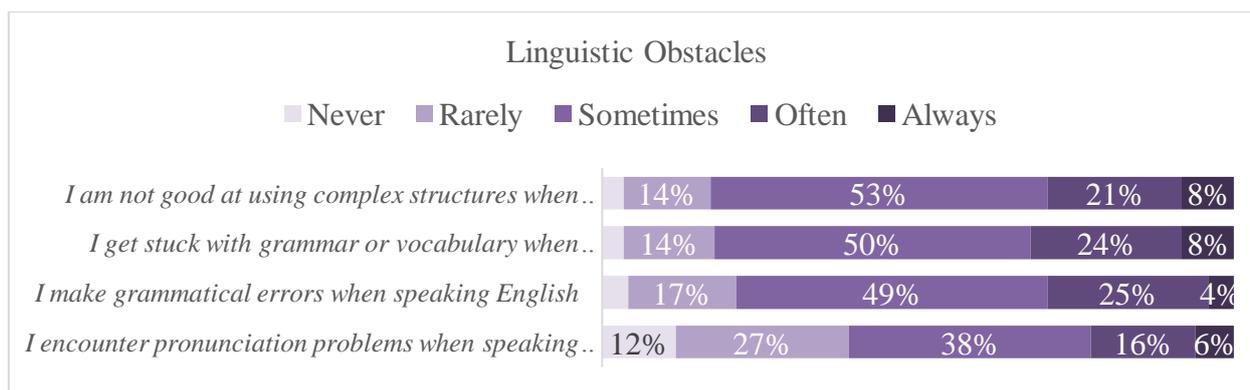


Figure 4. Stacked Bar Chart of Linguistic Obstacles

E. Speech Processing Difficulties (SPD)

SPD is measured by the responses of four items. The four items are shown to have higher frequency ranges than the previous variable (LO), as the grand mean is 3.36 with a standard deviation of 0.874, and 79% of students responding with at least (3) referring to 'Sometimes'. Moreover, 45% of students responded with at least (4) referring to 'Often'. Item means range between 3.27 and 3.45, with the difficulty "students avoid using difficult words and structures when speaking English" being on top with R% of 69% as shown in Table 8. The stacked bar chart in Figure 5 shows the percent distribution for SPD item responses.

TABLE 8
DESCRIPTIVE SUMMARY OF SPEECH PROCESSING DIFFICULTIES, N = 146

Speech Processing Difficulties Items	Scale*, n (%)					Statistics	
	(1)	(2)	(3)	(4)	(5)	M(SD)	R%**
"I think in my mother tongue when speaking English"	16(11)	16(11)	50(34.2)	30(20.5)	34(23.3)	3.34(1.256)	.668
"I avoid using difficult words and structures when speaking English"	10(6.8)	17(11.6)	45(30.8)	46(31.5)	28(19.2)	3.45(1.133)	.690
"I struggle to communicate effectively in English with my teachers"	16(11)	22(15.1)	46(31.5)	31(21.2)	31(21.2)	3.27(1.261)	.654
"I feel difficulty attending to both fluency and accuracy when speaking English"	6(4.1)	17(11.6)	60(41.1)	39(26.7)	24(16.4)	3.40(1.027)	.680
Total	48(8.2)	72(12.3)	201(34.4)	146(25)	117(20)	3.36(.874)	.673

*. Scale: (1) Never, (2) Rarely, (3) Sometimes, (4) Often, (5) Always

** R% = Relative Percentage, computed as Mean/5

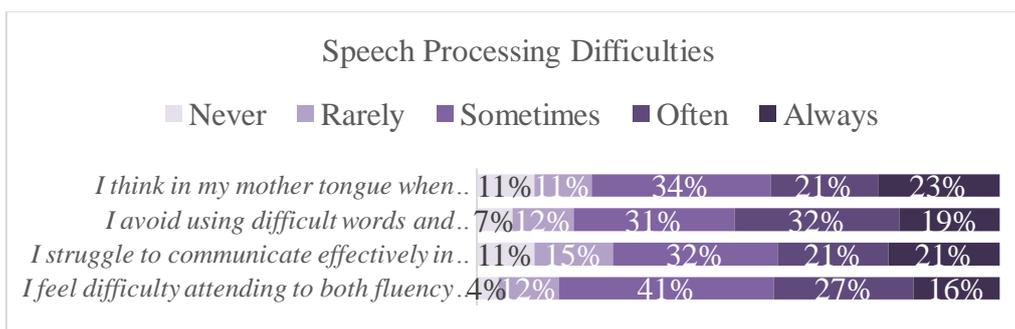


Figure 5. Stacked Bar Chart of Speech Processing Difficulties

F. Academic and Conversational English Skills (ACES)

The findings of the descriptive analysis of ACES are reported in Table 9, which reveal that the grand mean of ACES score is 3.03 with a standard deviation of 0.913. Item means range between 2.73 and 3.18. On average, 71% of students responded with at least (3) referring to ‘Sometimes’, indicating that the majority of students have academic and conversational English skills difficulties. Moreover, a large proportion 34% responded with at least (4) referring to ‘Often’, which indicates that they face these difficulties more often. See Figure 6.

The R% values indicate that the most frequent difficulty students have is “giving speeches in English in front of the whole class” with R% of 64%, followed by the difficulty “participating in whole-class English discussions” with R% of 63%, and ‘leading class discussions in English’ with R% of 63%.

TABLE 9
DESCRIPTIVE SUMMARY OF ACADEMIC AND CONVERSATIONAL ENGLISH SKILLS, N = 146

Academic and Conversational English Skills Items	Scale*, n (%)					Statistics	
	(1)	(2)	(3)	(4)	(5)	M(SD)	R%**
<i>“I feel difficulty leading class discussions in English”</i>	16(11)	15(10.3)	66(45.2)	30(20.5)	19(13)	3.14(1.12)	.628
<i>“I feel difficulty giving speeches in English in front of the whole class”</i>	18(12.3)	17(11.6)	54(37)	34(23.3)	23(15.8)	3.18(1.203)	.636
<i>“I feel difficulty participating in whole-class English discussions”</i>	15(10.3)	27(18.5)	45(30.8)	39(26.7)	20(13.7)	3.15(1.182)	.630
<i>“I feel difficulty participating in small-group English discussions during class”</i>	31(21.2)	26(17.8)	48(32.9)	34(23.3)	7(4.8)	2.73(1.177)	.546
<i>“I am not good at joking and chatting in English”</i>	24(16.4)	21(14.4)	56(38.4)	32(21.9)	13(8.9)	2.92(1.175)	.584
Total	104(14.2)	106(14.5)	269(36.8)	169(23.2)	82(11.2)	3.03(.913)	.605

*. Scale: (1) Never, (2) Rarely, (3) Sometimes, (4) Often, (5) Always
 **. R% = Relative Percentage, computed as Mean/5

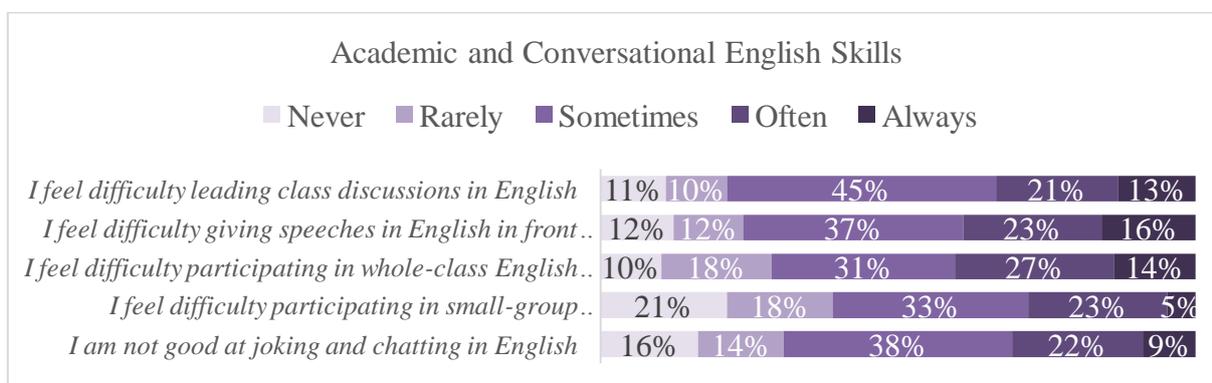


Figure 6. Stacked Bar Chart of Academic and Conversational English Skills

G. Speaking Confidence (SC)

Based on the descriptive analysis results stated in Table 10, on average 64% of students have speaking confidence difficulties at least ‘Sometimes’, with a mean response of 2.95 and a standard deviation of 1.139. Mean response for SC items ranges between 2.80 and 3.12. Moreover, 36% of students have SC difficulties at least ‘Often’. On top of the list, with R% of 62%, the majority of students are nervous when speaking English. Second, with R% of 58% the majority of

students do not feel confident when speaking, and finally with R% of 56%, the majority of students keep silent in class because of lack of confidence in speaking English. Investigate Figure 7 for more detailed overview of the distribution of response percentages.

TABLE 10
DESCRIPTIVE SUMMARY OF SPEAKING CONFIDENCE, N = 146

Speaking Confidence Items	Scale*, n (%)					Statistics	
	(1)	(2)	(3)	(4)	(5)	M(SD)	R%**
<i>"I am nervous when speaking English"</i>	24(16.4)	25(17.1)	33(22.6)	37(25.3)	27(18.5)	3.12(1.349)	.624
<i>"I do not feel confident when speaking English"</i>	31(21.2)	18(12.3)	51(34.9)	23(15.8)	23(15.8)	2.92(1.329)	.584
<i>"I keep silent in class because of lack of confidence in speaking English"</i>	34(23.3)	24(16.4)	40(27.4)	33(22.6)	15(10.3)	2.80(1.306)	.560
Total	89(20.3)	67(15.3)	124(28.3)	93(21.2)	65(14.8)	2.95(1.139)	.590

*. Scale: (1) Never, (2) Rarely, (3) Sometimes, (4) Often, (5) Always
 **. R% = Relative Percentage, computed as Mean/5

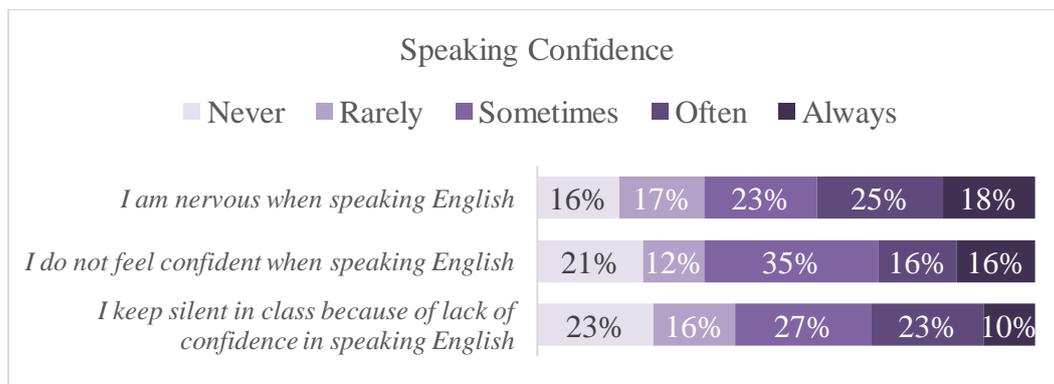


Figure 7. Stacked Bar Chart of Speaking Confidence

H. Access to Speaking Opportunities (ASO)

As seen in Table 11, on average, 77% of students at least responded with (3) referring to ‘Sometimes’, and 45% responded with at least (4) referring to ‘Often’, with a mean response of 3.34 and a standard deviation of 0.978. Item means range between 3.03 and 3.58, indicating that there is high likelihood of ASO among students. Based on the R% values, the item “I feel lack of opportunities to find someone to speak English with” has the highest value of 72%, followed by the item “I feel lack of opportunities to speak English outside class” with R% of 68%, and the item “I feel lack of opportunities to speak English in class” with R% of 61%. See the distribution of percentages in Figure 8.

TABLE 11
DESCRIPTIVE SUMMARY OF ACCESS TO SPEAKING OPPORTUNITIES, N = 146

Access to Speaking Opportunities Items	Scale*, n (%)					Statistics	
	(1)	(2)	(3)	(4)	(5)	M(SD)	R%**
<i>"I feel lack of opportunities to speak English outside class"</i>	13(8.9)	18(12.3)	47(32.2)	32(21.9)	36(24.7)	3.41(1.236)	.682
<i>"I feel lack of opportunities to speak English in class"</i>	14(9.6)	33(22.6)	49(33.6)	35(24)	15(10.3)	3.03(1.126)	.606
<i>"I feel lack of opportunities to find someone to speak English with"</i>	12(8.2)	11(7.5)	42(28.8)	42(28.8)	39(26.7)	3.58(1.196)	.716
Total	39(8.9)	62(14.2)	138(31.5)	109(24.9)	90(20.5)	3.34(.978)	.668

*. Scale: (1) Never, (2) Rarely, (3) Sometimes, (4) Often, (5) Always
 **. R% = Relative Percentage, computed as Mean/5

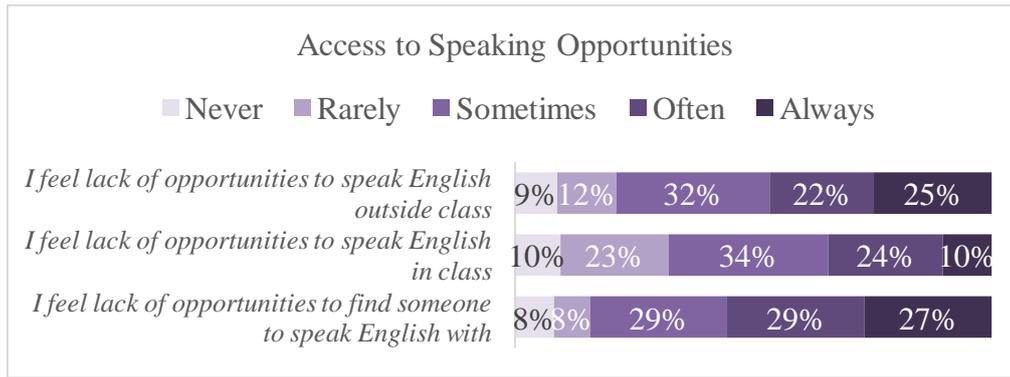


Figure 8. Stacked Bar Chart of Access to Speaking Opportunities

I. Structural Equation Modelling: Path Analysis

The model can now be tested utilizing SEM for hypotheses testing purposes when the proposed model has been validated by the CFA. The diagram in Figure 9 shows the structural model tested using SEM technique, in the form of Path Analysis, where the mean score of each construct items is used as the observed variable.

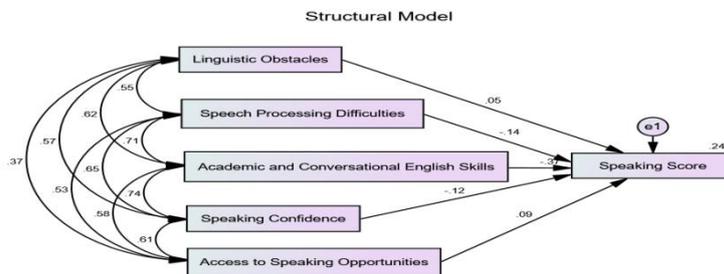


Figure 9. Structural Model for Perceived Obstacles: Hypotheses Testing

The overall model fit for structural model was examined. The same set of fit indices utilized to assess measurement model to test the full structural model. The chi-square was significant as expected, and the CFI index was substantially above the preferred 0.90 threshold. The absolute fit measure of RMSEA was also well below the recommended cut-off of 0.06 to be indicative of good model fit (Hu & Bentler, 1999). These overall fit indices indicated acceptable fit of the model to the observed data (Hu & Bentler, 1999). The analysis of SEM Path Analysis on the proposed model has generated results which are illustrated in Table 13.

TABLE 12
STRUCTURAL MODEL FIT

Fit Indices	Acceptance Level	Structural Model	
		Obtained	Result
Parsimonious	$\chi^2/df < 3.0$	1.483	Achieved
Incremental	CFI > .90	.999	Achieved
Absolute	RMSEA < .06	.058	Achieved

TABLE 13
SEM PATH ANALYSIS RESULTS [DEPENDENT VARIABLE: SPEAKING SCORE]

Hypothesis	Path	Regression Weight		S.E.	C.R.	P	Result
		Unstandardized	Standardized				
1	LO \square SS	1.000	.051				
2	SPD \square SS	-2.065	-.138	1.596	-1.294	.196	NS ^a
3	ACES \square SS	-5.244	-.367	1.730	-3.032	.002**	S
4	SC \square SS	-1.428	-.125	1.332	1.072	.284	NS
5	ASO \square SS	1.190	.089	1.268	.938	.348	NS

a. NS = Not Supported, S = Supported
**. Significant at $\alpha = 0.01$.

Path analysis results show that the Hypothesis (3) only was supported, $p = 0.002$, while Hypotheses (1), (2), (4), and (5) were not supported, $p > 0.05$.

V. CONCLUSION

Speaking English language as a foreign language is the main objective of learners. English learners as a foreign language around the globe strive to develop their proficiency level in speaking English language. However, the development of the speaking skill is a very difficult task for most of the language learners. This study aims at analysing and understanding the perceived obstacles on the English-speaking score of ZU students of English as a foreign language. In this study, the concern is to find out the impact of five factors on the speaking score. This study adopts a quantitative methodology using a survey. Thus, a questionnaire is designed to analyse the student's perception towards the factors that may have an impact on the speaking level. A purposeful sample is selected to ensure that particular groups within the target population are sufficiently represented through the sample. The sample size is 147 individuals ($n=147$) and it includes English as a foreign language learners from ZU from different nationalities. The results revealed that LO, SPD, SC and ASO obstacles do not have significant impact on the speaking score. While, the ACES obstacle has significant impact on the speaking score. This study provides useful insights for the academic institutes to pay further attention in the development of the proper curricula and plans that will enhance the speaking skill for English as a second language learners with respect to speaking obstacles and difficulties. Although this study aims to investigate the impact of these obstacles on speaking score of English as a foreign language, the majority of the students are facing these obstacles, which indicates that this requires further investigation and analysis.

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Typos' Effects on Web-Based Programming Code Output: A Computational Linguistics Study

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Abstract—Computational linguistics is concerned with understanding language from a computational perspective and constructing artifacts that are useful in processing and generating language. In the use of language, whether human language or programming language, there can be an error that makes the language not understood properly. One of the errors that often occurs is syntax error. In language, a syntax error is a mistake in using a language that involves organizing words and phrases that do not make sense. While in programming, a syntax error is an error in writing code in a program that makes the format or information unrecognizable by the computer system. Such errors are the simplest of errors but can affect many aspects of the final code output. This article aims to show how writing errors or typos in programming code can affect some or all of the results. The data obtained is data from web programming code that is used to make the website display the Geographic Information System Clustering the Distribution of Stunting Disease in Banggai Regency with K-Means, and also the R programming code used to calculate the stunting distribution using K-Means. The results of this article will show that a typo, even just a letter or any single punctuation, can affect the program's final result.

Index Terms—computational linguistics, syntax error, typo, programming code

I. INTRODUCTION

Linguistics is a scientific study of language and its structure including the study of grammar, syntax, and phonetics. Specific branches of linguistics include sociolinguistics, dialectology, psycholinguistics, computational linguistics, comparative linguistics, and structural linguistics (Soanes & Stevenson, 2003). Computational linguistics is an idea by Chomsky (1995) which aims to install and initialize languages to produce certain programs. Computational linguistics is the scientific and engineering discipline from a computational perspective and is concerned with understanding written and spoken language from a computational perspective, and building artifacts that usefully process and produce language, either in bulk or in a dialogue setting (Schubert, 2014). Effective communication including dialogue of human life has made the language context contribute to the meaning's interpretation (Yulianti et al., 2022). Computational linguistics also explores how human language might be automatically processed and interpreted. The human language includes the speech act of daily life by a speaker in communication, such as apologizing, complimenting, and complaining that occur anywhere at home, at workplaces, in organizations, or even on social media (Arafah & Kaharuddin, 2019). Other than that, the human language relates to the language form and its use as well as the cultural environment that is created based on how people interact and socialize where the language contains meaningful and complete information to explore before processing and interpreting a new program (Arafah et al., 2020; Fadillah et al., 2022). A broader perspective on human language in writing a literary work can also capture its cultural environment (Siwi et al., 2022). Studying literature needs interdisciplinary, multidisciplinary, and trans-disciplinary perspectives, which can lead result in comprehensive results to answer complex problems (Siwi et al., 2022).

Computational linguistics is concerned with a system of words or symbols that can be communicated to a computer. The Linguistics field has dominated in transmitting and interpreting any kinds of symbols into different meanings as it happens in conveying emoji in social media where the social media has become a media to do a social interaction among people via texting to convey any emoji to the particular message (Arafah & Hasyim, 2019; Hasjim et al., 2020). Semiotics, one of the linguistics branches, is also a study of signs and symbols in socio-cultural life in a society where these signs and symbols try to see the relation of humans with groups in their environment (Hasyim et al., 2020). Furthermore, research in this area considers the mathematical and logical characteristics of natural language and develops algorithms and statistical processes for automatic language processing. It is different from the symbols used in the literature field where the symbols can create many different opinions in the reader's mind, while the computational language creates symbols with inexact data and has its meaning (Afiah et al., 2022).

Nowadays, technological advances have made many aspects of life easier to access. The communication systems and educational system meet the new era as online communication and online learning are very possible to reach (Anggrawan et al., 2019). The most visible connection between people and technology that changed the human lifestyle can be seen in many aspects, including cybercrime, climate crisis, deforestation, biodiversity loss, plastic pollution, and many more (Arafah et al., 2021). Along with the rapid development of modernization, the internet user continues to grow and becomes the most effective medium to communicate with people from different places all over the world (Arafah & Hasyim, 2022). In contrast, the negative impact of the technology era can affect even worse to growing children, for example in the digital democracy, the use of social media to put their thoughts or critics that sometimes use bad and inappropriate words (Arafah et al., 2021). Furthermore, one way to face this problem is to introduce the system of coding and programming to children who cannot be separated from the computer and gadgets.

In programming, several errors greatly affect the final result that will be displayed by the code. One of the most common errors in programming is Syntax Error. This type of error is also found in the use of human language. A syntax error in a language is a mistake in using a language that involves organizing words and phrases that do not make sense. Meanwhile, a syntax Error or grammatical error in programming is an error in writing code in a program that makes the format or information unrecognizable by the computer system so that the computer cannot understand the meaning of the code.

In programming, the slightest writing error can result in a syntax error and affect the final result of the program. As for how a teacher will face trying to teach a subject by understanding the course first, this difficulty in syntax error can also be faced by becoming thoroughly familiar with the content and the structure of data at the very first (Sunardi et al., 2018). In this article, the author will show how writing errors in programming can affect the overall results that will be displayed. The author will use the code used to create a Geographic Information System Website for the Spread of Stunting Disease in Banggai Regency with the K-Means method. Stunting is a condition of growth failure in children in the growth of the body and brain, which is caused by malnutrition for a long time and causes the child to have a shorter stature than normal children of their age and have delays in thinking.

This website is designed to find out how stunting distribution in the Banggai district is based on data obtained from the local health office. This website calculates the distribution of stunting in the Banggai Regency using the K-Means Clustering method. The appearance of this website is designed using the PHP language and K-Means calculations can use the R language with R studio software as well as the PHP language.

This article aims to show how the slightest typo can affect the overall appearance of the existing code. This article will show a web view of the correct code as well as code that has a typo in comparison to how a typo can affect the final output.

II. LITERATURE REVIEW

A. Computational Linguistics

Computational linguistics is concerned with understanding language from a computational perspective and constructing artifacts that are useful in processing and generating language (Schubert, 2014). This branch of linguistics is an idea from Noam Chomsky which aims to initiate a particular language to produce a program. An understanding of computational language can also provide insight into thinking and intelligence (Schubert, 2014). Computational linguistics deals with word systems that can be communicated and understood by computers, which can be translated into machine code (Syafar & Febrina, 2019).

Computational linguistics has several theoretical goals that include a grammatical and semantic framework to characterize the language that allows syntactic and semantic analysis to be conducted with computations; discovering processing techniques and learning principles that take advantage of the language's structural and distributional properties; and the development of cognitively plausible and neuroscientific computational models of how language processing and learning can occur in the brain (Schubert, 2014).

Computational linguists are interested in providing computational models of various types of linguistic phenomena, which are "knowledge-based" or "hand-crafted", as well as "data-based" or "statistical" or "empirical". Work in this field is usually motivated from a scientific perspective as one tries to provide computational explanations for linguistics and it can also be one's desire to provide working components of speech or natural language systems (Sproat, 2005; Stern, 2018).

Computational linguistics contains about how processes work with language and linguistics. In computational linguistics, the mechanism for selecting word senses provides an interpretation of what a word with a linguistic structure means, and what that linguistic structure is for. Linguistics in its mainstream form is talking about algorithmic processes, which means about the processes, or in a more comprehensive sense not only of Chomsky's performance but of computing as a generic abstraction (Jones, 2007).

The growth of computational linguistics, as well as natural language information processing, is increasingly being conducted by people with computational rather backgrounds than linguistic backgrounds. In works that study machine learning, more training is needed in mathematics than in linguistics (Jones, 2007; Ibm.com, 2020).

B. Syntax Error in Language

Syntax errors in language use occur when a word and phrase is formed but has a meaning that does not make sense. Syntax shows how a sentence is formed or structured to be a word, which can be misinterpreted or misconstrued. An example of how syntax can affect the context and meaning of phrases or sentences can be seen below (Akorbi, 2021):

- The child cried loudly.
- The child loudly cried.
- Loudly, the child cried.
- The man overcame the issue quickly
- The man quickly overcame the issue
- Quickly, the man overcame the issue

A syntax error, which may seem trivial, can drastically change the meaning of a phrase or sentence as a whole. Some common syntax errors are incomplete sentence structure, subject-verb errors, improper use of conjunctions, incorrect use of prepositions, etc. (Hafiz et al., 2018). The most common syntax errors that need to be paid attention to are the improper use of commas and the use of sentence fragments (Akorbi.com, 2021). As it is already known that the shift of syntax can cause the changing of meaning, it has to be more careful. The changing meaning of a language is also caused by the shift of lexicons that changed all the cultural values of a language. In the worst case, a language can be extinct if the system turns shifted many times (Takwa et al., 2022).

According to Basri et al. (2013), the syntax was very essential to be understood by the students in learning a language. Another study conducted by Zughoul (2002) showed that errors in noun phrases and verb phrases were frequently conducted by the learners. The most frequent noun phrase errors were in the use of articles, ordinals, and quantifiers (Yuliana, 2017).

C. Syntax Error in Programming

In programming, several errors often occur, one of which is Syntax Error. Syntax error or grammatical error is an error in writing code in a program that makes the format or information unrecognizable by the computer system so that the computer cannot understand the meaning of the code (Sari, 2022). A syntax error can occur when the grammatical rules of the programming language being used are not followed by the person who wrote the program, e.g if a keyword is misspelled or the author does not put a semi-colon in the appropriate places (Solo, 2020). Syntax error can be a major obstacle for novices and will slow down their progress (Denny et al., 2014). In this kind of error, the compiler finds something wrong with the program. The first step in the debugging process is to fix syntax errors that occur because the program will not run properly if this error is not immediately resolved (Solo, 2020). Syntax errors are one of the main reasons why beginners in this field cannot master programming, due to their inability to apply valid syntax rules when writing programs (Plonka et al., 2015; Mase & Nel, 2022).

Examples of errors that fall into this category are writing commands that do not exist, forgetting to write square brackets, round brackets, and semicolons, misspelling variables, or other errors when writing a programming language (Paskalina, 2021). For compiled languages, a syntax error will result in a compiler message that will usually point to the wrong program line. An example message is "Line 23: Missing semicolon" (Alzahrani & Vahid, 2021).

Research conducted by Denny et al. (2011) explores how the frequency of students who experience compilation errors when writing program code is relatively short. In the study, there were about 70% of students experienced four or more syntax errors in a row even though the compiler output had been shown to them. This syntax error is an error that can be a significant barrier to student success in mastering programming (Denny et al., 2011). An example that shows how serious is this problem involves a student who spent almost 2 hours trying to test whether the sum of two numbers is even or odd (Denny et al., 2014). These kinds of problems are hard to avoid for the students so their willingness to learn from their mistakes is very important. The positive mind of the students to not protract from the problems and arise themselves with self-concept will create positive energy and result in a high motivation to learn better (Arafah et al., 2020). In line with this, students will achieve a learning method themselves that can come both from the student themselves and the environment (Mokoginta & Arafah, 2022). Some of the most frequent syntax errors that beginning coders may write include missing or unmatched parentheses that happen when one end of the parentheses is missing in the code, undeclared or misspelled variables, unmatched or missing quote (') or ("), incomplete or misspelled return statement, and missing semicolon (Woz-u.com, 2021). As a result, the ability is strongly needed by a coder to make a program by putting the language used that has been designed for a coding program, as well as an author who puts his thought through a literary work (Mutmainnah et al., 2022). The similarity between computational linguistics and literature can be seen through the language used because a literary work will be interesting using such a certain beautiful language while computational linguistics can only be done by using such a certain code (Asriyanti et al., 2022).

D. Stunting

Stunting is a chronic nutritional problem that occurs in toddlers, which is caused by a lack of nutritional intake in the long term and due to food intake that is not following nutritional needs. According to UNICEF (United Nations International Children's Emergency Fund), stunting is the percentage of children aged 0 - 59 months, with a height below -2 (moderate and severe stunting) and -3 (chronic stunting) as measured by the Multicentre Growth Reference Study or the median standard deviation of child growth standards from WHO (World Health Organization) (Indonesia Government, 2020; Anita et al., 2021).

Besides stunted growth, stunting is associated with less than optimal brain development, which can lead to poor mental and learning abilities, as well as poor school performance. Stunting and other conditions are associated with malnutrition and can also be considered a risk factor for diabetes, hypertension, obesity, and death from infection (Lifestyle.kompas.com, 2017; Anita et al., 2021). Poor nutritional status in pregnant women and infants is the main factor causing toddlers to experience stunting. Several factors cause stunting, namely inadequate maternal knowledge, recurrent or chronic infections, poor sanitation, and limited health services.

Some of the symptoms of stunting in children are children who are shorter for their age, body proportions tend to be normal but children look younger/smaller for their age, low weight for their age, and delayed bone growth (Aladokter.com, 2020).

E. Geographic Information System

A geographic Information System (GIS) is a computer-based system that is used to store and manipulate geographic information. A geographic Information System (GIS) has been designed to collect, store, and also analyze objects and phenomena that present geographic location as an important or critical characteristic to be analyzed.

Geographic Information System (GIS) is formed from three main elements, namely system, information, and geography. In GIS, some elements are most emphasized, namely information and geography. Where the information element describes places, knowledge about the position of a place, and provides information about a position that you want to know. While the geographical element explains that all the information needed is located on the surface of the earth (Prahasta, 2002; Prahasta, 2014).

F. GIS Website for Stunting Distribution in Banggai Regency with the K-Means Method

This website is the first author's final project to earn a bachelor's degree in Computer Science. This website was created to show how the distribution of stunting under five in the Banggai Regency with data obtained from the Local Health Office. The data is then processed using the K-Means Clustering method to determine the regional division. The website was built using PHP (Hypertext Preprocessor) to get a dynamic display and connect to the database. The database used to store this web data is MySQL via PHPMyAdmin and uses OpenLayers to display maps on the website. Meanwhile, the K-Means method is calculated automatically on the website using PHP and also uses the R language in the Rstudio application for separate calculations.

PHP (Hypertext Preprocessor) is of programming language in the form of a script that is placed on the server and processed on the server (Prihatna, 2005). PHP is designed to build a dynamic web. This means PHP can form a display according to demand and has good abilities in several things, such as mathematical calculations, in terms of e-mail network information, and regular expressions. PHP is also able to be used as an interface with the database properly and supports various database servers such as MySQL, ORACLE, Sysbase. Meanwhile, OpenLayers is a JavaScript-based client application to displays map data on a web browser and do not depend on the web server used. OpenLayers implements the JavaScript API used to build this website (Laksmi et al., 2012). While the R language is the language used in statistical computing which was first developed by Ross Ihaka and Robert Gentleman at the University of Auckland New Zealand which is an acronym for the first names of the two authors. This language has different rules and syntax from other programming languages which makes it unique compared to other programming languages (Rosidi, 2019).

III. METHODOLOGY

The study was conducted with a qualitative method. Qualitative research is research conducted in certain settings that exist in real life (natural) to investigate and understand phenomena: what happened, why it happened, and how it happened (Fadli, 2021). According to Denzin and Lincoln (1994), qualitative research is research using a natural setting to interpret a phenomenon that occurs and is carried out by involving various existing methods (Fadli, 2021). Two types of data that are often used in research are primary and secondary data. Primary data means that the data already exists and was collected by the researcher, while secondary data means that the researcher gathers the data from another source as the supporting data (Purwaningsih et al., 2020).

This study will only use the primary data obtained from PHP code to create a web display of Stunting Distribution in Banggai Regency using the K-Means Method, as well as PHP and R codes to calculate regional division using the K-Means Clustering method. The method of data collection will be done by testing the program code to create a web display and calculating K-means, to see and compare the results that are issued if there is a typo or not. The data used in this article are the results of the first author's thesis research to get a bachelor's degree in the Computer Science field.

IV. FINDINGS AND DISCUSSION

On the website that is used as a data source, the K-Means method is used to process the stunting data that has been obtained to be divided into 3 groups and marked with 3 different colors. As for these three groups, namely, groups of areas with low, medium, and high risk.

Meanwhile, the web display that is built is divided into two, namely the user section and the admin section. On the user side, several activities can be carried out by the user, namely viewing the distribution map where the user can choose whether to view by year or by available group, view general information about stunting, view sub-district data, and view information from the sub-district by clicking on click the district area on the map. While on the admin side, the admin can input or edit all the information displayed in the system.

On the initial page of the web display, the user will be shown how the stunting distribution map depicts Banggai Regency. In addition, users can also view other information such as the definition and characteristics of stunting, child body standards, causes of stunting, as well as the impact and prevention of stunting. If the existing code does not have a typo, then the web will display all existing components.

However, if there is a slight typo in the code, it will result in a different appearance on the web. For example, if there is a typo in the background used, then the background cannot appear on the web display. Meanwhile, the code displays the map division with three colors, namely green, yellow, and red, which represents the division of the area with stunting toddlers in the low, medium, and high categories. However, if there is a slight typo in the code, the website will not be able to display the division of the three categories. This can be seen in Figure 1.

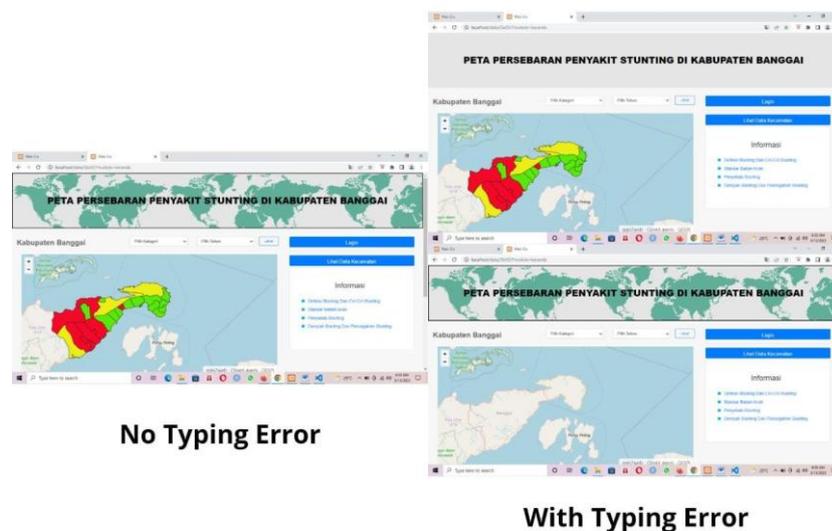


Figure 1 Web Display Without Typo in Code

In Figure 1, it can be seen that the image on the right can display all components because the code that is executed does not have a typo, so the computer can translate the code correctly. While the two images on the right can't fully display the web part because there is a typo, which causes the computer to not understand the intent of the code. The comparison of the two codes can be seen as follows:

With typo (background):

```
<body class="animsition">
<div class="page-wrapper">
  <div class="background">
    <div class="transbox">
      <center><p><B>PETA PERSEBARAN
PENYAKIT STUNTING DI KABUPATEN
BANGGAI</B></p></center>
    </div>
  </div>
</div>
<!-- END WELCOME-->
```

Without typo (background):

```
<body class="animsition">
<div class="page-wrapper">
  <div class="background">
    <div class="transbox">
      <center><p><B>PETA PERSEBARAN
PENYAKIT STUNTING DI KABUPATEN
BANGGAI</B></p></center>
    </div>
  </div>
<!-- END WELCOME-->
```

With typo (map categories):

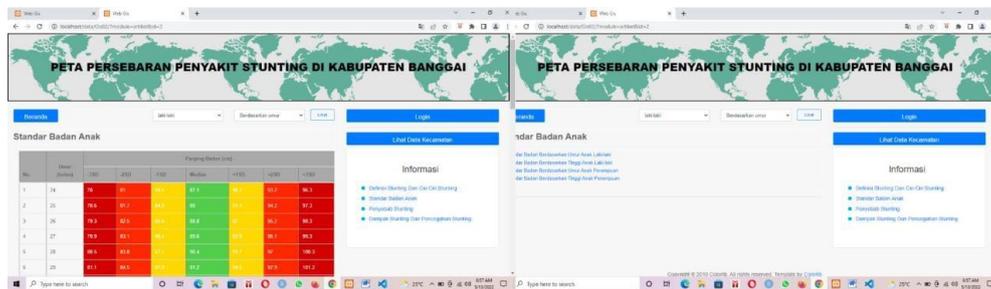
```
$query = mysqli_query($conn, "selrvt * from
tb_wilayah");
$num = mysqli_num_rows($query);
if(empty($_POST['tahun'])){
    $query_tahun = mysqli_query($conn, "select
min(id_tahun) as id_tahun from tb_tahun");
    $data_tahun = mysqli_fetch_array($query_tahun);
    $tahun = $data_tahun['id_tahun'];
}elseif($_POST['tahun'] == $_POST['tahun']){
    $tahun = $_POST['tahun'];
}
}
```

Without typo (map categories):

```
$query = mysqli_query($conn, "select * from
tb_wilayah");
$num = mysqli_num_rows($query);
if(empty($_POST['tahun'])){
    $query_tahun = mysqli_query($conn, "select
min(id_tahun) as id_tahun from tb_tahun");
    $data_tahun = mysqli_fetch_array($query_tahun);
    $tahun = $data_tahun['id_tahun'];
}elseif($_POST['tahun'] == $_POST['tahun']){
    $tahun = $_POST['tahun'];
}
}
```

From the code snippet, it can be seen that there is a typo on line 3 for the background code, which causes the background display to not appear. The <div classes="background"> code only has a typo in the word "class" but can make the computer unable to read what this code means and result in no background appearing on the web display. Meanwhile, in the code to display the map category division, there is a typo in the code \$query = mysqli_query(\$conn, "selrvt * from tb_region"); which makes the computer unable to process the code.

Then on another page for users, which is the child's body standard page, it will show a standard table of the child's body from 24 to 60 months. The table will show the child's body standards from -3SD, -2SD, -1SD, Median, +3SD, +2SD, and +1SD. On this page, the user can choose to view standard body information for boys and girls and can view by age and height. However, if there is a little typo, it will make the web unable to display the entire table.



No Typing Error

With Typing Error

Figure 2 Display of Map Category Division With Error Typing in Code

In Figure 2, it can be seen that the image on the right shows the standard table for children's bodies, where the user can choose to view the standard data for boys and girls based on age and height. While the two images on the right cannot display the entire table because there is a typo, which causes the computer to not understand the intent of the code. The comparison of the two codes can be seen as follows:

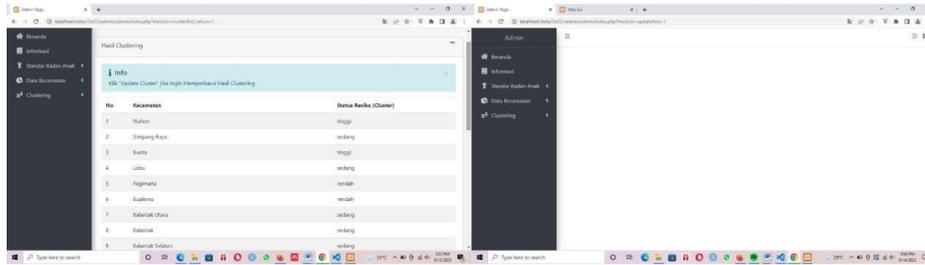
With typo (standard body):

```
<?php
if($ddta['judul'] == 'Standar Badan Anak' ){
    include 'standar_badan_anak.php';
}else{
    echo $data['isi'];
}
}
```

Without typo (standard body):

```
<?php
if($data['judul'] == 'Standar Badan Anak' ){
    include 'standar_badan_anak.php';
}else{
    echo $data['isi'];
}
}
```

On the admin page, there is a page to recalculate the division of categories using K-Means clustering. On this page, K-Means are calculated automatically using the PHP language. If there is no typo, the web will display a page to update the existing cluster with the K-Means Clustering method. However, if there is a typo even if it is only one letter, then the page will be blank and not display anything.



No Typing Error

With Typing Error

Figure 3 Admin Page Display Showing Clustering Results

In Figure 3, it is clear how the page changes when there is a typo in the code used. When there is no typo, the page can load a table containing the results of the cluster calculations using K-Means Clustering. However, when a typo occurs, the page will be blank so that it displays anything. The comparison of the two codes can be seen as follows:

With typo (K-Means):

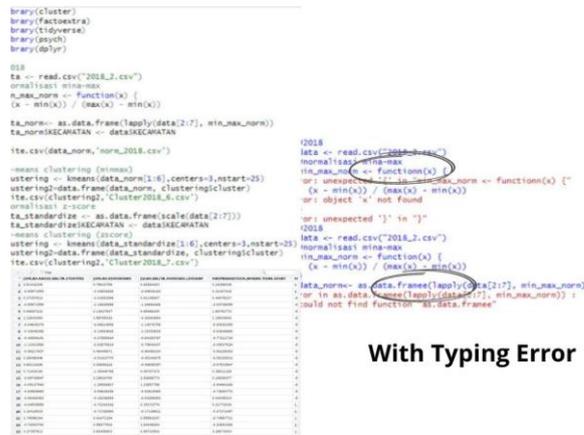
```
$query = mysqli_query($conn, "select * from
tb_tahun");
while($tahun = mysqli_fetch_array($query)){
    $data =
mysqli_num_rows(mysqli_query($conn, "select id_tahun
from tb_data_kecamatan where
id_tahun='$tahun[id_tahun]'"));
    echo "
```

Without typo (K-Means):

```
$query = mysqli_query($conn, "select * from tb_tahun");
while($tahun = mysqli_fetch_array($query)){
    $data =
mysqli_num_rows(mysqli_query($conn, "select id_tahun
from tb_data_kecamatan where
id_tahun='$tahun[id_tahun]'"));
    echo "
```

From the code, it can be seen that there is only a minor typo in the code \$query = mysqli_query(\$conn, "select * from tb_tahun"); on the word "query" to "queryy". However, this is fatal to the web display that should display the clustering results from the K-Means calculation.

Meanwhile, for the calculation of K-Means Clustering using the R language through the Rstudio software, the correct program will produce a table that has divided the data. However, if there is an error in typing, the program will immediately stop processing.



No Typing Error

With Typing Error

Figure 4 Calculation of K-Means via Rstudio

From all the sample data that has been displayed, it can be seen that the typo greatly affects the running of the code. When a code experiences a typo or syntax error, it will cause the computer to not understand the meaning of the code. Thus, the computer will not be able to display what the codes want.

V. CONCLUSION

A syntax error is an error that often occurs in the use of linguistics, both in language and linguistics branches. One of the linguistic branches that can be affected by syntax error is computational linguistics, especially in programming code. In programming code, even the smallest typo can affect how the result will display in the code. When there is a typo in the program, then the computer will not be able to understand the code, and made the computer cannot display it.

From the explanation above, it can be concluded that the way the code is written is very influential on the results that will be displayed by the code. Code in dominant programming uses simple words in English. However, this sometimes becomes an obstacle for beginners who tend to make mistakes when typing the code. If someone makes a writing error in the code, this will cause a syntax error and will greatly affect the results obtained.

When making an error like this, the computer will not be able to understand the intent of the code which results in the computer not being able to display the results that the author or coder intended. Errors like this are easier to fix than other errors in programming, it's just that precision is needed to find the part of the name that contains typos, especially in long programs.

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Call for Papers and Special Issue Proposals

Aims and Scope

Theory and Practice in Language Studies (TPLS) is a peer-reviewed international journal dedicated to promoting scholarly exchange among teachers and researchers in the field of language studies. The journal is published monthly.

TPLS carries original, full-length articles and short research notes that reflect the latest developments and advances in both theoretical and practical aspects of language teaching and learning. We particularly encourage articles that share an interdisciplinary orientation, articles that bridge the gap between theory and practice, and articles in new and emerging areas of research that reflect the challenges faced today.

Areas of interest include: language education, language teaching methodologies, language acquisition, bilingualism, literacy, language representation, language assessment, language education policies, applied linguistics, as well as language studies and other related disciplines: psychology, linguistics, pragmatics, cognitive science, neuroscience, ethnography, sociolinguistics, sociology, and anthropology, literature, phonetics, phonology, and morphology.

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Special issues feature specifically aimed and targeted topics of interest contributed by authors responding to a particular Call for Papers or by invitation, edited by guest editor(s). We encourage you to submit proposals for creating special issues in areas that are of interest to the Journal. Preference will be given to proposals that cover some unique aspect of the technology and ones that include subjects that are timely and useful to the readers of the Journal. A Special Issue is typically made of 15 to 30 papers, with each paper 8 to 12 pages of length.

A special issue can also be proposed for selected top papers of a conference/workshop. In this case, the special issue is usually released in association with the committee members of the conference/workshop like general chairs and/or program chairs who are appointed as the Guest Editors of the Special Issue.

The following information should be included as part of the proposal:

- Proposed title for the Special Issue
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- Name, contact, position, affiliation, and biography of the Guest Editor(s)
- List of potential reviewers if available
- Potential authors to the issue if available
- Estimated number of papers to accept to the special issue
- Tentative time-table for the call for papers and reviews, including
 - Submission of extended version
 - Notification of acceptance
 - Final submission due
 - Time to deliver final package to the publisher

If the proposal is for selected papers of a conference/workshop, the following information should be included as part of the proposal as well:

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- A brief description of the technical issues that the conference/workshop addresses, highlighting the relevance for the journal.
- A brief description of the event, including: number of submitted and accepted papers, and number of attendees. If these numbers are not yet available, please refer to previous events. First time conference/workshops, please report the estimated figures.
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- Distribution of the Call for Papers broadly to various mailing lists and sites.
- Getting submissions, arranging review process, making decisions, and carrying out all correspondence with the authors. Authors should be informed the Author Guide.
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