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The Effects of Extensive Reading Strategy Training on Enhancing First Year Undergraduate EFL Learners' Level of Autonomy

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Abstract—To better understand how extensive reading strategy training (ERST) affects the degree of learner autonomy (LA) in an EFL university setting, a mixed-method experimental study was conducted. The study's participants were split into two groups at random: experimental and control. While individuals who took part in the experimental group received ERST treatment, those who took part in the control group merely received conventional instruction. Data from both groups were gathered using pre- and post-intervention questionnaires, and an analysis of covariance (ANCOVA) was used to determine whether group variations in the degree of LA were caused by the ERST therapy. The experimental group also received a post-intervention questionnaire on views toward ERST, and descriptive statistics were used to examine the findings. Additionally, a thematic analysis was done on the information gathered through teacher-trainer interviews regarding how the treatment affected the students' attitudes and degree of autonomy. Results demonstrated that as compared to the control group, participants in the ERST treatment considerably increased their level of autonomy. Additionally, the experimental group ultimately displayed a very positive attitude regarding the therapy. In general, the study's findings showed that encouraging autonomy through ERST led to successful outcomes in the development of autonomous English language learners. To assist students to become lifelong autonomous learners, EFL teachers are expected to provide training on extensive reading strategies (ERS) by integrating them with communicative language courses.

Index Terms—attitude, extensive reading strategy, ERST, level of learner autonomy, reader autonomy

I. INTRODUCTION

It is undeniable that an ER plays a crucial role in developing independent learners because today's society is more sensitive than ever to independence in all parts of their lives. One of the first definitions offered when ER is in question is reading a lot of specially crafted texts quickly for general understanding while paying close attention to the meaning in the target language (Bamford & Richard, 2004).

The use of ER in the classroom is more effective in boosting learning than the conventional approach, which focuses mostly on intensive reading, according to a significant body of research on the topic. Teachers had positive perspectives about the development of LA in language learning as facilitators, counselors, and helpful resources in ER education (Duong & Seepho, 2014). Students are pleased with the LA philosophy's implementation since it allows them to direct their learning (Balcikanli, 2010; Tok, 2011).

According to teacher candidates, finding one's learning strategies and developing one's explanations are two of the most suitable instructional tasks for boosting LA (Tok, 2011). A small amount of LA can encourage students to read for a variety of purposes and to develop into independent readers who will enjoy reading on their outside of the classroom (Hedge, 2003).

The significance of ER in language learning has been argued for by Day and Bamford (2002), Channuan (2012), Yamashita (2013), and Beglar and Hunt (2014). However, adapting the ideas to practice and observing their impact on the ground is still debatable in a distinct EFL learning culture, such as Ethiopia. Therefore, it is crucial to comprehend how to use ER in the process of teaching and learning languages in the classroom to best provide learners with autonomy.

II. REVIEW OF LITERATURE

A. Learner Autonomy

By contrast, in ER instruction, teachers hold positive attitudes toward the promotion of LA in language learning as facilitators, counselors, and valuable resources (Duong & Seepho, 2014). Students are also positive about the implementation of the philosophy of LA (Balcikanli, 2010; Tok, 2011) because it allows them to take charge of their learning.

LA has been a critical issue over the last three decades, during which there has been heated debate over the concept of independent self-directed learning (Zarei, 2010). There are also several arguments in favor of producing autonomous learners. First, autonomous learners are more active and efficient in the process of language learning. Second, autonomous learners are more motivated to take part in various activities. And third, effective communication is achieved through language use, and one of the requirements of language use is that the learner is autonomous. According to Thanasolus (2000, p. 117), in the domain of educational psychology, perhaps the clearest definition that can be given to LA is "the learner's willingness and capacity to control or oversee her learning". In TEFL settings, this might be interpreted as the second language learners' desire to get involved and monitor their language learning. Thus, this requires the involvement of affective and metacognitive strategies in addition to cognitive ones.

Bell (2001) believed that ER offers teachers worldwide to encourage learners to engage in a focused and motivating reading program with the potential which leads them along a path to independence and resourcefulness in their reading and language learning. According to teacher candidates, 'finding their learning strategies' and 'formulating their own explanations' are among the most appropriate instructional responsibilities for promoting LA (Tok, 2011). A certain degree of LA can promote students' motivation to read for different purposes and to become independent readers who can enjoy reading autonomously outside the classroom, too (Hedge, 2003).

Scholars around the world agree on the importance of LA in academic institutions since it is a deciding factor for academic success, especially among tertiary-level students. For instance, Wintek (2012) point out as teachers and educators have a responsibility to foster LA since it is regarded as one of the most important goals in education.

B. Extensive Reading

Educators around the world, who are targeted to bring changes into SL/FL teaching-learning sector, are continually looking for methods of improving their students' language abilities, and ER has become one due to the benefits it brings to students' study (Son, 2017). Even though the basic concept of ER is to encourage students to read a variety of topics for enjoyment as much as possible, many studies have confirmed that its activities provide various advantages to language skills, and can be used effectively to promote LA (Jaisook & Thirawisit, 2015). Teachers must depend on the provided curriculum and other requirements to often teach students at mixed ability levels in their classrooms (Mermelstein, 2015). However, the difference among learners brought great problems to teaching in the same classroom with the same content. The scholars suggested ER as an alternative method to the conventional teacher-centered method of teaching because it helps learners to get chances to choose the ways they can become successful language learners with their difference in the same language learning classroom.

The idea of ER goes in line with the notion of social constructivism because it holds the belief that the learner's active participation plays a pertinent role in the process of learning. The main goal of integrating active activities in ER classes is to improve learners' participation in a reading program and discuss widely what they have understood from their reading (Channuan, 2012). Additionally, Benson (2001, pp. 35-36) stated, "Learning will be most effective when learners are fully involved in decisions about the content and process of learning". Realizing the limitations of the classroom and the time available for teachers to directly interact with each student, ER may be able to help second language learners become more autonomous learners, especially in EFL environments where exposure to the target language may be limited. Therefore, it seems logical for EFL teachers to seriously consider using the ER method to assist learners in their classrooms (Mermelstein, 2015).

Davis (1995) points out that during ER learners are encouraged to read as many books as they can, with pleasure, according to their level, without the pressure of testing or marks. Walter (2003) also states that getting the chance to choose the materials depending on their preference initiate students to read eagerly. Thus, to achieve the goal of having the students read the materials with their strategies, they should be given the facility of reaching them and be loaded with enthusiasm and motivation; even more, they should be given enough time to do such an activity.

C. Constructivism Learning Theory of Learner Autonomy

Vygotsky's constructivist theory from 1978 serves as the theoretical foundation for this research investigation. Constructivism is an approach to learning that holds people who actively construct their knowledge and that reality is determined by the experiences of the learner (Elliott et al., 2000). In developing constructivists' ideas Arends (1998) points out that meaning is influenced by the interaction between prior knowledge and novel experiences and is created by the learner through experience.

Constructivism learning philosophy promotes the idea that students actively generate their knowledge. It places LA at the center and employs it as a tool for reaching the learning objective. Teachers primarily serve as organizers, guides, and assistants throughout the entire learning process, but students are responsible for their learning. Since students are responsible for their learning and assessment, constructivism encourages a sense of personal agency.

The fundamental tenet of constructivism is that knowledge is created by learners themselves and that new knowledge is built on top of prior knowledge. The new or modified information that a person creates as a result of new learning

experiences is influenced by this prior knowledge (Phillips, 1995). Throughout the learning process, students evaluate, verify, and critique new information in addition to understanding it.

In constructivist theory, teachers' prior task is to stimulate learners' learning interest and learning motivation and then connect current content with learners' original knowledge and experience organically. The new or modified information that a person creates as a result of new learning experiences is influenced by this prior knowledge (Phillips, 1995). Throughout the learning process, students evaluate, verify, and critique new information in addition to understanding it.

According to constructivist theory, teachers' first responsibility is to pique students' interest in and enthusiasm for learning before naturally fusing current material with prior knowledge and experience. Students do not enter the classroom with blank slates. Based on their prior lives and education, they have developed specific knowledge and expertise, and they also have their perspectives on everything. Based on their prior lives and education, they have developed specific knowledge and expertise, and they also have their perspectives on everything. Based on their prior knowledge and cognitive ability, learners can construct their explanations of difficulties. Therefore, rather than imposing new information on students without regard for their prior knowledge and experience, teachers should respect existing experiences and cultivate new information gradually.

Learners also develop their unique physiological worlds based on their unique genetic predispositions, social contexts, family circumstances, and life experiences. Additionally, its uniqueness should be acknowledged. To stimulate student learning initiatives and help them create a multi-faceted knowledge hierarchy, teachers should approach their students with non-substitutable topics with a variety of growing demands and opportunities.

According to Deci (1996), an American social psychologist, we need to feel autonomous or like we are making our own decisions to feel fulfilled. However, to feel fulfilled, we also need to have our other two wants met: we need to feel capable of facing and overcoming "optimal challenges" and we need to feel "connected with people in the middle of those challenges" (p. 88). This theory of human motivation holds that our relatedness both confirms and limits the freedom that autonomy offers. When we behave independently, our acts are genuine because they stem from our sense of identity. The development of a person's autonomy is another goal of pedagogies that aim to make use of this universal potential for autonomous activity.

The way we learn is also influenced by the liberty our biological makeup has granted us. From a cognitive standpoint, learning is also uniquely individual since, in its most basic form, our cognitive processes are all different from one another. Constructivism, which contends that humans create our knowledge by interacting with new information, ideas, and experiences, is based in part on this theory.

In general, constructivism learning theory is the foundation of and fully reflects the cultivation of LA. They complete one another. LA promotes learner-oriented study, putting special emphasis on learners' role in the cognitive subject, with constructivism learning theory as theoretical support. Learning occurs when students develop knowledge in meaningful ways with the aid of essential learning resources, teachers, and other people. Thus, scholars from all over the world concur that LA is crucial for academic institutions since it determines academic success, particularly for students in tertiary education. For instance, Wintek (2012) notes that as LA is one of the most crucial educational objectives, instructors and educators must promote it.

In a similar vein, the Curriculum Framework for Ethiopian Education encourages students at all levels to take an active role in their learning and to look for information from a variety of sources, but in the current researcher's experience as both a student and a teacher, they remain passive and dependent, lacking initiatives to demonstrate their effort to overcome their learning problems on their own. The majority of teachers take on the lead position and carry the bulk of the load for their students.

Teachers themselves have begun to believe that it is their job to determine the appropriate resources, teaching strategies, teaching methods, and other components that are employed in the teaching-learning process, even though learners are reluctant to accept responsibility.

To ascertain the impact of ER in EFL classes, related classroom studies have been conducted abroad during the past few decades. For instance, Channuan (2012) studied the impacts of ER and discovered that students who often used cognitive and meta-cognitive methods during ER exhibited improvement in their LA, allowing language learners to eventually become more independent readers.

Do and Dinh (2020) also did a study at the Faculty of Foreign Languages to investigate the potential effects of ER on LA of first-year EFL learners. The results demonstrated that ER could assist the majority of students in improving their autonomy in learning, as evidenced by an improvement in their capacity for making decisions, establishing goals for activities, allocating time for activities, applying to other activities, and performing self-evaluations. These studies further recommended that teachers should correctly integrate ER into instructional activities, increase student awareness, and establish supportive learning environments to help students grow their autonomy.

Therefore, the current study was conducted to investigate if a statistically significant difference can be brought between the experimental group's and control group's levels of autonomy due to ERST treatment, and identify the attitude of the students toward the ERST treatment.

To define the more general components of ER, which were looked into as a whole in prior studies, the current researcher explicitly targeted ERST as a treatment. The researcher claims that by doing this, implementers may focus on

the treatment area rather than having to deal with more general ER issues. Thus, it is clear from this that the present researcher wished to close any gaps that might have developed during implementation by handling the scope.

III. METHODOLOGY

A. *Research Design*

Since the study employed the concurrent triangulation design, the quantitative and qualitative data were collected from the questionnaire and interview, respectively. The questionnaire was administered to check the level of the students in both groups in terms of LA before the treatment. It was distributed to the students in the first week of the class; they spent approximately 40 minutes completing it. Then, the students went through the 8-week treatment. Participants had about 3 hours of Communicative English Language Learning class per week. For the treatment group, additionally, ERST was given for 8 periods of 70 minutes each in between the pre and post-intervention questionnaires. Then, the post-intervention questionnaire was administered to both groups in the last week of the class. Students spent approximately 40 minutes completing it. The interview was also conducted with the teacher trainer after the treatment. The interview session took approximately 30 minutes. It was conducted by using the target language (English) since the teacher trainer had no problem using the language. Lastly, the answers were digitally recorded, transcribed, coded, and analyzed thematically.

B. *Context and Participants*

The study took place at Wollega University in Ethiopia. Communicative English Language skills-II course was an English course that 1st-year University students were required to take. The class met for 70 minutes on Thursday over the course of 8 weeks in addition to the regular 3 hours class for the regular communicative course. One TEFL teacher was selected purposively to give training to the experimental group students and conventionally taught the control group students. The teacher was selected on the ground that she is well qualified and volunteer to participate in the study. Of 326 social science students who were assigned to ten sections in the semester, the two sections which were taught by the selected teacher were selected purposively in order not to create a difference in the student's performance because of the ability of different teachers while teaching the conventional course. Lastly, the two sections were randomly assigned as the experimental group (which consists of 30 participants) and the control group (which consists of 31 participants).

C. *Instrumentation and Validation*

The researcher employed a questionnaire and interview to get valid information for the current research questions. The questionnaire was made up of closed questions (fixed responses) which require the respondent to choose between a limited number of answers and used as one of the research techniques for data collection. It was adopted from Channuan (2012). The questionnaire was developed based on the components of the LA model, and it was adopted primarily to meet the objectives of the study, and in line with the review of the literature. It involved 24 questions used to measure the autonomy level of the students. The other 10 questions were used to investigate the attitudes of the subjects toward ERST.

An interview, which was another method of data collection in the present study, used a semi-structured-interview format as a guideline with a set of specific questions where the respondent trainer was free to say whatever she has drawn from the observation. These questions were intended to find out basic information for the research objectives by eliciting their perspectives. An interview was held with the teacher trainer to supplement information and to cross-verify the data collected through the questionnaires.

Concerning the construct reliability of the questionnaire, all the Composite Reliabilities (CRs) were higher than the recommended value of 0.70. Cronbach's alpha of each construct also exceeded the 0.70 threshold. Convergent validity was also acceptable because the Average Variance Extracted (AVE) was over 0.50. Discriminant validity was assessed by the Fornell-larger criterion, and the result shows the square root of AVE for the construct was greater than the inter-construct correlation. Discriminant validity was also assessed by the Heterotrait–monotrait ratio of correlations, with values below the threshold of 0.90. Moreover, internal consistency was assessed by collecting and analyzing questionnaire data via Cronbach's alpha test. The alpha coefficient for the questionnaire items which measure LA Level Scale (24 items) was 0.85, and for questionnaire items that measure students' attitudes toward ERST (10 items) was 0.785. Therefore, the questionnaire items were at a well-constructed scale as a reliability coefficient was higher than 0.70.

The researcher spoke face-to-face with the teacher trainer to ensure the validity of the interview data. The interviewee's responses were then verbatim recorded and transcribed by the researcher.

D. *Experimental Conditions: ERST Intervention*

After the pre-intervention questionnaire was administered to groups, the teacher trainer was given two days of training before the treatment with the guidance of ERST material prepared for this purpose. ERST material was developed on the bases of ER theory and the framework of LA training mainly developed by Dickinson (1995) and Wenden (1991) and adapted by Channuan (2012). The current researcher also adapted the material in a way it fits the

current study's research area. The material for this training was prepared with the ambition of encouraging students to use appropriate ERSs while reading a range of materials inside- and outside the classroom. Therefore, the material for the current study was prepared in a way that works on the psychological and methodological makeup of the learners to make them successful autonomous learners.

The teacher trainer received thorough training on how to support students' independent work, how to follow up on one-on-one reading lessons, how to keep students motivated and confident, how to lead peer work, group work, and discussion groups, and how to conduct reading journals for taking notes. On the other hand, in one section of the control group, it was advised to the instructor to utilize the conventional method of teaching and the Course Module as it is without combining it with the training method.

Since ER by its very nature holds autonomy, the students were expressly instructed on LA integrated with ER for the first two periods. To support students in managing their job efficiently, metacognitive practices including planning, monitoring, and assessing were introduced. Affective techniques including motivation and favorable attitudes about ER and LA were simultaneously fostered.

The subjects then received training in reading strategies for the following three periods through various reading exercises, including activating prior knowledge, predicting, guessing word meanings, finding main ideas, using references, resourcing, deduction, imagery, keywords method, transfer, inference, translation, and summarizing. Through these activities, students were able to become more aware of the various reading comprehension (ER) strategies that may be used to improve their reading comprehension and autonomy.

The following three periods were used for classroom SSR exercises. All students brought any reading materials of their interest that they started reading outside and continued reading individually in the classroom during the training. The teacher took the role of a reading model and read just like the students, too. In each period, sustained silent reading lasted for 30 minutes and the remaining 40 minutes were devoted to class discussions on the issues that learners read silently in the classroom and outside the classroom and strategies they have used while reading, teacher consultation, and book borrowing and returning. Apart from in-class reading, students were encouraged to enjoy outside reading as much as possible so that they can practice taking charge of their learning to become lifelong autonomous learners.

Both groups completed the post-intervention questionnaire on the degree of autonomy, and to further validate the findings, an interview with the teacher trainer was undertaken to discuss the overall impact of the intervention on the LA level and attitude.

E. Data Analysis

The current researcher used one-way ANCOVA to examine the quantitative information obtained from the autonomy level scale pre and post-intervention questionnaire and to account for any potential pre-existing differences between these two groups. To ascertain if the intervention made a difference between the two independent groups on a dependent variable, the one-way ANCOVA was employed. Regarding the qualitative data, content analysis was used to transcribe and categorize the teacher-trainer interview replies on the impacts of ERST on the degree of LA, and the attitude of the experimental group towards ERST (Creswell, 2012).

IV. RESULTS

A. The Effects of ERST in Enhancing Level of Learner Autonomy

The main objective of the current research question was to test the differences that could be brought in Wollega University students' level of autonomy because of the ERST treatment. The researcher hypothesizes that the autonomy level of participants who took ERST in addition to the communicative English Language skills-II course would show better improvement than those who only study via the conventional way. To answer this research question and test the hypothesis, the data were gathered through pre- and post-intervention questionnaires for the corresponding groups and analyzed by the statistical package SPSS version 28.

The current researcher used a one-way ANCOVA because of the following reasons: First, the researcher checked that the dependent variable (LA) and covariate variables (pre-intervention questionnaire) were measured on a continuous scale; second, the independent variable consisted of two independent groups (experimental and control groups); and third, there was no relationship between the observations in each group or between the groups themselves. For example, there were different participants in each group with no participant being in more than one group. The current researcher also examined the skewness, kurtosis, and p-value of the questionnaire.

The histograms, normal Q-Q plots, and box plots all revealed that the questionnaire results were very evenly distributed. There were no outliers which may distract the result of the study. Table 1 below also shows acceptable values of skewness and kurtosis since they range between -2 and +2 (George & Mallery, 2010).

TABLE 1
NORMALITY TEST FOR LEVEL OF LA SCALE QUESTIONNAIRE

Group	Skewness	Kurtosis	P-Value
CG	0.13 (SE=0.42)	-0.95 (SE=0.821)	0.45
EG	0.03 (SE= 0.43)	-0.77 (SE= 0.83)	0.83

Additionally, a test of the assumptions underlying the homogeneity of regression was required. The result in Table 2 indicates that the interaction was not significant since $p = .27$. That is, $p (.27) > (.05)$.

TABLE 2
HOMOGENEITY OF REGRESSION TEST FOR LEVEL OF LA

Source	Type III Sum of Sq.	Df	Mean Sq.	F	Sig.	Partial Eta Sq.
Group * questionnaire	.27	1	.27	1.23	.27	.02
Error	12.24	57	.22			
Total	856.25	61				
Corrected Total	13.99	60				

Leven's test of equality of error variance was also tested. It is evident from the result in Table 3 that the one-way ANCOVA's underlying premise of homogeneity of variance has been satisfied because $F(1, 59) = .003$, $p = .96$. That is, $p (.96) > (.05)$.

TABLE 3
LEVEN'S TEST FOR LEVEL OF LA

F	df1	df2	Sig.
.003	1	59	.96

Table 4 shows the number of students who participated in the control group (31 students) and experimental group (30 students). In this output, it can be observed differences in means and standard deviations between the control group ($M=3.58$, $SD=.48$) and the experimental group ($M=3.86$, $SD=.45$). The result reveals the improvement of the control group's mean to the experimental group's mean. This shows that the treatment brought improvements in the LA level of the experimental group when we compare them with the control group.

TABLE 4
DESCRIPTIVE STATISTICS FOR LEVEL OF LA

Group	Mean	SD	Total	
			N	%
CG	3.58	.48	31	100%
EG	3.86	.45	30	100%
Total	3.72	.48	61	100%

The results in Table 5 indicate that there is a significant difference [$F(1, 58) = 6.36$, $p = .01$] between the groups, whilst adjusting for the pre-questionnaire. The covariate, the pre-intervention questionnaire, was not significantly related to the LA level of Wollega University students, $F(1, 58) = 1.21$, $p = .28$. This implies that ERST affects the level of LA after controlling for the effect of the covariate.

The effect size of ERST on the post-intervention questionnaire's mean scores based on ETA squared is approximately 10%. This indicates that the ERST program had a medium effect on the improvement of autonomy levels (Cohen, 1988).

Since the goal of this study was to reject the null hypothesis (ERST doesn't have any effect on the level of LA) and accept the actual hypothesis (ERST affects the level of LA), the researcher was looking for a < 0.05 p -value. In the current research case since the p -value was .01, the research hypothesis was accepted.

TABLE 5
RESULTS OF TESTS OF BETWEEN-SUBJECTS EFFECTS FOR LEVEL OF LA

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pre-questionnaire	.26	1	.26	1.21	.28	.02
Group	1.37	1	1.37	6.36	.01	.10
Error	12.51	58	.22			
Total	856.25	61				
Corrected Total	13.99	60				

The estimated marginal means in Table 6 show the adjusted means (controlling for the covariate 'pre-questionnaire') for control group ($M = 3.57$) and Experimental group ($M = 3.87$). From these adjusted means, it is clear that the experimental group showed improvement in their level of LA due to the intervention after adjusting for the pre-intervention questionnaire. The table also shows the mean difference between control and treatment groups which is .30 with a standard error of .12 while covariate (pre-Questionnaire) appearing in the model is controlled. In addition to the questionnaire results, the teacher trainer has given comments on the student's readiness to learn on their own and their participation during the treatment when the interview was conducted with her.

TABLE 6
POST HOC TEST: ESTIMATES AND PAIR-WISE COMPARISON FOR LEVEL OF LA

(I) Group	(J) Group	Mean	Std. Error	MD (I-J)	Std. Er.	sig.
CG	EG	3.57	.08	-.30	.12	.01
EG	CG	3.87	.09	.30	.12	.01

Regarding the enhancement of the participant students' level of autonomy, the teacher trainer commented:

When I started giving the training, in addition to their normal lesson, they were reluctant to manage their work by planning, monitoring, and evaluating. Since they didn't have experience in planning their activities before, didn't know how to monitor their work and lack of confidence in evaluating their work, it was challenging at the beginning. They also showed the feeling which expresses that the teacher was the one who has to provide everything for them. After two weeks of practice and guidance, they started managing their work. They recorded every activity in their reading journal and brought it to the classroom to discuss and show me their improvement. It was in fact because of the treatment that the students became more confident than before. It is amazing to see such a courageous change in my students' autonomy due to the treatment. (Date: January 30, 2022)

B. Students' Attitudes Towards the Treatment (ERST)

Mean scores of students' attitudes towards the ERST questionnaire and teacher trainers' responses to the interview questions were examined to answer the second research question. Table 7 shows that the experimental group has highly positive attitudes toward ERST after the treatment since their mean score is between 3.51 and 4.50.

TABLE 7
STUDENTS' ATTITUDES TOWARDS ERST

	N	Mean	SD	Meaning
I think ERST has increased my confidence	30	4.17	.99	High
The classroom atmosphere supports my effective learning	30	4.27	.69	High
The classroom activities support my effective learning	30	4.10	.71	High
I benefit from the strategies I have learned from ERST	30	4.00	.91	High
ERST encourages me to learn more.	30	3.83	1.09	High
I benefit from the guidelines that my teacher gives me during ERST.	30	3.93	.74	High
I use the strategies I have learned from ERST to overcome difficulties that I find while learning	30	3.63	.96	High
After ERST, I know how to manage my language learning.	30	3.77	.94	High
After ERST, I think I become an autonomous learner.	30	3.93	1.01	High
I think ERST initiates me to evaluate my work confidently	30	3.97	1.07	High
Valid N (list wise)	30			High

Note. 1.00-1.50 = very low; 1.51-2.50 = low; 2.51-3.50 = moderate; 3.51-4.50 = high; 4.51-5.00 = very high. (Channuan, 2012)

The teacher-trainer's response for the interview regarding research question two also agreed with these results as she said,

At the beginning of the training, the students didn't have the experience to work independently, for instance, plan what they are going to do, evaluate their work, learn on their own through ER and use reading journals to register their daily activities. It was tiresome to create a love of ER since it was the base for the training. Through time, after many efforts, they started internalizing the way they can use their autonomy to learn independently by using reading strategies. Finally, I was very surprised about the changes they have brought in their attitude towards their responsibility for their learning.

They even raised the idea of learning about their autonomy as a subject in lower grades since it can help the students as a base. Especially they appreciated the time they have passed in the reading lab (Digital Library) where they read different reading materials of their interest and got unforgettable knowledge. They also didn't forget to mention that these activities also have played a great role in the improvement of their writing skills by providing them the knowledge of the organization, word power, spelling, and punctuation knowledge. Generally, the students had a positive attitude towards ERST and they liked the training and benefited most from it. (Date: January 30, 2022)

V. DISCUSSION

A. The Effects of ERST in Enhancing Level of Learner Autonomy

The findings of this study indicated that the experimental group improved more than the control group in every area of the LA level assessed in the current investigation. The results show that ERST had a significant positive impact on the experimental group's autonomy level. As a result of ERST, kids began making plans for what they would accomplish, keeping track of and evaluating their development, and recording every action in their reading journals. The results of this study are consistent with Little's (1991) concept of autonomy, which is the ability of language learners to take independent action right away. In this regard, Channuan (2012) discovered that students' LA improved when they often engaged in cognitive and meta-cognitive methods during ER. Additionally, Mede et al. (2013) found that the students began employing their ability for decision-making and self-monitoring, which are particular traits of autonomous learners exhibiting a high level of metacognitive strategy utilization.

Similarly to this, Son (2017) believed that when students are allowed to read whatever interests them, they will feel at ease and inspired to study and use the language, which will improve their learning autonomy. According to the current findings, ERST can significantly increase students' level of autonomy by cultivating both their attitude toward their teachers' supportive roles and their attitude toward themselves as independent students who seek out the knowledge

they need to succeed as learners from them. As a result, the teachers' responsibility to increase students' awareness, foster a supportive learning environment, and appropriately incorporate autonomous ER techniques into the instructional activities creates an environment that is conducive to enhancing their autonomy. The study's findings also demonstrate that ERST is essential for students to learn how to use autonomous reading strategies in EFL classrooms, including cognitive, metacognitive, and affective ones. This condition also enables students to recognize and choose what they learn, how they learn, and where to achieve it.

Additionally, the results showed that teaching LA in an ER setting is a successful pedagogical strategy for assisting EFL university students in raising their level of autonomy. This may indicate that the participants found the course to be worthwhile. They demonstrated improvements in their ability to cultivate optimistic attitudes about their responsibilities in learning.

Moreover, the majority of the students felt more comfortable reading on their own. The results show that the independence they experienced in the ER situation encouraged them to read more independently without the direct help of their teachers. Additionally, it is claimed that including ERST in university-level EFL classes helps students develop independent language learning environments because they are old enough to manage their education. This approach teaches students that they are equally responsible for the success or failure of their learning process and empowers them to take control of their education. In conclusion, ERST has shown encouraging results that point the way toward developing independent learners in EFL classrooms.

B. *The Students' Attitudes Towards the ERST Treatment*

The results of the questionnaire showed that the students have overwhelmingly positive sentiments toward ERST and that they thought the training generally increased their level of autonomy. The study's conclusions revealed that the treatment group students developed into independent learners and that occasionally throughout the training, their attitude about ERST improved. In this regard, Swatevacharkul and Boonma (2020) discovered that after participants realized that LA is the foundation for successful, self-directed, interactive, and independent learning, they appeared to have favorable sentiments regarding the notion. In addition, Kalengkongan (2012) discovered that the affective, cognitive, and behavioral attitude components all received positive responses from the participants. Based on these results, she was able to conclude that the participants had an optimistic attitude toward emergency room care. Furthermore, according to Do and Dinh (2020), ER helped pupils develop favorable attitudes around reading activities.

In a similar vein, Fekadu (2021) suggested that a study be done to provide strategic training that focuses on giving students a list of available strategies that help them approach various academic tasks, take better responsibility for their learning, and become autonomous learners. Considering that ER techniques might aid in the students' overall growth, it is crucial to incorporate them into the LA development of the pupils. These solutions must be developed through collaborative efforts between teachers and students. As was discovered in the current study, students can be better helped to build their autonomy, which in a way leads them to outperform in their learning, by integrating ERST into the entire process of EFL classrooms. Therefore, the current researcher thinks that students will always have optimistic views toward their accomplishments if teachers are constantly willing to help their students stand by themselves and do this responsibly and convincingly.

VI. CONCLUSION

Due to their shared essential qualities, LA can be improved using an ER approach; as a result, the current study was done to ascertain how ERST affects LA enhancement in the context of EFL. The results are consistent with the hypothesis that ERST improves students' language acquisition by having a favorable impact on the level of LA. The results of this study indicated that ERST needed to be improved in ESL/EFL classroom settings to encourage students to take ownership of their learning. To effectively manage their learning through concrete planning, monitoring, and evaluation of their progress, students must be conversant with the concept of LA and put it into practice. Future studies may need to broaden their focus by taking into account ER as the superior method for developing language learning skills like speaking and listening.

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The Artistic Space of the Topic of Inclusion in the Literature of Ukraine

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Abstract—The research provides a quantitative and content analysis of literary works on the topic of inclusion, which were written by Ukrainian writers in the period of 2013-2019. The advantages of reading literary works on the topic of inclusion were revealed. The authors analyzed the factors of effective inclusive education, including those with the use of literature, where characters with disabilities are displayed. A total of 15 literary works were analyzed. The largest number of books on the topic of inclusion were published by the Ukrainian “Stary Lev Publishing House”. Most of the works on the topic of inclusion were written in 2015. It has turned out that not all the books are available for reading in full. It was found that Ukrainian literature on the topic of inclusion describes the life situations of the main characters who have congenital defects (blindness, a hump on the back, Down’s syndrome, Asperger’s syndrome, autism), who have some defects developed in car accidents (deafness) or illness. In addition, the age of readers, which should be focused on when reading books, turned out to be diverse: 3-8 years old (7%), 6-9 years old (33%), 9-12 years old (47%), over 13 years old (13%). In the analyzed literary works, 53% of the main characters are female, and 47% of the characters are male. In further research, it is planned to analyze the quantity and quality of illustrations that accompany and supplement the content of works on the topic of inclusion which were written by Ukrainian writers.

Index Terms—inclusion, inclusive literature, Ukrainian literature, inclusive education, literary work

I. INTRODUCTION

The modern world is characterized by diversity in communication, religion, attitude to each other, etc. A part of society is represented by people with certain disabilities who are full members of society, with their own feelings, life experience, and the desire to live and be happy. Unfortunately, society does not always treat such people with understanding and respect because of their uniqueness. It is especially true of children, who often actively and openly show their attitude to events and people, not realizing that their actions can cause harm to others. As a result, children with disabilities sometimes face psychological difficulties and obstacles (Thompson, 2018), teasing, bullying and other negative forms of interpersonal interaction. As children grow up, they may experience discrimination in education, employment, participation in activities (Kristanti, 2016), etc. The situation is worsened by persistent stereotypes existing in society, when a person with a disability is compared to a person without a disability, while the latter is preferred.

These situations can be avoided while teaching young generation the principles of humanism and democracy. An important component of this process is inclusive education, which is supported by international organizations, including UNESCO. It involves the provision of educational services to all students, regardless of their nationality, cultural background (Alzahrani, 2020), physical, emotional or mental condition. Reading fiction in which characters have certain limitations can make educational inclusion more effective. It is children’s literature that will make it possible to avoid wrong stereotypes about disability (Gilmore & Howard, 2016), develop tolerance for a character with special needs (Batič & Haramija, 2013), form an adequate attitude towards people with disabilities (Roshini & Rajasekaran, 2022) and influence further social life of the child.

Considering the relevance and importance of literature about people with disabilities, a number of authors have researched examples of inclusive children's literature in England (Beckett et al., 2010), Greece (Monoyiou & Symeonidou, 2016), France (Lemoine & Schneider, 2021), Mexico (Aho & Alter, 2018), Brazil (Souza & Rodrigues, 2021), Slovenia (Batič & Haramija, 2013), Turkey (Gonen et al., 2015), America (Hayden & Prince, 2020), Northwest Arkansas (Thompson, 2018), Spain (Pulido & Ruiz-Seisdedos, 2018) and other countries (Kristanti, 2016; Solis, 2004; Gilmore & Howard, 2016). Some part of the research concerned the measures aimed at engaging children in reading literature (Rieger & McGrail, 2015), as well as the factors of using children's literature effectively (Adam, 2021), including reading aloud (Wilkins et al., 2016; Prince & Hayden, 2021).

It should be noted that approaches to the creation of literary texts, including children's literature, depend on the time of writing, political and social history of the country to which the author belongs. In this context, the formation of inclusive educational environment in Ukraine is supported at the state level. As a result, many modern Ukrainian writers are engaged in the creation of literary works, where the characters are people with disabilities, in particular, those with special educational needs. At the same time, there is a lack of significant scientific works devoted to the study of inclusion in Ukrainian fiction. Separate issues on this topic are presented in the works by Shpak et al. (2020), Derkachova et al. (2020), Sharova et al. (2021) and others. Taking into account the insufficient number of domestic studies on the topic of inclusion in fiction, the authors set a goal to make a quantitative analysis of literary texts by Ukrainian writers in which characters have certain disabilities.

II. THEORETICAL FOUNDATION

A. Features of Children's Literature About Inclusion

Children's literature is one of the effective means of forming a child's consciousness and value orientations, enriching his/her life experience. The book is a kind of window into the fairy-tale world, where the child gets to know various characters, their thoughts and behavior, fantastic or real places (Hayden & Prince, 2020), and different options for displaying reality through the plot of a literary work. Immersion in the world of a children's book not only allows you to enjoy the features of the plot, but also to form skills of critical thinking (Thompson, 2018), creative perception, understanding abstract concepts and universal human values, such as "good", "evil", etc. With the help of books, children form an idea about the surrounding world, become involved in the social environment (Souza & Rodrigues, 2021). The work by Roshini and Rajasekaran (2022) indicates the influence of literature on children's behavior patterns, their social life and values, that can be formed, changed or removed. At the same time, reading fiction is a means of humanitarian training (Sharov et al., 2021) and raising the universal cultural awareness of an adult. For this, there are various genres (songs, short stories, novels, stories, poetry, etc.), which are displayed in the form of lyrics, epic or drama. Depending on their own preferences, readers will choose the work of art that they like more.

A separate type of children's literature is inclusive literature, which is defined as: literature that reflects disability as a part of society; literature that involves characters with disabilities; literature intended for people with disabilities. The works by Thompson (2018) and Derkachova et al. (2020) emphasize the fact that an important advantage of inclusive children's literature is the formation of children's kindness and tolerance towards people with disabilities. In turn, Acevedo and Gómez (2021) consider tolerance a fundamental competence for improving inclusion. Other benefits include immersion in the lives of people with disabilities (Pulido & Ruiz-Seisdedos, 2018), the formation of a positive attitude towards the disabled (Wilkins et al., 2016), understanding and acceptance of their peculiarities (Wopperer, 2011). Inclusive literature not only raises awareness of disability and diversity in society. People with disabilities can recognize themselves in book characters, see their own lives (Hayden & Prince 2020), choose appropriate ways of behaving, and form a positive identity (Monoyiou & Symeonidou, 2016). Each reader can see that he/she is not alone, that there are many people like them, similar in character, temperament, life situations and opportunities.

Fiction that includes characters with disabilities is quite diverse, and it is reflected in the relevant research. First, inclusive literature is meant for different age groups: younger children (Beckett et al., 2010; Ostrosky et al., 2015; Adam, 2021), 5-8 years old (Hayden & Prince, 2020), 6-12 years old (Monoyiou & Symeonidou, 2016), 3-12+ years old (Gilmore & Howard, 2016), etc. Second, the inclusive literature presents a variety of disabilities. These include (Gonen et al., 2015; Wilkins et al., 2016): physical disability, eye diseases, Down's syndrome, Asperger's syndrome, stutter, dyslexia, various behaviors, deafness, ADHD, asthma, diseases related to aging. Rieger (2010) distinguishes eleven categories, such as Down's syndrome, Tourette syndrome, vision impairments, hearing impairments, speech impairments, learning disabilities, multiple disabilities, intellectual disability, developmental disabilities, orthopedic impairments, other health impairments. In the work by Kristanti (2016), disabilities reflected in the inclusive literature are divided into the following categories: vision impairments, hearing impairments, other physical disabilities, various mental disorders.

At the same time, most researchers emphasize the high-quality examples of inclusive literature, which can implement the goal set for them – to make society more inclusive. The society where a lot of people live with features unique only to them. All people, including those with disabilities, have free will, freedom of choice, multidimensional life (Kleekamp & Zapata, 2019), they think, show various emotions, and disability is just one aspect of their lives (Hayden

& Prince, 2020). So, if you ignore it, then all people are similar in certain characteristics (Rieger & McGrail, 2015), they are all members of society with their own rights and responsibilities.

In order to fulfill its functions and be of high quality, inclusive literature must meet the following requirements: to adequately reflect the surrounding world and its diversity; to correspond to the psychological characteristics of the child, his/her mental and emotional development; to convey the story using well-chosen words that a child can understand (Gilmore & Howard, 2016); to have a clear and simple language of presentation; to provide the text with original illustrations for a more complete understanding and formation of an aesthetic sense; to encourage a child to create his/her own stories (Pulido & Ruiz-Seisdedos, 2018). Only in this case, the child will read with pleasure and perceive the information presented there, enriching his/her life experience, joining cultural values (Vuran, 2014), forming a tolerant attitude and understanding of people with disabilities.

B. Combining Children's Literature With Processes of Educational Inclusion

Reading fiction on the topic of inclusion cannot be separated from educational inclusion, which is carried out at home, in an educational institution, during extracurricular activities, etc. Today, there is a radical renewal of the educational paradigm, which is focused on the personality of each student, as well as creation of the environment in which the recognition and acceptance of differences is valued (Acevedo & Gómez, 2021; Gilmore & Howard, 2016). Due to such organization of the educational process, students with special educational needs (SEN) receive better education than in special limited environments with mandatory adherence to strict behavior patterns (Lampert et al., 2012; Pulido & Ruiz-Seisdedos, 2018).

It should be noted that the topic of inclusive learning has become quite popular in scientific research. These research works include a review of current literature on inclusive learning and teaching (Lawrie et al., 2017), educational inclusion and social interaction (Rosa & Menezes, 2019), strategies for effective inclusive implementation, learning practices in an inclusive classroom (Sakarneh & Nair, 2014). Researchers also conduct analytical studies concerning the consequences of realization and implementation of educational inclusion. Thus, Kefallinou et al. (2020) carry out an analysis of scientific works for 5 years (2015-2020), which confirm the positive impact of inclusive education on academic achievements, social interaction, etc. On the other hand, the analysis of scientific works for 10 years (2007-2017) in the work by Rosa and Menezes (2019) indicates the presence of cases of social exclusion, complete or partial lack of interaction between children with special educational needs (SEN) and their peers, mistrust of teachers to the educational opportunities of children with disabilities. We should not forget about the impact of the inclusive environment on the academic and social achievements of students without disabilities (Kart & Kart, 2021).

The use of literature on inclusion in the educational process is a significant factor in increasing the effectiveness of inclusive education. It will make it possible to strengthen interpersonal relationships in the classroom (Acevedo & Gómez, 2021), familiarize students with the terminology related to inclusion, and form appropriate value orientations (Solis, 2004). The work by Hayden and Prince (2020) proves that with the help of fiction children with disabilities can improve their own attitude to themselves as individuals who have their own characteristics and advantages.

In our opinion, quality inclusive literature should not be read as a tragedy where a person with disabilities constantly struggles with various obstacles. It should be read as a living story, where the character has his own characteristics and positive qualities, successfully solves the problems reflected in the work of art. Therefore, before reading a book, teachers should set a specific task to children: to perceive the main character from the standpoint of the desire to live, to help him/her socialize in society. In the classroom, it is desirable to supplement the process of reading inclusive literature with a group discussion, thematic games, critical analysis of the work, and other types of reflection. Such activities will allow you to discuss differences, to clarify questions that may have arisen while reading, as well as to ensure interaction between students (Acevedo & Gómez, 2021). In addition, to enhance the effect of inclusive literature, it is recommended to read it at home, where primary attitude towards society is formed, family traditions are kept, etc.

In Ukraine, the development and popularization of inclusive education takes place at the state level within the framework of the New Ukrainian School and the distribution of inclusive resource centers in various regions of the country. The popularization of inclusive literature takes place through the initiative of teachers who work in inclusive classes, writers, emergence of a comprehensive publishing direction among domestic publishing houses. Some of the authors teach relevant disciplines at university or touch on the topic of inclusion in literature while teaching related humanitarian disciplines.

III. METHODOLOGY

The research consists of a quantitative and content analysis of literary works on the topic of inclusion, which were written by Ukrainian writers. It had to solve the following questions:

1. What flaws are reflected in inclusive literature written by Ukrainian writers?
2. How can you get access to Ukrainian inclusive literature?
3. What features are represented in the plot of Ukrainian fiction, where the main characters are children with disabilities?

Our focus has been on the books that can be purchased in bookstores or downloaded electronically. We analyzed a total of 15 books which were written by Ukrainian writers in the period from 2013 to 2019. The books to read were

either purchased from bookstores or downloaded from the Internet. Some of the books were provided directly by the authors, as copies of the books were not available for free sale.

The analysis of the content of inclusive literature was carried out on the basis of several criteria: a type of disability, age group, gender of the main character, features of the plot. All the authors of the article read an equal number of texts and wrote a short description of the book, focusing on the developed criteria. Then, all descriptions were discussed in the team and taken into account when forming conclusions.

We paid attention to the most famous Ukrainian writers: Andrii Bachynskiy, Larysa Nitsoi, Oksana Radushynska, Viktoriia Nadykto, Yevheniia Pyrih, Dzvinka Matiyash, Oksana Saiko, Kateryna Babkina, Anton Morozov, Oksana Osmolovska, Iryna Morykvas, Mark Livin, Oksana Lushchevska, Dara Kornii, Oksana Drachkovska. We do not claim to have found all the books written on the topic of inclusion by Ukrainian writers during this period. However, we created a list based on the recommendations of authoritative Ukrainian researchers and writers engaged in inclusive fiction.

IV. FINDINGS

Data Analysis

In recent years in Ukraine, we can observe an increased interest to inclusive education and fiction about inclusion. As a result, Ukrainian writers began to write books about children with disabilities, paying attention to the principles of tolerance and equality in society. Generalized information about Ukrainian literary works on the topic of inclusion written in the period of 2013-2019 is given in Table 1.

TABLE 1
UKRAINIAN LITERARY WORKS ON THE TOPIC OF INCLUSION

Last name of the author	Title of the work	Year of publication	Number of pages	Age	Publishing house
Andrii Bachynskiy	“140 Decibels of Silence”	2015	128	13+	Stary Lev Publishing House
Larysa Nitsoi	“Two Grandmothers in an Unusual School, or Treasure in a Cart”	2016	192	9-12	Summit-book
Oksana Radushynska	“Butterflies in Ice Shells”	2015	160	13+	Stary Lev Publishing House
Viktoriia Nadykto	“Adventures of Dasha and Tina”	2017	94	9-12	Publishing center “12”
Evheniia Pyrih	“The Thirty-first Meridian”	2019	88	9-12	Publishing center “12”
Dzvinka Matiyash	“Marta from St. Nicholas Street”	2015	240	9-12	Stary Lev Publishing House
Oksana Saiko	“To the Gray Mountains”	2015	140	10+	Piramida
Kateryna Babkina	“The Pumpkin Year”	2014	48	6-8	Stary Lev Publishing House
Anton Morozov	“Chosen children”	2014	220	10+	A-BA-BA-HA-LA-MA-HA
Oksana Osmolovska	“The Sun in Your Lake”	2016	32	6-8, 9-12	Publishing center “12”
Iryna Morykvas	“Magda and the Wind”	2017	24	6-8, 9-12	A-BA-BA-HA-LA-MA-HA
Mark Livin	“Rivers and Roads”	2017	144	10+	Vivat
Oksana Lushchevska	“Guardians for a Giraffe”	2018	28	3-8	Stary Lev Publishing House
Dara Kornii	«A Star for You”	2013	54	6+	Book club “Family Leisure Club”
Oksana Drachkovska	“A Non-Jumping Bunny”	2019	32	6+	Black sheep

According to the data in Table 1, in 2013, Dara Kornii was the first in Ukraine who wrote a book on the topic of inclusion. Later, in 2014, two works appeared whose authors were Kateryna Babkina and Anton Morozov. The year of 2015 is represented by a significant number of works (4). The authors of the books were Dzvinka Matiyash, Oksana Saiko, Andrii Bachynskiy and Oksana Radushynska. In 2016, two works were written by Larysa Nitsoi and Oksana Osmolovska. In 2017 there were three works on the topic of inclusion (the authors were Viktoriia Nadykto, Iryna Morykvas and Mark Livin). In 2018, only one work by Oksana Lushchevska, entitled “Guardians for a Giraffe”, was published, which brought success to the writer. In 2019, two works written by Evheniia Pyrih and Oksana Drachkovska were published in Ukraine. As we can see, the maximum number of works on the topic of inclusion was written in 2015. In terms of gender equality, we have the majority of female writers (12) and only three male authors. It might prove the fact that women are more concerned about this issue, as they have experienced their own life situations and feel the need for socialization and adaptation in society.

The analysis of Table 1 showed that the existing Ukrainian inclusive literature is intended for readers of different ages. So, for example, there are works that are recommended to be read starting from the age of three (O. Lushchevska “Guardians for a Giraffe”). The analyzed books can be divided into the following age categories: 3-8, 6+, 6-8, 9-12, 10+, 13+ (Figure 1).

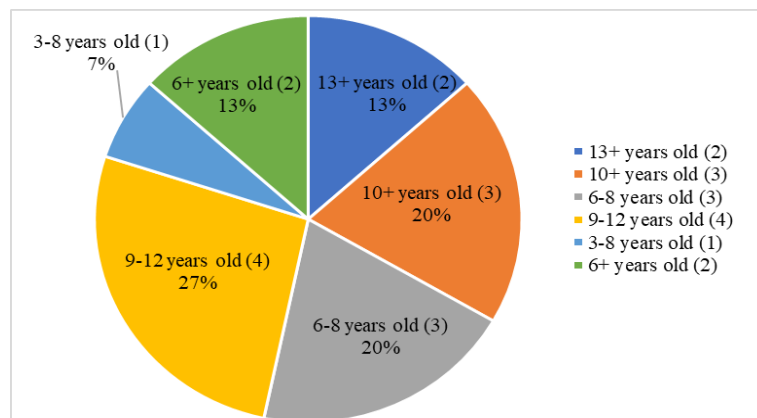


Figure 1 Number of Books on the Topic of Inclusion in Ukraine (by age categories)

According to Figure 1, most of inclusive books are intended for the age group of 9-12 years old (27%). In addition, the most popular age for which the inclusive literature is intended for is 6-8 years old and 10+ years old, with 20% of the books. The least number of books were written for young children aged 3-8 years old (7%). Such difference can be explained by the importance of the issues of diversity and equality among the members of society. In addition, for each age, interaction with the environment has certain differences. We should not forget about the peculiarities of mental and intellectual development, characteristic of different age categories.

We can also see that most age categories overlap, for example 6+ years old and 6-9 years old. If you group approximately the same age categories, you can get four categories: 3-8 years old (7%), 6-9 years old (33%), 9-12 years old (47%), over 13 years old (13%). Therefore, we can conclude that most Ukrainian inclusive books are intended for 9-12 years old (47%), which lies at the intersection of junior and middle school age.

Most of the books on the topic of inclusion were published in private publishing houses. Much attention to this issue is given by “Stary Lev Publishing House” (5 works), “12” Publishing Center (3 works) and “A-BA-BA-GA-LA-MA-GA” (2 works). Other publishing houses printed the works by authors’ order. It should be noted that Ukrainian literature on the topic of inclusion is available through various sources: on the Internet, in bookstores, and in publishing houses. However, not all of the analyzed works are available in full/free access. We analyzed several online resources that either offer to buy inclusive fiction, or allow you to read the book in part or in full. We included the online office of the Ukrainian publishing house “Stary Lev Publishing House”, the YAKABOO online store, and the “Nash Format” online bookstore. The results are presented in Table 2.

TABLE 2
AVAILABILITY OF LITERARY TEXTS FOR READING

Title of the work	Buy at starylev.com.ua	Buy at yakaboo.ua	Buy at nashformat.ua	Read online in full	Read online in part
“140 Decibels of Silence”	+/+	+/+	+/+	+	+
“Two Grandmothers in an Unusual School, or Treasure in a Cart”	-/-	+/-	-/-	-	+
“Butterflies in Ice Shells”	-/-	+/-	-/-	-	+
“Adventures of Dasha and Tina”	-/-	+/+	-/-	-	+
“The Thirty-first Meridian”	-/-	+/+	-/-	-	-
“Marta from St. Nicholas Street”	-/-	-/-	-/-	-	+
“To the Gray Mountains”	-/-	+/+	-/-	-	+
“The Pumpkin Year”	-/-	+/+	-/-	+	+
“Chosen Children”	-/-	-/-	-/-	-	+
“The Sun in Your Lake”	-/-	-/-	-/-	-	+
“Magda and the Wind”	-/-	+/+	-/-	-	+
“Rivers and Roads”	-/-	+/-	-/-	-	+
“Guardians for a Giraffe”	-/-	+/+	+/+	-	+
“A star for You”	-/-	+/-	+/+	-	+
“A Non-Jumping Bunny”	-/-	+/-	-/-	-	+
Total	1/1	12/7	3/3	2	14

As we can see in Table 2, only a part of the books (usually up to 15 pages) can be read for free in electronic format. Almost all books (93%) are available in this format. Only two books are available for full reading: “140 Decibels of Silence” and “The Pumpkin Year”. A worse situation is observed with the possibility to buy inclusive literature. For example, only one book is available on the website of the publishing house “Stary Lev Publishing House”, although five books were printed on the equipment of this publishing house (see Table 1). Among Ukrainian Internet stores, only YAKABOO offers copies of inclusive literature (12 out of 15 analyzed books), but only half of the books are available for sale. However, the online bookstore “Our Format” offers for sale only three books out of 15, which is 20% of the total number. Unfortunately, there is a rather negative situation with the availability of fiction on the topic of inclusion.

Even if teachers or parents recommend reading a specific book, at best you can read only a passage and fail to perceive all the subtleties of the content of the literary work.

Based on the analysis of the content of the researched literary works, it is possible to draw a conclusion about the variety of topics and storylines (Figure 2).

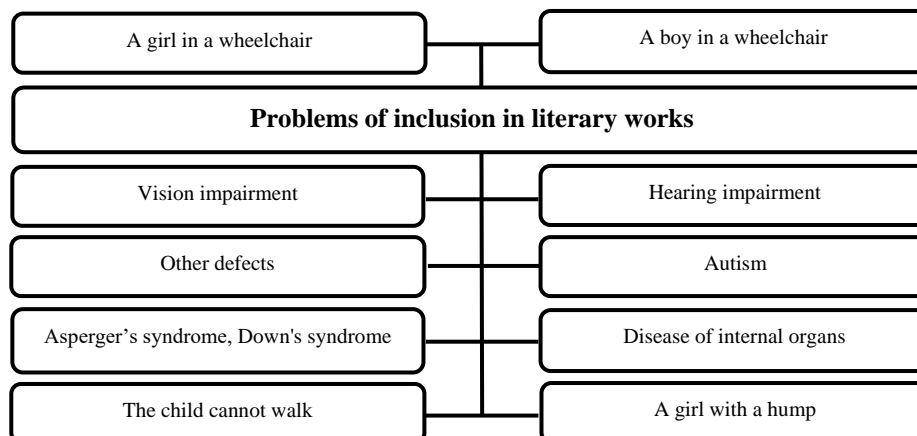


Figure 2 Problems of Inclusion Raised in Ukraine

Most of the analyzed works are related to birth defects. Some of them show the suffering of children due to loss of sight or hearing, others show characters who suffer from Down's syndrome or autism. Some literary works depict characters who developed a disability due to tragic circumstances: a car accident (A. Bachynskyi "140 Decibels of Silence"), an illness (O. Saiko "To the Gray Mountains") or a genetically acquired defect that already manifests itself at a young age (V. Nadykto "The Adventures of Dasha and Tina"). If we analyze the quantitative indicators in more detail, we have the following: a girl in a wheelchair (1), a boy in a wheelchair (5), Down's syndrome (2), organ disease (1), Autistic syndrome (1), vision impairment (2), Asperger's syndrome (1), body deformity (1), cancer (2). In the work "The Sun in Your Lake" by O. Osmolovska the author revealed the problems of children with Down's syndrome and autism. It should be noted that researchers of inclusive literature in other countries pay attention to similar disabilities, in particular physical disability, eye diseases, hearing impairment, Down's syndrome, Asperger's syndrome, autism and other health disorders. It can be concluded that most of inclusive literature is created on the basis of more common defects. Thus, it is possible to reach a much larger readership. Accordingly, there are significantly more people with such limitations in society than people with unique or special disabilities.

If we take into account gender politics in the analyzed books 53% (9 out of 17) of the main characters with disabilities are female, and 47% (8 out of 17) are male characters. The number of main characters with disabilities is greater in the analyzed books, since in two works (Olena Osmolovska "The Sun in Your Lake", Dzvinka Matiyash "The Way of St. Jacob") there are two heroes (a boy and a girl / a man and a woman). That is, we observe an almost equal gender policy with a preference for the female gender in Ukrainian inclusive books.

V. DISCUSSION

Each of the literary works analyzed in the study has certain features related to the main characters, place and time of the events. In addition, the attitude towards people with disabilities is expressed differently in each work. First, it is related to the personality of the author, who presents his own interpretation of the problem of disability and socialization of youth with disabilities. A similar opinion is expressed in Solis (2004). The author's attitude is formed on his/her individual experience and personal observations. For example, the work "Butterflies in Ice Shells", which is about a teenager in a wheelchair, is marked by a high degree of realism and truthfulness, since the author O. Radushynska moves around in a wheelchair herself. In addition, Shpak et al. (2020) recommend involving those for whom this literature is intended to discuss the plot and content of a book about people with disabilities.

In the analyzed literary works by Ukrainian writers, a positive attitude towards children with disabilities can be traced. They have character, their own opinion, sometimes determination in solving life situations. Most of the stories have a positive ending, which prepares the reader to perceive children with disabilities as equals, with whom you can communicate and interact on an equal basis. However, some works have a tragic ending. An example can be O. Saiko's work "To the Gray Mountains", where the main character committed suicide.

On the other hand, there are many cases in the world when disabled characters play the role of helpers and outsiders in children's literature (Aho & Alter, 2018), a prejudiced, stereotypical attitude is formed towards them (Roshini & Rajasekaran, 2022), or discriminatory language is used in the content (Beckett et al., 2010). Kleekamp and Zapata (2019) believe that too much kind portrayal of such characters lead to feelings of pity rather than equality. The mentioned negative features make such literature harmful for the children's audience; it should be avoided, and in some cases prohibited.

In our opinion, literary works depicting characters with disabilities should be carefully selected and only then become available for reading in kindergartens, classrooms, classroom libraries, etc. As a result, teachers need to critically evaluate inclusive literature (Prince & Hayden, 2021) based on pre-established criteria (Rieger, 2010). The same applies to parents (Alzahrani, 2020; Kefallinou et al., 2020), who shape the worldview of the child and his/her attitude to the surrounding environment at home. In this context, teacher training, group discussions after reading fiction (Wilkins et al., 2016), identification of the teachers' (Vuran, 2014) and parents' opinions (Park & Ostrosky, 2014) regarding the content and quality of books become important. These factors affect the quality of implementation of inclusive educational environment and the formation of a friendly community characterized by the diversity and uniqueness of each individual.

Understanding of inclusion and diversity in society should be provided not by the number of books, but by the quality and thoughtful methodological approaches to their application (Lemoine & Schneider, 2021). Quantitative analysis of Ukrainian books on the topic of inclusion showed that every year new books appear, created by writers-experts. At the same time, research by other scientists showed the absence or insufficient amount of fiction on the topic of inclusion in Turkey (Vuran, 2014), Indonesia (Kristanti, 2016), Western Australia (Adam, 2021), and other countries. This indicates an uneven implementation of the principles of inclusive education (Kefallinou et al., 2020) in the context of ensuring a quality inclusive environment.

In Ukraine, there are positive changes regarding the popularization of domestic inclusive literature among the population. However, there are problematic issues that require solution. For example, the main format of an inclusive book in Ukraine is still large print. The use of other formats requires upgrading the qualification of publishing house employees and updating of technical equipment (Shpak et al., 2020). We hope that the situation will improve as for the financing, printing and distribution of fiction on the topic of inclusion in Ukraine in the near future.

VI. CONCLUSION

Literary works is one of the most effective ways of forming the consciousness and value orientations of children and adolescents, as well as increasing the general human culture of an adult. The content and plot of fiction influences the model of human behavior in specific situations, it shapes or changes attitudes toward other people, events, social institutions, etc. Inclusive children's literature provides an opportunity to form a positive attitude towards people with disabilities, to teach equality between people, to look at your own problems in a different way, and to shape your own behavior. Therefore, it is recommended to use this kind of literature in inclusive classes and at home.

The study analyzed 15 literary works on the topic of inclusion, created by Ukrainian writers in the period of 2013-2019. Each work was written by different authors who differ in their personal approach to the problem of inclusion. Most of the books were printed in private publishing houses. The largest number of books on the topic of inclusion were published by the "Sary Lev Publishing House". Most of the works on the topic of inclusion were written in 2015 (four literary works).

Almost all books appeared to be available for partial online reading. However, reading the full electronic version or purchasing a print version is only available for a small part of books. A Bachynskyi's book "140 Decibels of Silence" was the most accessible for online reading or purchase.

The analysis of the content of the literary works confirmed the diversity of the plot and types of disability. Ukrainian literature on inclusion describes the life situations of the main characters who have congenital defects (blindness, a hump on the back, Down's syndrome, Asperger's syndrome, autistic children), defects acquired because of a car accident (deafness) or disease (orphan disease). Also, the age of readers, which should be focused on when reading inclusive Ukrainian books, turned out to be diverse: 3-8 years old (7%), 6-9 years old (33%), 9-12 years old (47%), over 13 years old (13%).

In further research, we plan to pay attention to the illustrations that supplement the content of the literary works written by Ukrainian writers on the topic of inclusion.

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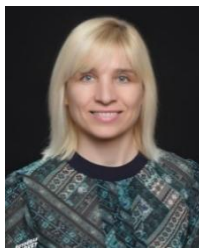
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Instrument to Measure Identity Motivation in Arabic Second-Language Learners

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Abstract—Research in second-language (L2) learning has revealed that aspects of identity can be strong drivers of L2 motivation. L2 Arabic learning research shows that Arabic, Middle Eastern, and Muslim identity may play a special motivational role, as Arabic is both a heritage language (HL) and a liturgical language (LL). The Kingdom of Saudi Arabia (KSA) has Arabic language institutes (ALIs) which offer L2 Arabic learning programs to scholars from outside KSA. Our aim was to revise, pilot, and assess the validity and reliability of an existing instrument to measure identity-related motivation to learn L2 Arabic in a sample of L2 Arabic learners at three KSA ALIs. We obtained instrument data from 98 learners (13% Arab, 11% Middle Eastern, and 97% Muslim), and conducted factor and other analyses to assess validity and reliability and confirm subscales. The most common languages of fluency were English (74%), Arabic (62%), any African language (40%), and any Indian language (21%). We found evidence of both reliability and validity, and identified four subscales as sources of L2 Arabic motivation that were slightly different than the original instrument: Islamic faith, for cultural exposure, for instrumental purposes, and to better understand Arab problems/politics. Subscale scores were highest (indicating stronger source of L2 motivation) for Islamic faith and cultural exposure, and lowest for Arab problems/politics. We include the final instrument and recommend that it be the subject of future studies aimed at increasing its validity and reliability, and assessing its performance in various groups of L2 Arabic learners.

Index Terms—Arabic, heritage and minority languages, multiple identities, Muslim, survey methods

I. INTRODUCTION

Several theories dominate the field of research into second-language (L2) motivation, or motivation to learn a second language. Gardner (2000) described “instrumental motivation”, which he defined as, “studying the second language for the practical advantages of doing so”, such as to be able to use it for employment or studying in college (p. 16), as well as how the attitude toward the learning situation could influence motivation. In his theory called the L2 Motivational Self System (L2MSS), Dörnyei described the concept of “future selves” that are imagined by the L2 learner, where they eventually become proficient in the L2 they are studying (Dörnyei, 2009). Researchers have developed instruments to measure such L2 motivations in learners (Al-Musnad, 2018; Gardner, 2000; Taguchi et al., 2009; Tremblay, 2020).

Applying this knowledge of L2 motivation to the learning of second-language Arabic can be challenging, as past studies have focused on L2 English learners (Moskovsky et al., 2016; Subekti, 2018; Taguchi et al., 2009). What influences L2 motivation may differ depending upon the L2 being learned, so what motivates learners toward L2 English will likely be different than what inspires learners to acquire L2 Arabic (Aladdin, 2010; Al-Hoorie et al., 2021). L2 motivation for the same language may also differ by subpopulations learning the language, as is seen in the differences between L2 motivation reported in a study of United States (US) college students learning Arabic compared to those from a study of non-Muslim Malaysians (NMMLAs) learning Arabic in Malaysia (Aladdin, 2010; Husseianali, 2005).

Studies of L2 English learners that measured L2 motivation could not explore all the constructs associated with L2 motivation to learn Arabic. For example, in one study of Saudi English as a Foreign Language (EFL) learners, researchers developed an instrument to measure L2 motivation arising from the concept of future selves from the L2MSS (Moskovsky et al., 2016). Because these were Arabic-speakers learning L2 English, measuring the influence of Arabic, Islamic, or Middle Eastern identity as a source of motivation for choosing to study L2 English does not have an

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apparent rationale, so instruments have not been developed for this. On the other hand, non-Arabic-speakers learning L2 Arabic may be motivated by their identification with these various identities (Husseianali, 2005). Because learning L2 English is much more common than learning L2 Arabic, and because of a predominance of the L2MSS as a theory behind identity-related L2 motivation, few instruments have been developed to measure identity-related L2 motivation to learn Arabic (Husseianali, 2006).

Our research focuses on motivations for L2 learning of Arabic in the Kingdom of Saudi Arabia (KSA). The following sections examine spoken language and L2 Arabic learning in KSA, as well as research findings on the connections between L2 Arabic learning and identity.

A. Spoken Language in the Kingdom of Saudi Arabia

Arabic is the official language of the KSA, but in an attempt to be consistent with world economies, KSA business is transacted in English. Because of this, there are many Saudi L2 English learners in KSA, and there are also many KSA-based studies arising from samples of these groups (Albahlal, 2019; Al-Qahtani, 2020; Moskovsky & Alrabai, 2009; Saudi Vision 2030, 2020). Today, more Saudis realize that English is an important asset for success in higher education (especially if studying outside KSA), and to achieve access to highly prestigious occupations (Faruk, 2013). Therefore, currently, Saudis' attitudes toward English are highly positive, because most of them believe that knowing English is necessary for navigating different domains, and is vital to KSA's growth and prosperity (Moskovsky & Alrabai, 2009).

In addition to the Saudis, there are many expatriates (non-Saudis) working in KSA who may not know L2 Arabic, and these groups have been the subject of only a few studies on L2 Arabic acquisition in KSA (Abdelhalim & Alqubayshi, 2020; Al-Musnad, 2018). In terms of sources of L2 motivation, these studies revealed learners had instrumental motivation, and were motivated by wanting to learn about KSA culture and wanting to communicate with and understand the Saudi people (Abdelhalim & Alqubayshi, 2020; Al-Musnad, 2018). They were also motivated to learn L2 Arabic through wanting to be able to read the Holy Quran (Abdelhalim & Alqubayshi, 2020; Al-Musnad, 2018).

B. Arabic Language and Identity

Studies have been conducted on how the speaking of Arabic is connected with Arab, Middle Eastern, and Islamic identities. Those who identify as Arab or who otherwise have family ties to the Middle East were the target audience of the writings of Sati' al-Husri (1880-1967), who was a strong proponent of Arab nationalism (Salameh, 2011a). He advocated for a framework where the definition of Middle Eastern and Arab were interchangeable, essentially arguing that by definition, there were no non-Arabs in the Middle East (Salameh, 2011b). He has been quoted as saying, "You are an Arab if I say so!" (Salameh, 2011a). It is under this framework that he encouraged everyone he defined as Arab to learn and start communicating in Arabic, so these people could unite under "one Arabic" (Salameh, 2011a). Not surprisingly, this contention is rejected by many, simply because there are many Arabic dialects and not "one Arabic", there are indeed non-Arab others, and in the Middle East, there is polyglossia, which is also seen as a rich contribution to society (Salameh, 2011a, 2011b).

The speaking of Arabic and Islamic identity has also been the subject of study. Jaspal and Coyle (2010) researched the identity of British-born second-generation South Asians (SGA). They defined the term heritage language (HL) to mean the language associated with their ethnic culture (e.g., Hindi), and liturgical language (LL) to mean language used for religious purposes (e.g., Arabic for Muslims, and Gurmukhi for Sikhs) (Jaspal & Coyle, 2010). This line of research found L2 motivation having to do with religious identity, as well as identity conflicts (Jaspal & Coyle, 2010; Moraru, 2019; Rosowsky, 2005, 2021).

C. Arabic Language Institutes in the Kingdom of Saudi Arabia

KSA has a series of L2 Arabic language institutes (ALIs), including the Arabic Language Teaching Institute at Imam Mohammed Ibn Saud Islamic University (Imam-ALI) (Abdelhalim & Alqubayshi, 2020), the King Abdulaziz University Arabic Language Institute (KAU-ALI), and the Arabic Teaching Institute for Non-Arabic Speakers at Princess Nourah bint Abdulrahman University (PNU-ALI). All three are in Riyadh, and while KAU-ALI and PNU-ALI only serve female learners, Imam-ALI only serves male learners. These institutes aim to develop students both educationally and personally through various specialized programs, teaching plans, and workshops. In addition, these institutes aim to develop students' Arabic language for both general and specific purposes. Among other offerings, the ALIs have a primary Diploma Program which delivers instruction over two years with an objective of developing learners' competency in Arabic to the level that they can participate in higher education delivered in Arabic. Learners are typically non-Saudis studying in KSA on government scholarship.

We would like to better understand identity as a potential source of L2 motivation behind learners at KSA's ALIs. We sought to develop an instrument that could measure how Islamic, Arab, and Middle Eastern identities relate to Arabic L2 motivation of learners at KSA ALIs, as all of them are expected to be non-Saudi, but possibly a mix of these other identities ("identity motivation"). In this pilot study, our aim was to revise, administer, and assess the validity and reliability of an instrument to measure identity-related motivation to learn L2 Arabic in a sample of L2 Arabic learners at KSA ALIs.

II. MATERIALS AND METHODS

Based on published L2 motivation research in the scientific literature, we developed an online anonymous survey that included demographic questions and an adaptation of a published instrument to measure Arabic L2 identity-motivation. This survey was administered to a sample of learners from Imam-ALI, KAU-ALI, and PNU-ALI. Data analysis was conducted to evaluate the validity and reliability of the adapted identity-motivation instrument in the current sample. Based on these results, subscales and related items were proposed, and subscale scores were calculated to describe the sample. Details are provided below.

A. Identity-Motivation Instrument Development

We based our identity-motivation instrument on one previously developed by Husseinali (2006) for measuring identity-motivation in L2 Arabic learners at five US universities. In the instrument, respondents rated their level of agreement with statements giving reasons for learning L2 Arabic, such as, “So I will be able to understand and appreciate Arabic art and literature,” on a scale from one to seven, where one represented strongly disagree, and seven represented strongly agree. In this article, the author conducted factor analysis on 16 original items, and concluded that in this particular sample, there arose three factors comprised of 13 items: travel and culture orientation (four items), instrumental orientation (four items), and identification orientation (five items), with the remaining three items not loading (Husseinali, 2006). We adapted this 13-item instrument to be used on L2 Arabic learners at KSA ALIs (see Table 2 for item wording).

B. Participants, Setting and Data Collection

An anonymous survey asking for demographic information and the items on the identity-motivation instrument was programmed into online survey application SurveyMonkey. A link was distributed to learners at Imam-ALI, KAU-ALI, and PNU-ALI who were either currently in the diploma program (KAU-ALI $n = 43$, Imam-ALI $n = 105$) or were alumni of the program (PNU-ALI $n = 98$). Teachers at KAU-ALI and Imam-ALI established a social media group in the application WhatsApp of current diploma students, and PNU-ALI maintains a WhatsApp group of diploma alumni. These WhatsApp groups were used to distribute the anonymous survey link to current students during regular L2 Arabic classes, and to alumni. The students were asked to complete the survey either during or after class within the next week, and the alumni were asked to complete the survey within the next week.

C. Data Analysis

Data were analyzed in R (R Core Team, 2021). First, demographic variables underwent descriptive analysis. Next, to evaluate validity, factor analysis was conducted, where the *principal* command from the *psych* package was used with the varimax rotation to compare the alignment of factor loadings seen in the original article to the ones seen in this sample (Revelle, 2022). To evaluate reliability, the *alpha* command from the same package was used to calculate Cronbach α scores for groups of items loading on factors, with 0.70 and above being considered acceptable, consistent with the literature (Dörnyei, 2007). Distributions of raw answers to items were visualized using the *likert* package (Bryer & Speerschneider, 2016). For factor analysis, three-factor, four-factor, and five-factor models were all attempted, and the one felt to fit the data best was selected. To assist in model selection, the package *nfactors* was used to run a scree plot (Raiche & Magis, 2020). Based on all these results, final decisions were made as to which items to retain in the instrument, and on which subscales to place them. Subsequently, summary scores were calculated by summing the results of items on each subscale. An analysis of variance (ANOVA) was used to compare mean scores from the three participating ALIs (with α set at 0.05).

III. RESULTS

As described earlier, a total of 246 survey links were sent, and a total of 140 anonymous surveys were received electronically from respondents at KAU-ALI, PNU-ALI, and Imam-ALI, for a response rate of 57%. For the analysis, 42 were removed due to missing data, leaving 98 surveys available (see Table 1).

A. Demographics

As shown in Table 1, respondents from KAU-ALI ($n = 12$, 12%) and PNU-ALI ($n = 49$, 49%) were all female, and respondents from Imam-ALI ($n = 37$, 38%) were all male except for one, which may be due to the wife or a female family member completing the survey on behalf of the male learner.

TABLE 1
DEMOGRAPHICS

Category	Level	All n, %	Site**		
			KAU-ALI n, %	PNU-ALI n, %	Imam-ALI n, %
All	All	98, 100%	12, 12%	49, 50%	37, 38%
Gender	Male	36, 37%	0, 0%	0, 0%	36, 97%
	Female	62, 63%	12, 100%	49, 100%	1, 3%
Age group (years)	18-24	45, 46%	5, 42%	16, 33%	24, 65%
	25-34	49, 50%	7, 58%	30, 61%	12, 32%
	35-64	4, 4%	0, 0%	3, 6%	1, 3%
Marital status	Married	39, 40%	8, 67%	23, 47%	8, 22%
	Never married	58, 59%	4, 33%	25, 51%	29, 78%
	Divorced or widowed	1, 1%	0, 0%	1, 2%	0, 0%
Ethnic/religious*	Identify as Arab	13, 13%	1, 8%	6, 12%	6, 16%
	Identify as Muslim	95, 97%	11, 92%	48, 98%	36, 97%
	Identify as Middle Eastern	11, 11%	2, 17%	5, 10%	4, 11%
Language fluency	Any African language	39, 40%	8, 67%	9, 18%	22, 59%
	Any Chinese language	2, 2%	0, 0%	2, 4%	0, 0%
	Any Indian language	21, 21%	0, 0%	17, 35%	4, 11%
	Arabic	61, 62%	3, 25%	34, 69%	24, 65%
	English	73, 74%	5, 42%	37, 76%	31, 84%
	French	13, 13%	1, 8%	1, 2%	11, 30%
	German	3, 3%	0, 0%	2, 4%	1, 3%
	Spanish	2, 2%	0, 0%	0, 0%	2, 5%
	Fluency in any of above languages	89, 91%	9, 75%	46, 94%	34, 92%
Parents speak Arabic?	One speaks fluent Arabic	31, 32%	1, 8%	20, 41%	10, 27%
	Both speak fluent Arabic	5, 5%	0, 0%	3, 6%	2, 5%
Intensity of Arabic study	Enrolled in formal Arabic language learning program	62, 63%	12, 100%	21, 43%	29, 78%

* None of the respondents identified as Saudi. ** KAU-ALI: King Abdulaziz University Arabic Language Institute, PNU-ALI: Arabic Teaching Institute for Non-Arabic Speakers at Princess Nourah bint Abdulrahman University, Imam-ALI: Al-Imam Muhammad Ibn Saud Islamic University.

Half (50%) of respondents were aged 25-34 years, and over half (59%) were not married. In terms of ethnicity, as expected, none of the respondents reported being Saudi, but 11% identified as Middle Eastern, 13% as Arab, and 97% as Muslim. In terms of fluency in other languages, the most common language reported was English (74%), followed by Arabic (62%), any African language (40%), any Indian language (21%), and French (13%). In terms of parental fluency in Arabic, in almost one third of respondents (32%) reported having one parent who speaks Arabic fluently, and 5% reported fluency in both parents. Over half (63%) reported currently being enrolled in a formal Arabic language learning program.

B. Factor Analysis Results

Factor analysis results for the adapted identity-motivation instrument are presented in Table 2, where a four-factor model was selected.

TABLE 2
FACTOR ANALYSIS RESULTS FROM ARABIC SECOND-LANGUAGE IDENTITY-MOTIVATION INSTRUMENT

Item Wording	Code*	Four-factor Model			
		RC1	RC4	RC3	RC2
Because I want to be able to use Arabic with Arabic-speaking friends. ¹	Instrument2	0.55	0.62	0.12	0.15
Because of my interest in Arab culture. ¹	Culture4	0.74	0.18	0.39	0.17
Because of my interest in Islamic heritage. ¹	Islamic1	0.18	0.02	0.20	0.88
Because of my interest in Islam as a world religion. ¹	Islamic2	0.18	0.17	-0.14	0.89
So I will be able to understand and appreciate Arabic art and literature. ¹	Culture1	0.67	0.22	0.22	0.35
Because I want to use Arabic when I travel to an Arab country. ²	Instrument1	0.42	0.76	0.17	0.15
Because I plan to study abroad. ²	Instrument3	0.19	0.72	0.41	0.05
So I will be able to meet and converse with more and varied people. ²	Culture2	0.83	0.33	0.08	0.11
Because I want to learn more about other cultures to understand the world better. ²	Culture3	0.75	0.37	0.17	0.12
Because I feel Arabic is an important language in the economic development of the world. ³	Did not load	0.56	0.45	0.21	0.14
Because I feel Arabic will help me better understand the Middle East politics. ³	Politics2	0.18	0.30	0.87	0.03
Because it will help me better understand the problems that Arabs face. ³	Politics1	0.29	0.26	0.85	0.04
Because I think it will be useful in getting me a good job. ³	Instrument4	0.32	0.68	0.28	0.06

* This code is used to indicate which subscale the item was placed on for scoring based on factor analysis results. Bolded value indicates how item was selected for factor. The four-factor model rendered factors RC1-RC4. RC1 was labeled "motivation for cultural exposure", and consists of items Culture1-4. RC4 was labeled "instrumental motivation", and consists of items Instrument1-4. RC3 was labeled "motivated to understand problems/politics", and consists of items Politics1-2. RC2 was labeled "Islamic motivation", and consists of items Islamic1-2. 1 indicates that item was originally placed on "Identification" subscale, 2 indicates item was originally placed on "Travel and Culture" subscale, and 3 indicates item was originally placed on "Business/Instrumental" subscale, per original article by Husseinali (2006).

In Table 2, the wording of each item is listed, and the subscale on which each item was placed in the original article is noted (Husseinali, 2006). As can be seen by Table 2 and the scree plot in Figure 1, a four-factor model seemed reasonable for these data, although loadings on the four factors did not align at all with the three subscales from the original article, and one item did not load on any factor (see Table 2).

Non Graphical Solutions to Scree Test

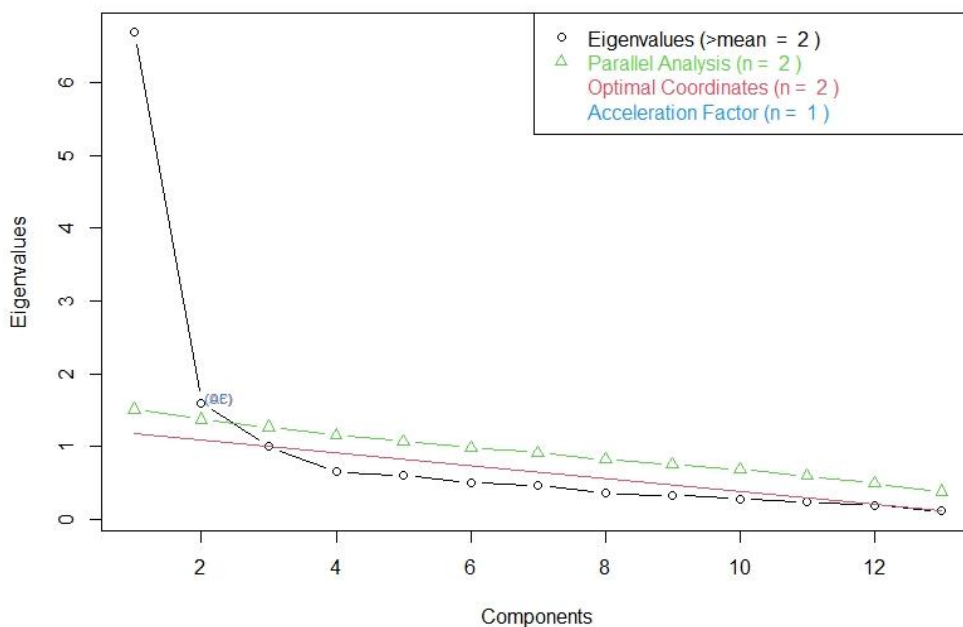


Figure 1 Scree Plot for Identity-Motivation Instrument. Factor analysis results and this scree plot were interpreted to imply a four-factor model.

As described in Table 2, the first factor was labeled “motivation for cultural exposure”, contained four items, and these items were assigned the codes Culture1 through Culture4. The second factor was labeled “instrumental motivation”, contained four items, and these items were assigned the codes Instrument1 through Instrument4. The third factor was labeled “motivation to understand problems/politics”, and contained two items, which were assigned the codes Politics1 and Politics2. The fourth factor was labeled “Islamic motivation”, and contained two items which were assigned the codes Islamic1 and Islamic2. As one original item did not load on any factor, the final model supported 12 items placed on four subscales as described. Cronbach α analysis rendered the following results: for cultural exposure (four items) = 0.88, instrumental (four items) = 0.86, to understand problems/politics (two items) = 0.88, and Islamic (two items) = 0.79. All Cronbach α results exceeded the 0.70 threshold. Figure 2 provides a plot showing the distribution of responses to the 12 items placed on four subscales. A final version of the identity-motivation instrument is available in Appendix A.

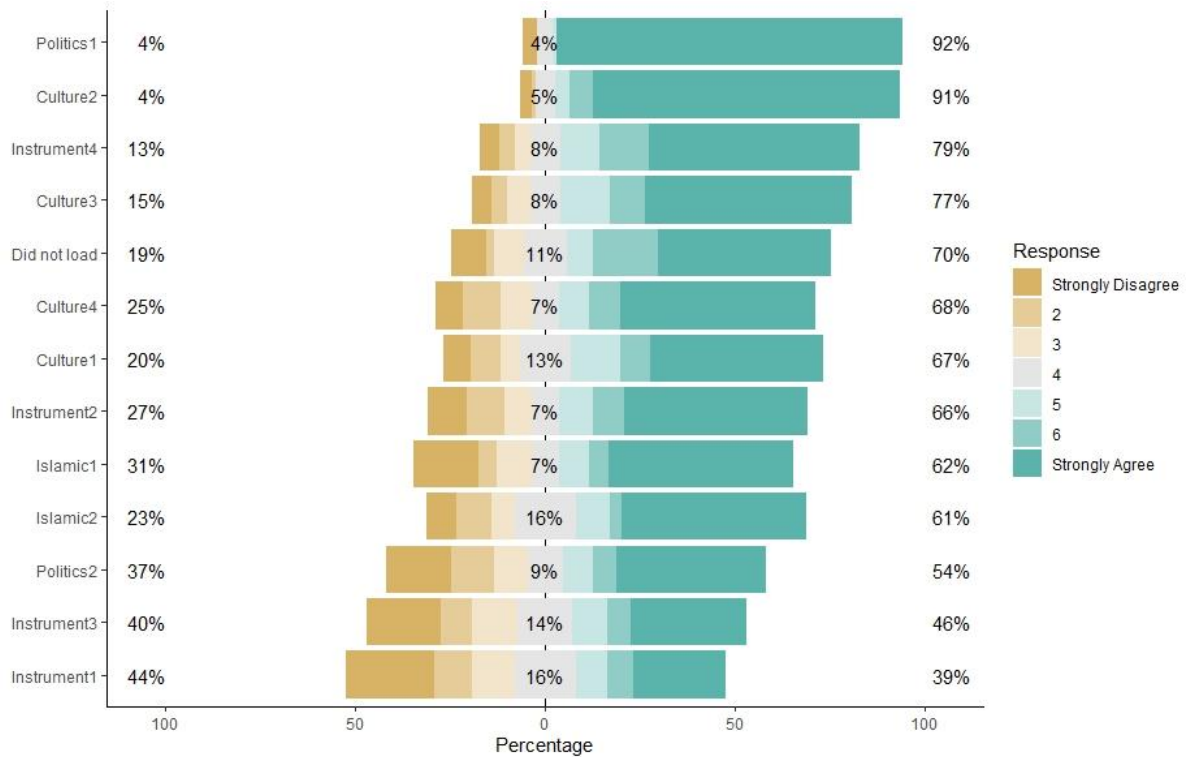


Figure 2 Likert Scale Plot for Identity-Motivation Instrument Items

This figure includes the distribution of responses for each item in the identity-motivation instrument. Each horizontal bar represents an item, and the label along the y-axis indicates the code for the item (see Table 2 to decode). The percentages listed along the left y-axis indicate the percentage of sample answering 1 through 3 (disagree), and the percentages listed along the right y-axis indicate the percentage of sample answering 5 through 7 (agree). The percentage listed along the center vertical line indicates percentage of answers of 4 (neutral). Items are ordered decreasing from largest percentage of agreement. As can be seen by the distributions, there was 70% or more agreement with the first five items.

C. Subscale Scores

Table 3 presents summary statistics for the four subscales identified from factor analysis.

TABLE 3
SUMMARY SCORES FOR ALL SUBSCALES

Subscale	All mean, sd	Site*			ANOVA p-value	Range
		KAU-ALI mean, sd	PNU-ALI mean, sd	Imam-ALI mean, sd		
For cultural exposure	22.0, 6.6	25.2, 3.8	20.8, 6.6	22.5, 7.0	0.0984***	4 to 28
Due to Islamic identity	13.1, 2.4	13.5, 1.7	13.2, 2.1	12.9, 2.9	0.7040	2 to 14
To understand politics/ problems better	8.2, 4.3	8.5, 4.4	7.2, 3.5	9.5, 5.0	0.0449**	2 to 14
For instrumental needs	19.8, 7.7	20.7, 6.8	18.4, 7.7	21.4, 7.7	0.1870	4 to 28

sd = standard deviation. * KAU-ALI: King Abdulaziz University Arabic Language Institute, PNU-ALI: Arabic Teaching Institute for Non-Arabic Speakers at Princess Nourah bint Abdulrahman University, Imam-ALI: Al-Imam Muhammad Ibn Saud Islamic University.** Statistically significant at $\alpha = 0.05$. *** Statistically significant at $\alpha = 0.1$.

As can be seen in Table 3, subscale scores were highest on the Islamic and cultural exposure subscales, and lowest on the instrumental and problems/politics subscales. Mean summary scores only differed statistically significantly by site for the problems/politics identity-motivation subscale, where the highest mean was seen at Imam-ALI (ANOVA $p =$

0.0449), although the cultural exposure identity-motivation subscale approached statistical significance ($p = 0.0984$), with KAU-ALI registering the highest mean score.

IV. DISCUSSION

In our pilot study, through adapting a previously-researched instrument, we were able to successfully measure four different constructs behind identity motivation to learn L2 Arabic in a sample of ALI learners in KSA, as well as provide evidence of the instrument's validity and reliability. The instrument demonstrated utility in quantifying sources of motivation for learning L2 Arabic arising from Islamic, Arab, or Middle Eastern identity. It also identified other sources of motivation which were largely consistent with the literature, but presented some nuanced findings, as will be described here.

Although our analysis revealed slightly different factors than found in the original study of the instrument, we are consistent in observing that Islamic identity was prevalent in our sample and appeared to be a strong motivator (Husseinali, 2006). In the study of the original instrument, which was on L2 Arabic learners at a US university not long after the events of 9/11, among Muslim learners in the study, Islamic identity was a strong driver of L2 motivation (Husseinali, 2006). As almost all of the sample in the current study is Muslim, it is not surprising the our study was consistent with the original study in finding Islamic identity as a strong factor in our results (Husseinali, 2006). The original study included "heritage learners" (those with Arab, Muslim, or Middle Eastern identity), and "non-heritage learners" (all others), and found that heritage learners who had a strong L2 motivation for identification reasons also had strong instrumental motivation (Husseinali, 2006). Instrumental motivation was also a primary source of motivation found in two other studies of L2 Arabic learners in KSA (Abdelhalim & Alqubayshi, 2020; Al-Musnad, 2018). Instrumental motivation was identified as one of the four factors in the current study, but Islamic identity and the desire for cultural exposure were stronger sources of motivation among the ALI sample. Additionally, in previous studies, the desire for cultural exposure was found to be an important motivator in all categories of L2 Arabic learners, and this is consistent with one of the factors found in the current study (Abdelhalim & Alqubayshi, 2020; Al-Musnad, 2018; Husseinali, 2006). A factor identified in the original study that did not surface in our analysis was an orientation toward travel and world culture; we believe that this factor may have been subsumed into the desire for cultural exposure factor (Husseinali, 2006).

Also in the study of the original instrument, 81.4% of non-heritage learners were learning L2 Arabic to better understand Middle East problems/politics, while only 70% of heritage learners reported this source of motivation (Husseinali, 2006). As our sample consisted of predominantly heritage learners, our findings of a fourth factor from our analysis – to better understand Middle East problems/politics – are also consistent with these findings. Interestingly, there were statistically significant differences in mean scores between the sites, with Imam-ALI having the highest score on this factor, suggesting that ALI learners from that site are more motivated to learn L2 Arabic for this reason compared to the other sites. Because site and gender are colinear in this setting, it is difficult to speculate the rationale for this difference.

These participants were current students or alumni in the diploma program at these ALIs, which is for non-Arabic-speaking students who come to KSA to study in the higher education system. This background may explain why, when looking at summary scores, their identity-motivation constructs appeared very strong in terms of their Islamic identity, and their instrumental motivation appears not as strong. A similar effect was seen in the US study among L2 Arabic learners who expressed wanting to learn Arabic for reasons of cultural identity (Husseinali, 2005). Also, higher scores on the cultural exposure factor suggest that this cohort was similar to the one studied by Abdelhalim and Alqubayshi (2020), who found that their sample of L2 Arabic learners at Imam-ALI were motivated by wanting to understand Saudi culture and wanting to communicate with the Saudi people. This mirrors the findings from a study of US instructors and staff at an intensive English training program in the US who were learning L2 Arabic, and said they were motivated by wanting to better understand Arab culture, and communicate with Arabic speakers for the purposes of developing friendships (Bouteldjoune, 2012). In addition to the diploma program, the ALIs offer Arabic training in shorter courses aimed at the business community. It is possible that surveying this population will reveal identity-motivation that is less focused on Islamic identity and more focused on instrumental purposes. The instrumental profile found in this study mirrors what was found by Al-Musnad (2018) among female foreign nurses in KSA and by Aladdin (2010) who studied NMMLAs in Malaysia.

In the current analysis, we demonstrated that our identity-motivation instrument can measure four factors associated with motivation to learn L2 Arabic in KSA ALI learners: for cultural exposure, due to Islamic identity, to understand Arab or Middle Eastern problems/politics, and for instrumental reasons. However, these results should be validated on other similar cohorts, because our study was limited in a few ways. First, none of the participants identified as Saudi, and so we could not explore how being a Saudi who grew up in a non-Arabic-speaking part of the world would influence motivation about learning L2 Arabic. Future studies could look at identity-motivation to learn L2 Arabic from the point-of-view of other identities, such as nationalism for home country. Second, our factor analysis results for the third factor – to understand problems/politics of Arabic-speaking countries – had weaker loadings and contains only two items. We are not convinced that this factor is replicable, and if it is, that it has enough or the right items on it. This will need to be evaluated in future research on different populations of individuals learning L2 Arabic.

This study has both strengths and limitations. Its strengths lie in its focus on researching an instrument to measure identity-motivation on L2 Arabic learners specifically studying at KSA's ALIs. Because we were able to focus on this population, we were able to pilot an instrument that will likely continue to perform well in L2 Arabic learners in KSA as we seek to improve it in future studies. However, this focus also poses limitations, in that this instrument will need to be studied again in similar populations determine if factors found in this analysis continue to load similarly, and whether weaker factors can be made stronger in future versions. We also welcome the use of this instrument by other researchers on other populations learning L2 Arabic to see how well it performs outside of our current context of KSA ALIs.

In conclusion, we were able to successfully adapt an instrument to measure L2 motivation to learn Arabic arising from identity among the learners at KSA ALIs, and our analysis identified four factors behind identity-related L2 motivation. Using scores from this instrument, we were able to characterize the motivations of a sample of KSA ALI learners. More research is needed to ensure that the instrument we developed is valid and reliable in other samples of the same population, and to characterize how it performs in other populations undergoing L2 learning of Arabic.

APPENDIX. FINAL PROPOSED ARABIC L2 IDENTITY-MOTIVATION INSTRUMENT

Please rate your agreement with the following statements about why you are learning Arabic on a scale where 1 is strongly disagree, and 7 is strongly agree. I am learning Arabic

Original statement: I am learning Arabic...	1. Strongly Disagree	2	3	4	5	6	7. Strongly Agree
Because I want to be able to use Arabic with Arabic-speaking friends.							
Because I want to use Arabic when I travel to an Arab country							
Because I plan to study abroad.							
Because of my interest in Arab culture.							
Because I feel Arabic will help me better understand the Middle East politics.							
Because it will help me better understand the problems that Arabs face.							
Because of my interest in Islamic heritage.							
So I will be able to meet and converse with more and varied people							
Because I want to learn more about other cultures to understand the world better.							
Because I think it will be useful in getting me a good job.							
Because of my interest in Islam as a world religion							
So I will be able to understand and appreciate Arabic art and literature.							

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The Use of Edtech Apps in English Language Learning: EFL Learners' Perspectives

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Abstract—The emergence of Edtech apps has contributed to the quality of education in general and English language teaching and learning in specific. With the help of Edtech Apps, learners can experience the real world easily and be motivated in learning. Nevertheless, the proliferation of Edtech Apps varies from one context to another. This mixed methods study aims at exploring the utilisation of Edtech apps in English language learning (ELL) from the learners' perspectives. A group of 122 English as a foreign language (EFL) students from a high school in Vietnam partook in answering the closed-ended questionnaire and fifteen of them taking part in the semi-structured interview. Two types of data, namely quantitative and qualitative data, were generated. The former was processed using the SPSS software, while the latter was analysed thematically. The findings unravelled that EFL students had positive attitudes towards the deployment of Edtech Apps in ELL, and they believed that Edtech Apps in ELL were useful, easy for use, and motivating. The study also highlights some pedagogical implications to leverage the quality of English language teaching and learning.

Index Terms—Edtech, EFL, learners' perspective, mixed methods study, technology

I. INTRODUCTION

Scholars (e.g., Mazman & Uslue, 2010; Tran & Duong, 2022; Tran & Ngo, 2020) have asserted that technology has emerged as a pivotal component in education in general and English language teaching and learning in specific, which has transformed the teaching and learning methods. Technology can help learners to experience the real world and get excited in the learning process (Zengin, 2007), and it can provide them with a chance to learn in a fun and interactive way (Donahoe et al., 2019). Over the course of technology development, Edtech Apps, which have been invented for educational purposes, can provide a more flexible learning environment that can accommodate individual needs and preferences, and they have become the central drive of the evolution of the education system. As such, the use of Edtech Apps in education has caught much attention of researchers worldwide. For example, Polok and Harezak (2018) examined the effectiveness of the utilization of Edtech Apps in English language teaching and learning; Rajendran et al. (2019) did a study on the effects of Quizizz on learners' motivation and learning engagement; Zainuddin et al. (2020) carried out studies on the use of Padlet on learners' participation in class activities. This has proved that Edtech Apps have been extensively employed in education globally.

In the context of Vietnam, the application of Edtech Apps in English language teaching has been strongly encouraged as the investment in the proliferation of information communication technology (ICT) in general and Edtech Apps has been intensified, aiming to optimize the teaching and learning process (Vietnam MOET, 2021). It is observed that EFL teachers are found to be skillful and willing to exploit Edtech Apps to stimulate students' motivation and attitude towards English language learning (ELL). Nevertheless, the effectiveness of using Edtech Apps in English language teaching is seen differently among teachers. Within the current research context, Edtech Apps (e.g., Microsoft Teams, Google Classroom, Nearpod, Padlet, Quizizz) are used as an alternative and supportive teaching modality in teaching and learning as this type of learning ecology is believed to support students' learning. It is noticed that while some teachers and students can adapt themselves to the new teaching and learning approach, others still get stuck in using Edtech Apps because they face several difficulties in working on Edtech Apps. Furthermore, students are still passive and get distracted in learning while using Edtech Apps. When using Edtech Apps for a long time, students can get tired easily and face problems in communication. Besides, other discernible problems are mixed-level classes with big class sizes, inadequate teaching materials for Edtech Apps, and the genuine motivational environment which hinder teachers and students from applying Edtech Apps in English language teaching and learning. As for ELL, many students' English proficiency is low, and they depend on their teachers; consequently, they cannot accomplish their learning tasks.

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From the aforementioned problems in relation to the Edtech Apps application, this study sets out to unpack EFL students' perspectives on the use of Edtech Apps in ELL at the context of a high school in Vietnam.

II. LITERATURE REVIEW

The terms Attitude can be variously defined. According to the Oxford Learner's Dictionary attitude is understood as the way one thinks or feels about something or the way one behaves toward someone or something. Likewise, Baker (1992) describes attitude as one's behavior's course and persistence. Attitudes may reflect positive or negative views towards a person, something, or an event; these views may be contradictory at times. Attitude is composed of three interrelated components, viz. cognitive, affective, and behavioral attitudes (Solomon et al., 2010). Cognitive attitude refers to one's mental activities showing knowledge and expectations (Schiffman & Kanuk, 2004). Affective attitude is about one's thoughts and emotions towards an object, thing, or event (Feng & Chen, 2009). Behavioral attitude indicates one's tendencies, behaviors, or reactions to respond or behave towards a particular object (Jain, 2014). In this study, attitude refers to students' feelings or acting, a dynamic mental state that includes emotions, beliefs, and the ability to behave in other ways, and it consists of cognitive, affective, and behavioral attitudes towards the use of Edtech Apps in ELL. Cognitive attitude refers to students' beliefs or disbeliefs about the use of Edtech Apps in ELL; the affective attitude indicates students' emotional response (likes or dislikes) towards the use of Edtech Apps in ELL; and the behavioral attitude is about students' actions or observable responses towards the use of Edtech Apps in ELL.

The deployment of Edtech Apps (e.g., Quizizz, Nearpod, Padlet, etc.) in English language teaching is seen to be effective in terms of usefulness, ease of use, and motivation (e.g., Buttrey, 2021; Singh et al., 2014; Zainuddin et al., 2020). Edtech Apps are considered useful tools with different features helping to implement differentiated instructions and provide learner-centered activities to encourage collaborative and creative activities in the classroom (Singh et al., 2014). Learners are eager to get engaged in the learning process as their knowledge and language skills can be improved. Moreover, Edtech Apps are easy to use as they are innovative, free, user-friendly, and supportive and they can be compatible with different technological devices (Buttrey, 2021; Wang & Chia, 2020). Edtech Apps can have a positive effect on learners' learning engagement and improve their motivation in ELL. Learners can feel motivated in using Edtech Apps in ELL as it is interesting, enjoyable, and fun for them to use Edtech Apps in ELL (e.g., Rajendran, 2019; Zainuddin et al., 2020).

Previous studies have examined aspects of technology in general and Edtech Apps in specific in relation to ELL. Internationally, Monerah (2010) conducted a study to examine students' attitudes towards the use of technology in the classroom in an ESL context. A group of fifty students were involved in responding to the questionnaires. This study indicated that participants showed positive attitudes towards the use of technology in the classroom, and they reckoned that it was effective to learn with the use of technology as it could help them increase their knowledge and skills in English. In another context, Kalanzadeh et al. (2014) explored the impact of technology use on EFL students' motivation in Iran. The participants were a group of sixty Iranian EFL university students. The instrument for collecting data was the questionnaire. Findings revealed that research participants showed positive attitudes towards the technology use in English classes. A relationship between learning English and technology use in EFL classroom was found. Izadpanah and Alavi (2016) investigated high school students' technology use and attitude towards technology use in ELL. A cohort of 638 EFL students sampled from a high school in Iran answered the questionnaires. It was found that participants had positive attitudes towards the technology use in learning English language skills, vocabulary, and grammar. Hani (2021) carried out a study to determine the effectiveness of Quizizz on reading ability. There were 324 students eleventh-grade students and one English teacher of Muhammadiyah Kramat participating in the research. Data was collected through questionnaires, observations, and interviews. Observations were carried out in 2 meetings. From the results of data processing, it was found that the application of Quizizz gets a positive response from students and it is essential to apply an assessment method that is not boring for students. Not long ago, Srisakonwat (2022) conducted a study to investigate the impact of using Nearpod to enhance students' vocabulary knowledge and their satisfaction with learning vocabulary via the Nearpod application. The participants were 3 students at Sansai Withayakhom School in Chiang Mai province, Thailand. The study was conducted by quantitative research and the researcher used instruments including vocabulary lessons via the Nearpod application, a vocabulary knowledge test, and a Satisfaction questionnaire. The findings suggested that vocabulary lessons via the Nearpod application bring many effects and students have good perceptions of Nearpod when using it to learn vocabulary. In the Vietnam context, Tran and Duong (2021) studied non-English majors' attitudes towards autonomous technology-based language learning at a University in Da Lat city. For the purpose of data collection, 450 non-English majors answered the closed-ended questionnaire, and joined in the semi-structured interview. The results revealed that the participants showed positive attitudes towards autonomous technology-based language learning. Nguyen and Nguyen (2021) conducted a study to discover the influence of Mobile-Assisted Language Learning (MALL) on freshmen's vocabulary learning and their perception of the use of this method. Twenty-six students at Thanh Dong University, Hai Duong province, Vietnam attended the eight-week course. Participants partook in pre-tests, post-test, questionnaires, and interviews. The finding showed that MALL could impact students' learning mood positively. Students were keen on taking part in activities for vocabulary learning. In short, many studies have been done to examine the aspects of technological tools in ELL, and positive results have been gained. Nonetheless, a scarcity of studies on the use of Edtech Apps in ELL in the context of Vietnam has been found.

As such, this study aims at exploring the EFL students' perspectives on the use of Edtech Apps in ELL in the context of a high school in Vietnam.

III. METHODOLOGY

A. *Research Setting and Participants*

This study, which adopted the mixed methods sequential explanatory design model (Creswell, 2014; Creswell & Creswell, 2018) to collect data, was conducted at a high school in Vung Tau City, Vietnam. This school is a state-run school famous for its students' English achievements. The school is equipped with modern teaching and learning facilities (e.g., language lab, internet system, interactive whiteboard). This school has both non-native English teachers (Vietnamese) and native English teachers teaching English to students. Teachers are required to use Edtech Apps (e.g., Nearpod, Quizizz, Padlet, etc.) in their teaching in class. Moreover, this study was conducted during the Covid 19 pandemic outbreak, so the teaching and learning took place online.

A cohort of 122 high school students were chosen based on the convenience sampling method. Among them, there were 71 (58.2 %) students from grade 10, 11 (9.8 %) students from grade 11, and 39 (32 %) students from grade 12. Regarding their English proficiency, it was reported that the majority of participants (72.1%) were Intermediate, 20.5% were Elementary, beginners accounted for 4.1%, and 3.3% were Advanced. With respect to the use of Edtech Apps in ELL, students often employed Quizizz, Padlet, Nearpod, and Azota for English study learning. Fifteen out of 122 students were invited for interviews based on their willingness.

B. *Research Instruments*

Two research instruments, viz. closed-ended questionnaire and semi-structured interview, were utilized for data collection. The questionnaire which was adapted from Tran and Duong's (2021) study consists of two main parts: Part A contains the general background questions; Part B features the main questionnaire content. There are two main sections in the content. Section I is composed of 18 items which seek for EFL students' attitudes towards the use of Edtech Apps in ELL, and section II includes 20 items asking EFL students' perceptions of the use of Edtech Apps in ELL. All the items were designed with a five-point Likert scale (from strongly disagree to strongly agree). The Cronbach's alpha was .92 and .90 for section I and section II, respectively, which means the questionnaire was very reliable. Regarding the semi-structured interview, five main interview questions were designed based on the purpose of the study and preliminary results from the questionnaire. The content of the questionnaire and interview was translated into students' mother tongue to make sure that they did not encounter any language barrier in understanding and answering the questions.

C. *Data Collection and Analysis Procedures*

Prior to data collection, the two research instruments were piloted with ten students sharing similar characteristics with those in the main study. After being modified, the questionnaire in the Google form was administered to students via email and social networks, and it took students around 20-30 minutes to answer the questionnaire. The returned results of the questionnaire were checked for content validity. After two weeks of preliminary data analysis of questionnaires, semi-structured interviews were conducted with fifteen students via Google Meet. Each one-to-one interview was carried out in the student's mother tongue, lasting around 25-30 minutes. All the interviews were recorded with students' consent for later analysis.

As for data analysis, this study which adopted the direct approach (Nykiel, 2007) garnered two types of data, quantitative data from questionnaires and qualitative from interviews. The former was processed by the software SPSS (version 22) in terms of descriptive statistics (Mean: M; Standard deviation: SD). The interval scale for the five-point Likert scale was interpreted as 1.00-1.80: Strongly disagree; 1.81-2.60: Disagree; 2.61-3.40: Neutral; 3.41-4.20: Agree; 4.21-5.00: Strongly agree (Kan, 2009). The latter was analysed thematically. The codes as S1, S2 to S15 were labeled to interviewees. All the interviews were transcribed and translated into English. Based on the purpose of the study, key concepts and themes were generated from reading and re-reading the transcripts. The findings were sent back to the interviews for the content check-up, and the intra-rating approach was carried out to double-check both quantitative and qualitative data analysis.

IV. RESULTS AND DISCUSSION

A. *Results*

(a). *AEFL Students' Attitudes Towards the Use of Edtech Apps in ELL*

The results in Table 1 show that the total mean score of EFL students' attitudes towards the use of Edtech Apps in ELL was rather high (M=3.66; SD=.64). That is, students had positive attitudes towards the use of Edtech Apps in ELL. In detail, students' cognitive, affective, and behavioral attitudes were comparatively high. Students' affective attitudes

($M=3.79$; $SD=.74$) were the highest component, followed by behavioral attitudes ($M=3.67$; $SD=.72$). In comparison with the other two components, students' cognitive attitudes had the lowest mean score ($M=3.53$; $SD=.68$).

TABLE 1
ATTITUDES TOWARDS THE USE OF EDTECH APPS IN ELL

No.	Attitudes towards the use of Edtech Apps in ELL	N=122	
		M	SD
1	Cognitive	3.53	.68
2	Affective	3.79	.74
3	Behavioral	3.67	.72
	Average	3.66	.64

1. ELL Students' Cognitive Attitudes Towards the Use of Edtech Apps in ELL

From the results in Table 2, it can be found that EFL students strongly agreed that learning English with Edtech Apps helped them to “enrich [their] vocabulary” (item C1: $M=3.77$, $SD=.78$), “improve [their] English grammar” (item C2: $M=3.58$; $SD=.78$) “reading skills” (item C7: $M=3.60$; $SD=.86$), “listening skills” (item C4: $M=3.46$; $SD=.92$), and “writing skills” (item C5: $M=3.45$; $SD=.92$), “exchange English knowledge in Speaking class” (item C3: $M=3.48$; $SD=.91$), and “pronounce words correctly” (item C6: $M=3.39$; $SD=.93$).

TABLE 2
EFL STUDENTS' COGNITIVE ATTITUDES TOWARDS THE USE OF EDTECH APPS IN ELL

No.	Cognitive attitudes Learning English with Edtech Apps helps me to...	N =122	
		M	SD
C1	enrich my vocabulary.	3.77	.78
C2	improve my English grammar.	3.58	.78
C3	exchange English knowledge in Speaking class.	3.48	.91
C4	improve my listening skills.	3.46	.92
C5	improve my writing skills.	3.45	.92
C6	pronounce words correctly.	3.39	.93
C7	improve my reading skills.	3.60	.86

Regarding the qualitative data, all interviewees shared positive agreement on the impacts of Edtech Apps on ELL. Some remarkable examples are:

...I think using Edtech Apps is effective for my learning because I can learn more vocabulary and review a lot of knowledge. Also, they create enjoyment, encourage learning... (S2)

...Edtech Apps are really effective for improving my English skills. My English is getting better day by day thanks to Edtech Apps ... (S9)

...I know Edtech Apps are usefulness for English grammar and vocabulary... (S13)

...I can correct my grammar mistakes easily by doing English grammar exercises and tests online designed by my teacher... (S10)

2. ELL Students' Affective Attitudes Towards the Use of Edtech Apps in ELL

Table 3 shows that EFL students agreed that they enjoyed learning English with Edtech Apps because the apps were “convenient” (item A2: $M=3.91$, $SD=.81$) and “easy to use” (item A1: $M=3.84$; $SD=.84$). Additionally, students felt “more relaxed to engage in classroom activities when teachers [used] Edtech Apps” (item A3: $M=3.87$; $SD=.80$), “more confident doing tests with Edtech Apps” (item A6: $M=3.68$; $SD=.96$), and “confident in learning English with Edtech Apps” (item A4: $M=3.61$; $SD=.94$). They also reported that “using Edtech Apps to test [their] English language [was] less stressful” (item A5: $M=3.84$; $SD=.91$).

TABLE 3
EFL STUDENTS' AFFECTIVE ATTITUDES TOWARDS THE USE OF EDTECH APPS

No.	Affective attitudes	N =122	
		M	SD
A1	I enjoy learning English with Edtech Apps because they are easy to use.	3.84	.84
A2	I enjoy learning English with Edtech Apps because they are convenient.	3.91	.81
A3	I feel more relaxed to engage in classroom activities when teachers use Edtech Apps.	3.87	.80
A4	I feel confident in learning English with Edtech Apps.	3.61	.94
A5	Using Edtech Apps to test my English language is less stressful.	3.84	.91
A6	I feel more confident doing tests with Edtech Apps.	3.68	.96

It was clear from the qualitative data derived from the interviews that students had favorable affective responses regarding Edtech Apps. They acknowledged the appeal, fun, and interactivity of Edtech Apps. The following are some comments:

...Edtech Apps will create a game to help learn English more conveniently, thereby creating excitement for learners to make learners remember for a long time... (S13)

...Edtech Apps make my English learning interesting, enjoyable, and less stressful... (S1)

...When using Edtech Apps online, I feel more comfortable, excited and active...(S8)

However, there are also some difficulties which students commented:

....Bad network connectivity sometimes makes my study interrupt...(S12)

....There are a few physical interactions between students and peers as well as teachers. I can be easily distracted by games online or other social networks when learning online...(S7)

3. *EFL students' Behavioral Attitudes Towards the Use of Edtech Apps in ELL*

As seen in Table 4, EFL students agree that they would like to “take part in games which teachers create with Edtech Apps” (item B5: M=3.80; SD=.89), “continue learning English with Edtech Apps” (item B1: M=3.71; SD=.84), and “interact with [their] classmates more via Edtech Apps” (item B2: M=3.55; SD=.91), and “introduce Edtech Apps to [their] friends” (item B3: M=3.57; SD= .89). Furthermore, they would like “[their] teacher to use more Edtech Apps in the class” (item B4: M=3.70; SD=.82).

TABLE 4
EFL STUDENTS' BEHAVIORAL ATTITUDES TOWARDS THE USE OF EDTECH APPS IN ELL

No.	Behavioral Attitudes	N=122	
		M	SD
B1	I would like to continue learning English with Edtech Apps.	3.71	.84
B2	I would like to interact with my classmates more via Edtech Apps.	3.55	.91
B3	I would like to introduce Edtech Apps to my friends.	3.57	.89
B4	I would like my teacher to use more Edtech Apps in the class.	3.70	.82
B5	I would like to take part in games which teachers create with Edtech Apps.	3.80	.89

The quantitative findings supported qualitative ones. The interviewed students shared their behavioral attitudes towards the use of Edtech Apps in ELL. They said:

...I would like to continue learning English with Edtech Apps in the future ...(S11)

...I want my teacher to use more Edtech Apps in the class and I can take part in games to improve my English skills... (S6)

(b). *EFL Students' Use of Edtech Apps in ELL*

Table 5 indicates that the. The total mean score of high school students' use of Edtech Apps is 3.62 (SD=.67) out of five. Specifically, the mean scores of the three components are 3.74 (SD=.82) for Ease of Use, 3.58 (SD=.74) for Motivation, and 3.58 (SD=.69) for Usefulness. This can be interpreted that high school students believed that Edtech Apps played an important role in ELL since they were easy for use, motivating, and useful.

TABLE 5
EFL STUDENTS' USE OF EDTECH APPS IN ELL

No.	The use of Edtech Apps in ELL	N=122	
		M	SD
1	Usefulness	3.58	.69
2	Ease of use	3.74	.82
3	Motivation	3.58	.74
Average		3.62	.67

1. *EFL Students' Use of Edtech Apps in ELL in Terms of Usefulness*

As can be seen from Table 6, participants reckoned that they could practice their English “freely” (item PU9: M=3.89; SD=.95) and “autonomously” (item PU10: M=3.75; SD=.94) by using Edtech Apps, and “[their] English learning outcomes [were] improved after [they used] Edtech Apps” (item PU1: M=3.42; SD=.78). Moreover, they concurred that Edtech Apps helped them to “finish [their] assignments quickly” (item PU4: M=3.70; SD=.98), made their learning “meaningful” (item PU7: M= 3.64; SD=.91) and “more flexible” (item PU8: M=3.68; SD=.884), and enhanced their “English knowledge” (item PU2: M=3.58; SD=.88) and “English skills” (item PU3: M=3.70; SD=.805). Nevertheless, they were unsure if that Edtech Apps helped to expand social interactions with their “classmates” (item PU6: M=3.31; SD=.82) and “teachers” (item PU5: M=3.34; SD=.71).

TABLE 6
EFL STUDENTS' USE OF EDTECH APPS IN ELL IN TERMS OF USEFULNESS

No.	Ease of Use	N= 122	
		M	SD
PU1	My English learning outcomes are improved after I use Edtech Apps.	3.42	.78
PU2	Edtech Apps enhance my English knowledge.	3.58	.88
PU3	Edtech Apps enhance my English skills.	3.70	.80
PU4	Edtech Apps helps me to finish my assignments quickly.	3.70	.98
PU5	Edtech Apps help me to expand social interactions with my teachers.	3.34	.71
PU6	Edtech Apps help me to expand social interactions with my classmates.	3.31	.82
PU7	Edtech Apps make my learning meaningful.	3.64	.91
PU8	Edtech Apps make my learning more flexible.	3.68	.88
PU9	I can practice my English freely by using Edtech Apps.	3.89	.95
PU10	I can practice my English autonomously by using Edtech Apps.	3.75	.94

Regarding the qualitative findings, all interviewees mentioned that Edtech Apps were really useful in learning English. They shared as follows:

...Nearpod helps me practice all the skills and when I submit the assignment the teacher can cover it... (S1)

...There is nothing better than being able to learn English with Edtech Apps in a contemporary, efficient, and correct manner. They are quicker and more affordable, and I can learn at my own pace without having to pay for English storybooks that are already available on the app... (S5)

... Quizizz benefits a lot of things from helping teachers to engage students to compete with each other, students can also understand more before or after they finish a lesson through a friendly quiz game... (S3)

...They are practical apps that support students in their online learning and can simply raise the standard of upcoming courses. On Quizizz, multiple choice questions and flashcards assist students in familiarizing themselves with material, retaining it, and testing their factual knowledge. With Padlet I can create an online post-it board or ideas that I can share with any student or teacher I want. Furthermore, all my reports and essays will be saved immediately by Padlet so that I easily open and learn whenever I want... (S9)

2. EFL Students' Use of Edtech Apps in ELL in Terms of Ease of Use

With regard to the ease of use, the results in Table 7 indicate that the participants agreed that they found Edtech Apps easy to use (item PE1: M=3.84; SD=.99) as Edtech Apps were easy to "download" (item PE2: M=3.86; SD=.94) and "install on many technological devices" (item PE3: M=3.8; SD=.94). Additionally, participants shared that they "[could] use Edtech Apps to test [their] English language level easily" (item PE5: M=3.73; SD=.87) and "[did not] get any difficulty in using Edtech Apps" (item PE4: M=3.43; SD=.86).

TABLE 7
EFL STUDENTS' USE OF EDTECH APPS IN TERMS OF EASE OF USE

No.	Ease of Use	N= 122	
		M	SD
PE1	I find Edtech Apps easy to use.	3.84	.99
PE2	Edtech Apps are easy to download on many technological devices.	3.86	.94
PE3	Edtech Apps are easy to install on many technological devices.	3.86	.94
PE4	I don't get any difficulty in using Edtech Apps.	3.43	.86
PE5	I can use Edtech Apps to test my English language level easily.	3.73	.87

Furthermore, most interviewees shared that Edtech Apps were easy to use in many ways. They stated:

...I think Edtech Apps are easy to join and use interface, and have no fees. I can get my own results... (S2)

.... As online examinations are frequently assessed and recorded automatically, EdTech Apps can also significantly speed up grading and data collection. I can review their responses immediately rather than having to wait for a teacher to grade each.... (S9)

3. EFL Students' Use of Edtech Apps in Ell in Terms of Motivation

The results in Table 8 reveal that EFL students believed that Edtech Apps "[enabled them] to practice better by playing games" (item PM3: M=3.88; SD=.88) and "[motivated them] to learn English because they [were] enjoyable" (item PM1: M=3.48; SD=.92). They also concurred that they "[felt] great after using Edtech Apps because they [provided] many forms of non-judgemental feedback" (item PM5: M=3.66; SD=.90), "[were] interested in learning English" (item PM2: M=3.49; SD=.85), and "[could] work harder whenever [they used] Edtech Apps to study" (item PM4: M=3.39; SD=.87).

TABLE 8
EFL STUDENTS' USE OF EDTECH APPS IN TERMS OF MOTIVATION

No.	Motivation	N= 122	
		M	SD
PM1	Edtech Apps motivate me to learn English because they are enjoyable.	3.48	.92
PM2	I am interested in learning English by using Edtech Apps.	3.49	.85
PM3	Edtech Apps enable me to practice better by playing games.	3.88	.88
PM4	I can work harder whenever I use Edtech Apps to study.	3.39	.87
PM5	I feel great after using Edtech Apps because they provide many forms of non-judgemental feedback.	3.66	.90

With respect to qualitative findings, most interviewees expressed that Edtech Apps motivated them to learn English very much. They mentioned:

...Quizizz, Padlet, and Nearpod look very eye-catching with the color schemes, and funk or EDM music in the background creates a comfortable atmosphere and makes the lessons more intriguing for us students...(S3)

... My teachers can inspire children to be creative by using Padlet. By posting them on the Padlet wall, we will also have the ability to share essays or reports with other classmates. Additionally, Quizizz enables me to learn from nearly anywhere, at any time. A good number of the materials on the site come from thousands of teachers around the globe and can be creatively applied to any subject or grade level.... (S9)

...When using Edtech Apps, I am more active in learning and acquiring additional knowledge from the outside. Edtech Apps help me increase my motivation...(S7)

... I feel that using Edtech Apps is effective because they motivate me to learn English because they can entertain and help me to broaden my English knowledge ... (S10)

B. Discussion

The finding of the study showed in general students had positive attitudes towards the use of Edtech Apps ($M=3.66$; $SD=.64$). Students gained an understanding of the benefits of Edtech Apps such as Quizizz, Padlet, and Nearpod, which resulted in an increase in their preference of using Edtech Apps in English language learning. Among the three components of attitudes, students were found to express their highest positive affective attitudes towards Edtech Apps ($M=3.79$; $SD=.74$). Students of the study reported that learning English lessons through Edtech Apps made the lessons more interesting and attractive. With respect to cognitive attitudes, students were also found to have positive cognitive attitudes towards Edtech Apps ($M=3.53$; $SD=.685$). This finding may imply that students were aware of the importance of Edtech Apps, and they believed that technology could support them to enhance their English language skills. Students shared that learning English with Edtech Apps helped them to enrich their vocabulary, and improve their grammar and reading skills. Similarly, their behavioral attitudes towards Edtech Apps were positive. The findings were aligned with studies conducted by Monerah (2014), Kalanzadeh et al. (2014), Izadpanah and Alavi (2016), and Tran and Duong (2021). In terms of Behavioral, students felt Edtech Apps were useful for their learning, so they intended to continue to use it in the future ($M=3.67$; $SD=.72$). This finding is supported by Kara (2009) who has stated that positive behaviors can result from positive attitudes, which can enable students to be more eager to get engaged in the learning process.

Another major finding is that the participants had strong beliefs that using Edtech Apps in ELL was useful, easy, and motivating. There are many reasons for this finding. Firstly, the participants possessed technology-based devices (e.g., Smartphone, Tablets, iPad) for different purposes of use, so they found using technology convenient in ELL. Secondly, students had been using Edtech Apps for some years because of lockdown period and the spread of Covid-19 pandemic. It is clear that the participants got used to using such Apps in ELL. Thirdly, Nearpod, Quizizz, and Padlet were available and free for students; therefore, students could use them anytime and anywhere to improve their learning process. Regarding the perceptions of the usefulness of the use of Edtech Apps, participants believed that Edtech Apps could be used to improve all four language skills: speaking, writing, listening, and reading as well as pronunciation and grammar. The finding was partially supported by the previous research carried out by Hani (2021), Nguyen and Nguyen (2021) and Srisakonwat (2022). As for motivation in using Edtech apps, students positively stated that Edtech Apps motivated them and they felt confident using Edtech Apps in ELL. This finding may be the result from the participants' perceptions of Edtech Apps in terms of usefulness and ease of use, which could link to the perception of motivation in using Edtech Apps in ELL.

V. CONCLUSION

The results of the study have brought out a better understanding of how EFL students think about the use of Edtech Apps in ELL. It was found out that ELL students in this study had positive attitudes towards the use of Edtech Apps as they realized the benefits of using Edtech Apps in ELL. Additionally, EFL students believed that Edtech Apps were useful, easy for use, and motivating as they realized that Edtech Apps helped them to improve their English language skills and sub-skills (pronunciation, grammar, and vocabulary), and Edtech Apps helped them to feel engaged and motivated in ELL. From such gained results, the pedagogical implications are recommended. Firstly, as Edtech Apps are seen to be effective and motivating, EFL teachers should be trained how to use Edtech apps in English language teaching appropriately and effectively. Teachers should help their students and parents to fully understand the usefulness and

effectiveness of English learning through Edtech Apps so that students' parents can support their children in using Edtech Apps in ELL. Besides, teachers should instruct students on how to use Edtech Apps in ELL effectively, and they should check students' use of Edtech Apps regularly so that they can give further instruction and feedback on students' use of Edtech Apps. Secondly, EFL students should take responsibility for their use of Edtech Apps under teachers' and parents' supervision as they can be easily distracted by social media and games online. Moreover, students should be introduced to useful and reliable websites and internet resources for Edtech Apps so that they can select suitable resources by themselves. Finally, administrators should consider equipping the school with an internet system as well as technology-supported devices (e.g., LCD TV, Laptop, iPad, etc.) so that teachers and students can embed the use of Edtech Apps in their English language teaching and learning. Apart from that, administrators should have appropriate incentive policies to encourage teachers to apply Edtech Apps in their teaching.

This study still limits itself in some ways. The first limitation derives from the research design which is a survey using questionnaire and interview, so the findings may not reflect the true phenomenon of EFL students' use of Edtech Apps. The second one is the small sample size, so the generalization of the findings may be applicable to other contexts. Therefore, future studies should consider employing the transformative design in collecting data to see the effectiveness of Edtech Apps in ELL. Another study should be conducted to involve a bigger sample size so that the findings can be generalized to other contexts. In another aspect, further research on learner autonomy in the use of Edtech Apps should be conducted.

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Mobile-Assisted Language Learning Intervention and Its Effect on English Language Proficiency of EFL Learners: A Meta-Analysis

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Abstract—Some researchers have investigated the impact of mobile language learning on English proficiency for EFL learners. Mobile language learning has a positive effect on English skills in EFL students. However, the effectiveness of language learning with mobile assistance to enhance the success of EFL students remains to be discussed. Furthermore, it is not known if the effects of mobile-assisted language learning vary based on context. The purpose of this study was to conduct a meta-analysis of the findings of experimental studies assessing the impact of mobile-assisted language learning on the English language proficiency of EFL learners between 2015 and 2021. Experimental studies on mobile-assisted language learning and EFL learner English proficiency were analyzed using meta-analysis. The study found that the model of the random effects was utilized, and the effect size was determined to be substantial ($d = 0.91$). The meta-analysis calculated 25 effect sizes of type- d for the 25 studies. The analysis of moderator variables examined five different characteristics whose effects differed significantly only concerning majors, language learning objectives, and instrument type.

Index Terms—EFL learners, English language proficiency, mobile-assisted language learning

I. INTRODUCTION

Educational technology has shifted from computer-based learning to mobile devices due to the proliferation of mobile devices with internet access. In education, numerous studies have been conducted using mobile (Gutiérrez-Colón et al., 2020; Haerazi et al., 2020; Hwang & Tsai, 2011; Krasulia & Saks, 2020; Rajendran & Yunus, 2021). Most people now have internet-connected mobile devices, so educational technology has shifted from computer-based learning to mobile devices (Rozitis, 2017). Several scholars are investigating mobile-assisted language learning (MALL) in the era of rapid advancement of mobile gadgets and the ubiquity of mobile apps and devices.

The high prevalence of mobile device use has encouraged researchers to consider them a pedagogical tool (Haerazi et al., 2020; Dáz et al., 2014; Rajendran & Yunus, 2021). Educators are beginning to utilize mobile technology in formal classroom instruction and to integrate these technologies into informal educational settings and daily activities (Dobbins & Denton, 2017). Through various autonomous learning apps, technology facilitates language competency and enhances the language-learning procedure for students (Jeyavani & Karthika, 2021). Technology encourages critical thinking and engagement among students (Prems & Raj, 2021). Through mobile-assisted learning, students can practice language skills such as speaking, writing, reading, and listening.

The worldwide teaching and learning English as a Foreign Language (EFL) are increasingly utilizing mobile apps. Learners could use learning applications to engage in independent study at any time, from any location, inside or outside the classroom (Dobbins & Denton, 2017). In addition, the application is applied to improve learners' language achievements. Researchers can also achieve how language acquisition occurs outside the classroom, such as in the home and in social settings. As a result, mobile devices are an integral part of instructional activities such as language acquisition (Hwang & Tsai, 2011; Hsu et al., 2013).

Many researchers have previously researched mobile device use in language learning (Cho et al., 2018). Researchers have previously identified the influence of device use throughout the increase in English listening (Al-Shamsi et al., 2020; Kim, 2018a), speaking (Kusmaryani et al., 2019; Tonekaboni, 2019), vocabulary (Katemba, 2021), pronunciation (Sherine et al., 2020). The mobility, flexibility, connectedness, and uniqueness of mobile devices have all been found in previous studies (Hsu et al., 2013; Kim, 2009). As mobile devices become more common in daily life, learners will utilize them whenever they want because of their portability (Elfeky & Masadeh, 2016a).

This study addresses issues about the academic performance of MALL and the English proficiency of EFL learners. A few of these language acquisition components are considered especially suitable for m-learning. English listening (Al-Shamsi et al., 2020; Kim, 2018), speaking competency (Kusmaryani et al., 2019; Tonekaboni, 2019), vocabulary mastery (Katemba, 2021), and pronunciation (Sherine et al., 2020) are typical, particularly for mobile learning environments. However, this is unknown whether providing MALL for EFL learners' English proficiency is more effective than other learning methodologies, such as computer-based or print-based resources. In addition, it is unknown if the outcomes of mobile learning differ by the situation.

This paper presents the outcomes of experimental studies investigating the impact of MALL on the English proficiency of EFL learners. Using a meta-analysis, the researcher explores the influence of MALL on EFL students' English proficiency. The researchers systematically evaluate and systematically synthesize data from relevant materials, such as published publications, from the language acquisition sectors. This research aims to perform a meta-analysis of experimental studies examining the effects of MALL on EFL learners' English proficiency achievement with different moderator variables between 2015 and 2021.

Research Questions

This study aims to determine to what extent MALL intervention influences the English language proficiency of EFL learners. This study expected that the MALL intervention could be identified as an effective strategy for improving the English language proficiency of EFL learners. Two research questions guided the study:

1. To what extent does MALL intervention improve EFL learners' English language proficiency?
2. How do possible moderator variables (*source of studies, number of participants, majors of students, target language learning, and type of instruments*) moderate the effect of MALL intervention on EFL learners' English language proficiency?

II. LITERATURE REVIEW

A. *The Notion of Mobile Learning*

Education practitioners often use varying terms to characterize mobile-based learning (Grant, 2019). Using apps explicitly designed for mobile devices, students may study anywhere and anytime with mobile-based learning. In recent years, its popularity has skyrocketed (Alharbi, 2021; Al-Shamsi et al., 2020; Traxler & Hulme, 2005). Using mobile devices, students can study anywhere, anytime, using mobile-based learning. Quinn (2012) describes mobile learning (m-learning), which combines mobile computing and eLearning, as having the following characteristics: resources can be accessed from anywhere, search capabilities are extensive, there is a lot of interaction, and there is an emphasis on practical learning, and assessment is based on performance (Alzieni, 2021). According to Brown (2005), m-learning is a subset of e-learning focusing on two main aspects of online education: material delivery and web-based learning management. As an adaptable method of schooling, m-learning is used. As defined by academics, mobile learning allows students to access course materials and conduct outside-of-class assignments (Miangah, 2012). Easy and versatile access to a wealth of high-quality learning resources makes it possible to gain from personalized learning. Consequently, m-learning has the potential to make education more adaptable to the learner, instantaneous, casual, and pervasive (Miangah, 2012).

B. *Mobile Learning in the Pedagogical Context*

The rise of technology in recent decades has had far-reaching consequences across all sectors, but the educational system has significantly benefited from this trend. Educational technology fosters fruitful collaboration amongst students, instructors, and tools as an emerging field. Some fields under this umbrella are linguistics, e-learning, online study, and m-learning (or "mobile learning"). Cell phones, or mobile phones, are among the most ubiquitous forms of mobile technology. All age groups make use of mobile phones for a variety of reasons. Until recently, mobile phones have served only as a means of communication. Later, additional features such as short message service (SMS), cameras, games, music streaming, video streaming, the internet, etc., were introduced. The proliferation of smartphones means they must be used in language learning.

Studies have begun considering the development of educational apps in response to the widespread adoption of mobile devices (Haerazi et al., 2020; Rajendran & Yunus, 2021). Educators use it as a tool (D'áz et al., 2014). In addition to incorporating mobile devices into informal, everyday learning settings, teachers are starting to use them in more traditional classroom contexts (Dobbins & Denton, 2017). According to previous researchers Cho et al. (2018) and Traxler and Hulme (2005), students are becoming more and more comfortable with and enthusiastic about learning via mobile devices. As digital technologies continue to advance rapidly, MALL has been a topic of interest in the field of training systems. Due to the rapid advancement of ICT and the effects of globalization, there are now more possibilities than ever before to incorporate ICT into the classroom (Cho et al., 2018; Hwang & Tsai, 2011; Sung et al., 2016; Wen et al., 2019). The use of mobile devices is increasing rapidly across all levels of schooling (Cho et al., 2018; Traxler & Hulme, 2005). Smartphones and other mobile gadgets are becoming more commonplace. Compared to traditional e-learning, m-portability learning's benefit stands out (Cho et al., 2018; Traxler & Hulme, 2005). There are no more barriers to accessing educational materials, such as distance or time (Traxler & Hulme, 2005). M-learning refers to any form of education that allows students to get materials and instruction from their mobile devices, regardless of where they happen to be (Traxler & Hulme, 2005).

C. *Mobile-Assisted Language Learning and EFL*

Learning through MALL is rising worldwide, especially among those learning a foreign language (Statti & Villegas, 2020). The MALL is another rapidly developing area of mobile learning (Sung et al., 2016a). MALL is dedicated to mobile technology (Cho et al., 2018). Any language class that takes place entirely on a mobile device is called a MALL

(Rahimi & Miri, 2014). MALL is a cutting-edge language study method (Azar & Nasiri, 2014). Computer-assisted language learning (CALL) is a broad umbrella term, of which MALL is a subset (Dağdeler et al., 2020).

Notwithstanding this, Kukulska-Hulme and Shield (2008) state MALL and CALL are not interchangeable terms. It makes use of technologies that are easy to use and portable to provide persistent or instantaneous access and engagement across various environmental circumstances. MALL uses mobile learning to increase language acquisition (Dağdeler et al., 2020). According to Dağdeler et al. (2020) and Miangah (2012), MALL is an effective method for overcoming the limitations of time and place that come with learning a foreign language. MALL has proven to be an effective method for enhancing language abilities in students of foreign languages. This is because many researchers strive to improve their work. Learning English as a foreign language uses mobile applications to enhance the student's performance in all four language skills: reading, listening, speaking, and writing (Cho et al., 2018).

Researchers in language and linguistics have experimented with a wide variety of strategies to enhance student's learning outcomes and performance by utilizing technology-based learning (Cho et al., 2018; Hulme & Shield, 2008; Sung et al., 2016b; Sandberg et al., 2011). The vast majority of studies that have been conducted to investigate the effect of MALL on English languages and listening abilities, in general, have found that it has a positive impact. This is because the devices offer the student more opportunities to practice and a higher level of language exposure (Alzieni, 2021). Research conducted by MALL focuses primarily on teacher-driven mobile learning, students' use of mobile applications, and the function of mobile applications in students' education (Alharbi, 2021; Steel, 2012).

III. METHODOLOGY

A systematic literature review of MALL was conducted to identify the necessary studies. Literature searches were conducted utilizing databases such as Scopus, ERIC, Google Scholar, JSTOR, and ProQuest. "Mobile learning", "mobile-assisted language learning", "and EFL learners" and "and EFL achievement" were used as search terms in conjunction with one another. There were 405 articles within the Scopus database, 574 within ERIC, and 554 within ProQuest. We discovered 246 articles in Sage Journals and 591 in JSTOR. All research papers utilized in the meta-analysis have been published.

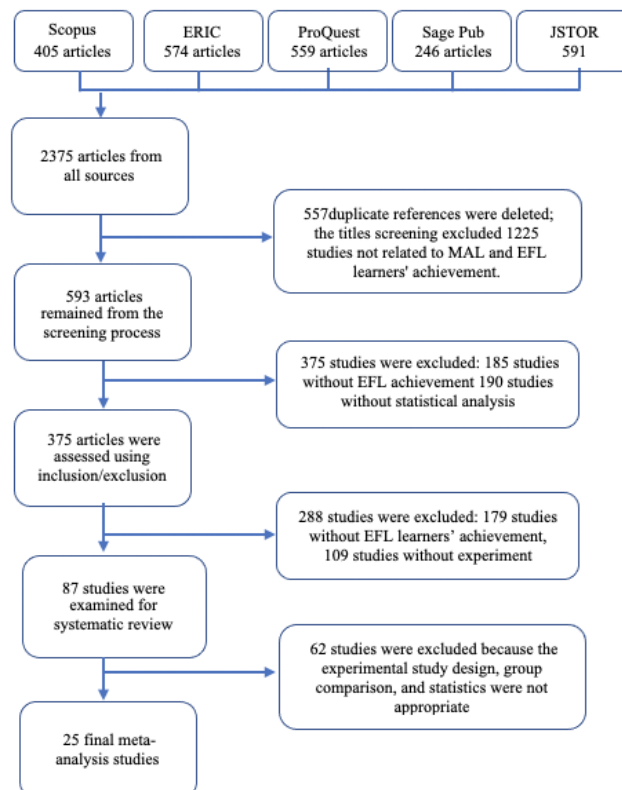


Figure 1 Literature Search Flow Chart

A. Rules for Inclusion and Exclusion

Figure 1 displays the results of the literature review as well as the excluded studies. Initial database searches generated 2,375 articles, and the filtering procedure yielded roughly 375 potentially relevant articles. (1) MALL, (2) an experimental design for the comparison of MALL, (3) English language instruction activities done by MALL, (4) accurate descriptions of students, and (5) statistical analysis information for the computation of d-type effect sizes were

required for inclusion in the review. The study was also excluded from the compilation if it (1) was unrelated to MALL and English learners, (2) did not evaluate EFL learners' proficiency, (3) was published before 2015, or (4) exhibited outlier effect sizes with enormous effect sizes. These criteria were met by 87 publications, of which 87 were selected for further examination. Sixty-two papers were removed because of the preliminary experimental study design, group comparison, and statistical analysis. Eventually, only twenty-five studies were left.

B. Data Evaluation

There was a total of twenty-five effect sizes reported in 25 different publications. The findings and their classification scheme are presented in Table 1. There are three types of encodings: (1) participant information, (2) treatment information, and (3) statistical information (sample size, mean, standard deviation).

TABLE 1
LIST OF SELECTED STUDIES WITH MODERATOR VARIABLES

Authors	N	d	SE	Source of Study	Number of Participants	Majors of Students	The target of Language Learning	Type of Instrument
Abeer Hadi, 2019	60	0.41	0.26	Journal	Medium	English	Listening	Custom instrument
Abdellah & Thouqan, 2016	50	1.59	0.32	Journal	Medium	English	Speaking	Custom instrument
Abdullah Al-Shamsi, et.al., 2020	31	0.90	0.37	Journal	Small	Non-English	Listening	Custom instrument
Ahmad Ameri-Golestan, 2016	80	1.12	0.24	Journal	Large	English	Vocabulary	Standardized instrument
Ahmet Basal et al., 2016	54	1.40	0.30	Journal	Medium	English	Vocabulary	Custom instrument
Ali Morshedi, 2019	60	-0.06	0.26	Conference	Medium	English	Speaking	Standardized instrument
Arif Ahmed & Mohammed Hassan, 2021	80	2.96	0.32	Journal	Large	English	Grammar	Custom instrument
Arthur Lai, 2016	40	0.48	0.32	Journal	Medium	Non-English	Vocabulary	Custom instrument
Chansophea & Wilawan, 2019	40	0.14	0.31	Conference	Medium	Non-English	Speaking	Custom instrument
Fahad Alkhezzi, 2016a	40	0.87	0.33	Journal	Medium	Non-English	Vocabulary	Custom instrument
Fahad Alkhezzi, 2016b	40	0.41	0.32	Journal	Medium	Non-English	Grammar	Custom instrument
Fahad Alkhezzi, 2016c	40	0.09	0.31	Journal	Medium	English	Writing	Custom instrument
Hussam Alzieni, 2020	63	1.69	0.29	Journal	Medium	English	Listening	Standardized instrument
Ismail & Mahmood, 2020	38	1.51	0.37	Journal	Small	English	Vocabulary	Standardized instrument
Kübra Okumuş et al., 2020	69	0.95	0.25	Journal	Medium	English	Vocabulary	Standardized instrument
Leila Khubyari & Mehry Haddad, 2016	40	1.43	0.35	Journal	Medium	English	Reading	Standardized instrument
Mahnaz M. & Mohammad R., 2019	35	1.54	0.38	Journal	Small	English	Reading	Custom instrument
Mohammed M. Alhawiti, 2015	36	1.15	0.36	Journal	Small	English	Grammar	Custom instrument
Ornprapat & Wiwat, 2015	80	-0.63	0.23	Journal	Large	Non-English	Vocabulary	Custom instrument
Paiman Z. & Fatimah R., 2018	57	0.42	0.27	Journal	Medium	English	Listening	Custom instrument
Said Fathy El Said, 2015	30	1.29	0.40	Journal	Small	English	Writing	Custom instrument
Suparmi, 2015	44	1.56	0.34	Conference	Medium	Non-English	Speaking	Custom instrument
Yoon Jung Kim, 2017	10	0.21	0.60	Conference	Small	Non-English	Listening	Standardized instrument
Yuan Zhang, 2016	120	1.69	0.21	Conference	Large	Non-English	Listening	Standardized instrument
Zhong Sun et al., 2017	72	-0.23	0.24	Journal	Large	Non-English	Pronunciation	Standardized instrument

C. Moderators Variables

Table 1 referenced five factors that could act as moderators: study design, sample size, a field of study, language proficiency goal, and assessment tool. The first was a journal, and the second was a conference. In the introduction, we divided the total number of people into three groups: (1) very large, (2) reasonably large, and (3) relatively small. Students declared their concentrations as either English or non-English. Speaking and pronunciation, listening, vocabulary; reading; grammatical knowledge; reading comprehension; writing are the six focus areas for language study. There were two categories of instruments: (1) standard instruments and (2) customized ones.

D. Calculating Effect Sizes

A total of 25 effect sizes were retrieved from 25 studies after the inclusion and exclusion criteria were applied. The established effect size is known as 'Hedges' d'. Hedges (1985) was used to estimate the variable difference between MALL and conventional. To evaluate the effect of paired treatments, this method was chosen since it provides an effect size estimate independent of sample size, measurement unit, or statistical test findings. To create the experimental group (E), we pooled the MALL that was being distributed, and to make the control group (C), we did the same thing with the MALL that was being distributed normally. Using the above formulas, the effect size (d) was calculated.

$$d = \frac{\bar{X}^E - \bar{X}^C}{S} J$$

\bar{X}^E represent the experimental group, while \bar{X}^C designate the control group. A small sample correction factor, denoted by "J," is found by applying the following formula.

$$J = 1 - \frac{3}{(4N^C + N^E - 2) - 1}$$

While 'S' denotes the pooled standard deviation, which may be determined from the following equation:

S stands for the pooled standard deviation, which can be calculated using the following formula:

$$S = \sqrt{\frac{(N^E - 1)(S^E)^2 + N^C - 1)(S^C)^2}{(N^E + N^C - 2)}}$$

'N^E' indicates the experimental group's sample size, 'N^C' represents the control group's sample size, while 'S^E' and 'S^C' reflect the experimental and control groups' standard deviations, respectively. The following formula was provided to calculate the effect size variance.

$$V_d = \frac{(N^C + N^E)}{N^C N^E} + \frac{d^2}{(2(N^C + N^E))}$$

d indicates the effect size, which was calculated using the numerator's adjusted means and a calculation's pooled unadjusted standard deviation (Cho et al., 2018).

E. Data Analysis

(a). Meta-Analysis Utilizes

The researcher investigated effect size heterogeneity and publication bias using the confidence interval (CI) and funnel plots (Ornprapat & Wiwat, 2015). Q statistics such as QB and QW were calculated to identify potential moderators of the effect size of MALL on the success of EFL learners.

(b). Publication Bias

As long as there is no publication bias, the findings are evenly distributed and in the form of an upside-down funnel. The plot is frequently distorted by publication bias (Ornprapat & Wiwat, 2015). An asymmetric funnel plot passes Egger's test after first making a funnel plot and adjusting the mean. The ANOVA test and the funnel plot are two ways of detecting publishing bias.

(c). Moderator Analysis

The study's source, number of participants, participants' majors, the target of language learning, and instrument type were all considered effect size moderators. These variables were collected using categorical variables, and data analysis can be included under data collection and analysis.

IV. RESULTS

Figure 2 displayed the adjusted mean and variance homogeneity tests for the 25 different effect sizes. Due to the large variety of impact sizes, the author continues with a comprehensive random-effects model study. The average effect size was large (d=0.91). These findings established the period within which 95 per cent of the total population effects could occur. It varied from 0.59 to 1.23, demonstrating that mobile learning was more successful and efficient than other language learning methodologies.

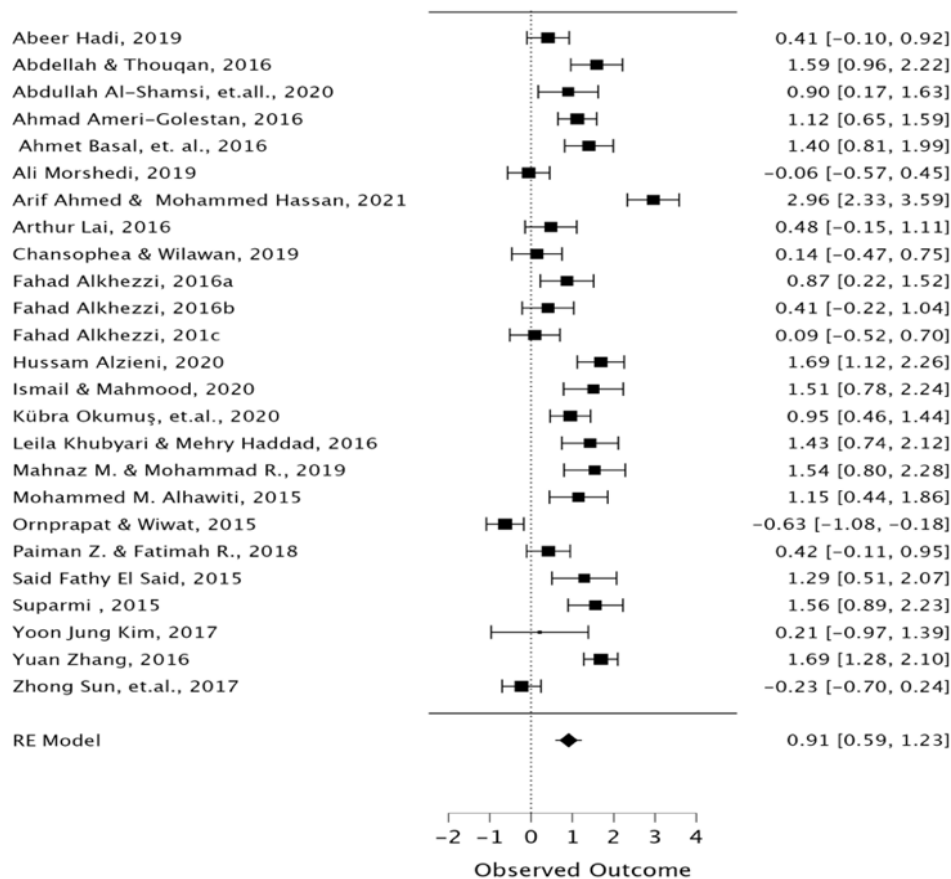


Figure 2 Forest Plot of Effect Sizes for All Studies

On the forest plot above, the black box represented the effect size, and the horizontal line represented the 95 per cent confidence interval on each side of each square on the graph. Furthermore, the Forest plot in Figure 2 (Al-Ahdal & Alharbi, 2021) had the largest mean impact size. Nonetheless, the single (Ornprapat & Wiwat, 2015) did not affect the mean impact size. The remaining eight effect sizes were all positive, whereas only one of the 25 effect sizes was negative.

TABLE 2
MEAN EFFECT SIZES FOR ENGLISH PROFICIENCY USING MALL WITH A VARIETY OF SETTINGS

	Effect Size			95% CI		Test of Null	Test of Heterogeneity	
	k	d	SE	Lower	Upper	z	Q _B	df
All Studies	25	0.91	0.16	0.59	1.23	5.62		
Source of Study							0.21	1
Journal		0.95	0.18	0.60	1.30	5.25		
Conference		0.74	0.40	-0.04	1.52	1.87		
Number of Participants							1.18	2
Small		0.99	0.22	0.56	1.42	4.50		
Medium		0.85	0.17	0.52	1.19	4.98		
Large		0.98	0.65	-0.29	2.24	1.51		
Majors							11.11 *	1
Non-English		0.73	0.32	0.11	1.35	2.30		
English		1.05	0.17	0.72	1.37	6.34		
The target of Language Learning							23.05 *	5
Speaking & Pro		0.58	0.40	-0.21	1.37	1.45		
Listening		0.94	0.28	0.40	1.49	3.41		
Vocabulary		1.07	0.36	0.37	1.78	2.98		
Reading		1.48	0.26	0.97	1.99	5.71		
Grammar		0.76	0.37	0.04	1.48	2.06		
Writing		0.66	0.60	-0.51	1.84	1.10		
Type of Instrument							14.52 *	1
standardized instrument		1.14	0.31	0.54	1.74	3.73		
Custom instrument		0.75	0.18	0.40	1.09	4.28		

A. Moderator Variable Analysis

The researcher then examined the five potential moderators of the impact sizes he identified in the previous stage. Majors, language learning target, and instrument type were all significant moderators in ANOVA-style mixed-effects models. Table 3 shows the weighted mean impact sizes of the various conditions on language learning achievement. The effect sizes of the five modifiers were then examined. The source of studies, number of participants, majors of participants, language learning objective, and kind of instruments were all critical factors in the ANOVA-like mixed-effects model. Table 3 indicates the language proficiency effect sizes in various circumstances.

TABLE 3
RESULTS OF QB AND QW ANALYSES

	Effect Size			95% CI		Test of Null	Test of Heterogeneity
	d	SE	k	Lower	Upper	Q _B	Q _w
Source of Study	0.91	0.16	25	0.59	1.23	0.21	188.20
Journal	0.95	0.18		0.60	1.30		149.21
Conference	0.74			-0.04	1.52		38.99
Number of participants						1.18	187.23
Small	0.99	0.22		0.56	1.42		13.95
Medium	0.85	0.17		0.52	1.19		51.09
Large	0.98	0.65		-0.29	2.24		122.19
Majors						11.11 *	177.29
Non-English	0.73	0.32		0.11	1.35		135.29
English	1.05	0.17		0.72	1.37		42.01
The targets of Language Learning						23.05 *	165.35
Speaking & Pronunciation	0.58	0.40		-0.21	1.37		36.14
Listening	0.94	0.28		0.40	1.49		27.78
Vocabulary	1.07	0.36		0.37	1.78		93.36
Reading	1.48	0.26		0.97	1.99		0.04
Grammar	0.76	0.37		0.04	1.48		2.40
Writing	0.66	0.60		-0.51	1.84		5.64
Type of Instrument						14.52 *	173.89
standardized instrument	1.14	0.31		0.54	1.74		101.77
Custom instrument	0.75	0.18		0.40	1.09		72.11

(a). *Source of Studies*

The effect sizes in the journal article and conference studies were not significantly different, with $d = 0.95$ ($SE = 0.16$) and 0.74 ($SE = 0.18$), respectively. There was no statistically significant change in mean impact magnitude in most cases. The research sources did not provide a moderator explaining all of the changes in effect amongst groups, given the significant levels of variation ($Q_B = 0.21$, $p > 0.05$).

(b). *Number of Participants*

The number of participants, categorized as small, medium, and large, was used to make predictions. The mean effect sizes of MALL studies done in small, medium, and large settings were not significantly different from zero, as shown in Table 3. Due to the considerable levels of variation ($Q_B = 0.21$, $p > 0.05$), the number of participants did not provide a moderator to explain all the effect differences between groups.

(c). *Majors of Students*

Researchers established two sorts of majors for the predictor: English and non-English. According to the findings, the outcomes of English-related research differed significantly from those of non-English departments. English majors demonstrated significantly bigger impact sizes (1.05 , $se=0.17$) than non-English majors ($d = 0.73$, $se=0.32$). The majors moderated the effects of MALL use on language learning ($Q_B = 11.11$, $p 0.05$). The majors served as a moderator to explain all population-specific effects.

(d). *Target Language-Learning*

The studies on MALL focused on speaking, pronunciation, listening, vocabulary, reading, grammar, and writing. Table 3 demonstrates that language learning has a substantial effect on the outcomes. Using mobile devices to learn a language was adequate for most language skills. The target language learning moderated the impact of MALL usage on language acquisition ($Q_B = 23.05$, $p 0.05$). The language learning objectives might explain all population disparities in effects.

(e). *Type of Instruments*

Two sorts of instruments were included in the predictor: standard and customized tests. The achievements of EFL learners measured by the researcher's customized instruments were significantly different from those measured by the commercially standardized instrument. In this study, the impact sizes of standardized instruments were significantly larger than those of custom instruments ($d = 1.14$, $SE = 0.31$ vs. $d = 0.75$, $SE = 0.18$).

B. Publication Bias

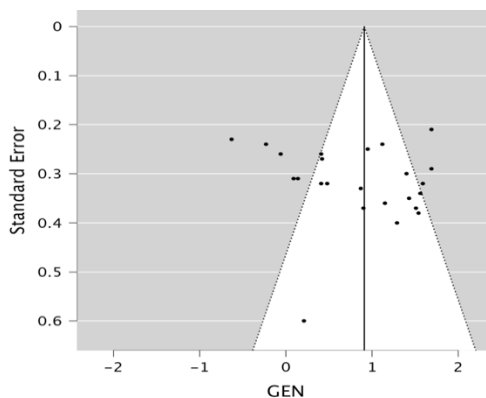


Figure 3 The Funnel Plots

The funnel plot displayed 25 research results submitted to symmetrically distributed meta-analysis. Using research with a large sample size, the analysis found an average of 25 findings. Most of the study's point distribution was positioned toward the top. In addition, it revealed that the studies utilized in the meta-analysis satisfied the predetermined criteria. Therefore, publication bias was not a possibility.

V. DISCUSSION

This study examines the effect sizes of 25 studies to determine whether MALL improves EFL learners' English proficiency. The studies varied in terms of majors, the target of language learning, and the measurement methods utilized. Learners' proficiency was explored in various research settings and conditions, such as the number of participants and majors. Journal articles and conference presentations contributed to the research.

A. Results of a Study on the Overall Effects of MALL on the Proficiency of EFL Learners

Overall, the findings indicated a high positive influence of MALL on EFL learners' English proficiency, confirming that MALL could be beneficial for learning EFL. Other studies have shown that MALL affects the development of future language learning skills, including speaking and pronunciation, reading, vocabulary, listening, and grammar.

B. The Effects of MALL in A Variety of Circumstances

Large impact sizes for MALL across all study participants indicate that MALL influences the English proficiency of EFL learners. Researchers who employed MALL with fewer participants reported bigger effect sizes than those who used MALL with more participants. As part of this study, the researcher additionally investigated if MALL in different majors resulted in a statistically significant difference. Compared to non-English majors, English majors significantly impacted the proficiency of EFL learners, suggesting that English majors have a considerable impact on EFL learners' English proficiency. This study demonstrated that MALL, with a modest number of participants, increased the achievement of EFL students.

The researcher compared the groups based on their language target: speaking, pronunciation, and predicted effect size (Chhum & Champakaew, 2019; Elfeky & Masadeh, 2016b; Suparmi, 2015of; Tonekaboni, 2019), listening (Al-Shamsi et al., 2020; Alzieni, 2021; Azeez & Al Bajalani, 2018; Kim, 2018; Salih, 2019; Zhang, 2016), vocabulary (Al-Ahdal & Alharbi, 2021; Alkhezzi & Al-Dousari, 2016; Basal et al., 2020; Dağdeler et al., 2020; Lai, 2016; Ornprapat & Wiwat, 2015; Xodabande & Atai, 2020), reading (Khubyari & Narafshan, 2016; Moayeri & Khodareza, 2019a), grammar (Alhawiti, 2015; Alkhezzi & Al-Dousari, 2016). MALL is an alternative method for enhancing learners' speaking skills and employing the language's speech patterns. Teaching someone how to speak is challenging since good communication depends on both partners actively listening to one another (Liu et al., 2019; Moayeri & Khodareza, 2019). Students' speaking abilities and fluency in the target language should be nurtured through carefully chosen speaking exercises. Students can benefit from intensive oral communication exercises since they increase self-assurance and encourage regular public speaking (Rouhshad et al., 2016). MALL has been shown to improve pupils' pronunciation of English words and make learning to pronounce such words easier (Miqawati, 2020). The results of this research are consistent with those of other studies (Shahrokhi & Arashnia, 2016; Kim & Kwon, 2012) that found that MALL helped students improve their pronunciation.

Individualized lessons and activities that focus on the needs of each student are two additional benefits that MALL offers. This study's results suggest that MALL has the potential to inspire students to participate in class and develop their abilities actively. Thus, MALL is added to the list of options to help students with pronunciation training. It's because incorrect pronunciation can render a speaker unintelligible, and understanding the speaker's intentions and language use has become increasingly dependent on correct pronunciation (Reed & Levis, 2019).

The use of MALL can help hone one's listening skills. EFL students will focus on listening skills since that teachers no longer employ the old ways. With MALL, they may learn on their own time, at their own pace, and from any location. It was also found that MALL was beneficial in helping EFL students enhance their listening abilities (Shanmugapriya & Tamularasi, 2013). Therefore, educators are strongly urged to experiment with and use novel approaches to teaching English, mainly listening, such as mobile-based media.

Vocabulary learning was considerably aided by being in a mall (Ahmad et al., 2017). Mobile gadgets moderately affect vocabulary development (Liu & Zhang, 2018). This meta-analysis indicated that MALL significantly impacted vocabulary learning, and these results are generalizable throughout the entire vocabulary acquisition process. The impact of mobile devices on vocabulary learning in elementary and secondary schools needs more study because most past research has focused on adult learners.

The study's findings showed that participants who received MALL had considerably higher listening evaluations than those who did not (Baleghizadeh & Oladrostam, 2010). Using mobile devices to supplement language learning has significantly boosted students' engagement with grammar study (Khodabandeh et al., 2017). The results of this study suggest that increasing student participation in the educational process can be achieved by presenting them with engaging and varied learning opportunities in an environment where both the teacher and the students are required to preserve order (Al-Hamad et al., 2019). MALL has the potential to be a valuable tool for teachers, especially when it comes to helping pupils improve their writing abilities. Exercises are used throughout MALL training to keep students interested and motivated throughout the course.

The results revealed that the target language makes a statistically significant impact on the achievement of EFL learners. However, the effect size assessed in (Cho et al., 2018) revealed no significant differences based on the language target. The author examined five critical learning outcomes in the mobile-learning study: vocabulary, speaking, reading, pronunciation, and writing skills. Except for reading comprehension, which had only a minor impact, there were statistically significant beneficial effects on vocabulary and pronunciation acquisition outcomes. Furthermore, using MALL for language learning helped meet language learning objectives across most target abilities. This mixed-effects model revealed that the value of QB was statistically significant at the level of 0.05 (QB = 23.05, p 0.05), demonstrating that target language learning moderates the effects of MALL use on language acquisition.

The findings of earlier research meta-analyses, such as those (Lee et al., 2020; Cho et al., 2018), demonstrated that the kind of instrument also moderates the influence of mobile devices. In terms of instrumentation, favourable treatment effects were identified only when researcher-designed scales measured language acquisition achievement, and these scales were most likely created to fit specific research purposes. Furthermore, standardized measures can be used to identify and evaluate regions of linguistic proficiency.

VI. CONCLUSION

The results indicated that the mean impact size value was a high effect level ($d = 0.96$). Utilizing MALL had a significant favourable impact on the English proficiency of EFL learners. The findings showing a significant good influence of MALL on EFL learners' achievement confirmed that MALL could be advantageous for learning English as a foreign language. There were five moderator factors, but only majors, the targets of language learning, and instrument types exhibited statistically different effects. The number of studies and participants did not provide a moderator to explain the disparities in effect between populations. This study shows that MALL can improve the English proficiency of EFL learners.

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The Impact of Note-Taking Strategy on EFL Learners' Listening Comprehension

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Abstract—The main aim of this study is to investigate the impact of note-taking strategy on EFL learners' listening comprehension. Eighty participants were chosen to participate in this study. The participants were allocated to both an experimental (20 female and 20 male) and the control group (20 female and 20 male). The researcher used a listening comprehension test. The results revealed that there is a noticeable statistical difference ($p < .05$) between the means of the experimental and control groups in the listening post-test. This means that the note-taking strategy affects the EFL students' listening comprehension levels effectively and positively. The results of the t-test for the experimental group also show that there is an observed difference between the males' and females' scores regarding the impact of note-taking strategy on the participants' listening comprehension in favor of the female learners.

Index Terms—note-taking strategy, EFL learners, listening comprehension

I. INTRODUCTION

English is considered the foremost universal language that is used everywhere as a way of communication. It has been receiving more attention in Jordan, especially within the educational system. English is taught for twelve years, from the first grade to the twelfth grade, in public and private schools. English, as a universal language, has four skills for complete communication. Once we learn a foreign language, we learn to listen first, talk, read, and at last put it in writing. These are called the four “language skills”, reading, listening, writing, and speaking. Listening in English is taken into account as one of the foremost crucial skills; it is key to all effective communication.

The listening skill is a complex process that requires many efforts to construct or derive meaning. It is a mean of communication, and of sharing information and concepts. For EFL speakers, listening is the first skill with the native language in their acquisition journey (Berne, 2004). Listening is one of the most essential language skills that play a crucial role in human life communication. Howatt and Dakin (1974) defined listening as the ability to spot and comprehend what other people say. It involved comprehending a speaker's pronunciation, ideas, concepts, grammar, vocabulary, and understanding meaning. Listening comprehension is an essential skill within which the listener receives information and understands it as chunks that have certain meanings (O'Malley et al., 1989).

Many researchers such as Hamouda (2013) indicate that EFL students face many difficulties and problems in listening comprehension because teachers put much emphasis on vocabulary, reading, grammar, and writing skills. They do not consider this skill in their foreign classes, so it is still the most neglected skill of language learning and teaching. These problems are related to quality of audio CDs and DVDs, accent, unfamiliar vocabularies, listening pace and speed, and cultural differences (Azmi et al., 2014; Buck, 2001), weak grammar, and the explanation of listening activities is not clear (Graham, 2006), pronunciation of the words (Bloomfield et al., 2010; Walker, 2014).

In order to improve EFL learners' listening comprehension and solve their problems, their teachers should be aware of these listening difficulties to adopt the crucial and effective listening comprehension strategies. O'Malley et al. (1989) and Vandergrift (1997) defined listening comprehension strategies as strategies taken by students to acquire, comprehend, and then use information effectively. Consequently, Vandergrift (1997) stated that listening comprehension strategies are considered as steps that individuals follow to improve learning acquisition and language comprehension. Through these strategies, EFL learners will acquire, store, comprehend and use the spoken input.

O'Malley and Chamot (1990) stated that there are three main listening comprehension strategies: metacognitive, cognitive and social strategies. The metacognitive strategies are management methods, used by students to control their own learning through planning, monitoring, and revising, evaluating then changing. The cognitive strategies are problem-solving strategies that learners used to deal with their learning activities and facilitate the learning acquisition (Derry & Murphy, 1986; Azmi et al., 2014). EFL students apply cognitive strategies in order to comprehend, store and remember new inputs of information. These kinds of strategies can be divided into bottom-up and top-down strategies. For soci-effective strategies, Vandergrift (2003) and Abdalhamid (2012) stated that listeners have to check their learning comprehension, interact with the speakers, decrease anxiety, improve their motivation towards learning, and raise self-confidence and self-esteem, apply these strategies.

Further, to overcome learners' listening comprehension problems, teachers have to provide their learners with authentic materials, design many tasks and activities that improve their listening comprehension, provide them with necessary feedback on their performance. Moreover, they try to encourage them to learn many listening skills and

strategies, ask them to listen to foreign films, music or talk to foreign people face to face or by using the internet. Brown (2001) summarized some practical principles for designing listening techniques as: using techniques that motivate them intrinsically, utilizing authentic contexts, considering the form of learners' responses and encouraging the improvement of listening learning strategies such as note-taking which used as a cognitive learning strategy.

Note-taking is one of the most vital strategies for learners because it can play a recording vehicle that keeps tasks and information for listeners to use them later (Siegel, 2015). In the field of the educational system, note taking helps learners to concentrate and listen carefully, gives the learners a resource for exam and lecture preparation. There are many strategies that learners can follow for effective note-taking during and after the lecture. Learners should concentrate on what their teachers talk about to recognize what is important and indicate essential information. After the lecture, they have to review their notes because the lecture is still fresh in their minds. To sum up, learners do not try to write down everything being said in the lecture in order to learn effectively. Note-taking strategy helps learners remember what was said during the lecture. Therefore, the main purpose of this study is to investigate the impact of note-taking strategy on EFL learners' listening comprehension.

II. RELATED STUDIES ON NOTE-TAKING STRATEGIES AND LISTENING COMPREHENSION

A considerable amount of research has been conducted in the field of listening and note-taking strategies. In this section, some studies are going to be presented.

Majid and Alireza (2009) investigated the relationship between note-taking strategy and learners' listening comprehension. The researchers divided sixty EFL participants into 3 groups: uninstructed note-takers, Cornell note-takers, and non note-takers. The researchers used TOEFL proficiency test, which was used as a pre-test, to guarantee the homogeneity of them, and post- test to obtain the results after treatment. The findings revealed that there is a clear impact of this strategy on their learners' listening comprehension abilities.

Reza et al. (2010) examined professors and learners' attitudes towards the impact and influence of note-taking strategies on the learners' learning performance in Iran. They used questionnaires to collect the needed data. The obtained data were analyzed using SPSS. The results revealed that the participants, including male and female professors and students, have positive perspectives and attitudes towards using note-taking strategy instructions on the learners' learning.

Rahimia and Katal (2012) studied the metacognitive listening strategies used by EFL Iranian learners at universities and at high schools. To achieve the purpose of the study, a Metacognitive Awareness Listening Questionnaire (MALQ) distributed to 122 university students and 116 high-school students. The findings showed that there were differences between university and high-school students' awareness towards meta-cognitive listening strategies.

Movezyan (2012) tried to find out the effect of note-taking strategy during listening activities on students' listening comprehension and attitudes towards the crucial role of this strategy during listening activities. The participants were chosen to participate in this study from American University of Armenia. The participants were allocated to both an experimental and a control group. A listening comprehension test, an attitudinal questionnaire, as quantitative instruments, class observations, and a semi-structured interview as qualitative instruments were used to obtain the needed data. The results revealed that there is a noticeable statistical difference ($p < .05$) between the means of the experimental and control groups in the listening post-test. Moreover, the qualitative data revealed that the students have positive attitudes toward using note-taking as a vital strategy to improve their listening comprehension. This means that the note-taking strategy affects the EFL students' listening comprehension levels effectively and positively.

Gur et al. (2013) examined the influence of using note-taking strategy on different types of informative, narrative and philosophical lectures, on listening comprehension. 122 students, who were studying at the Faculty of Education, Cumhuriyet University participated in the study. They were divided into control group (61) and experimental 1 (61). Pretest and posttest are used to obtain the results. After analyzing the data using SPSS, the results revealed that the participants who took note taking while listening to the three types of lectures had the highest level of comprehension.

Gilakjani and Sabouri (2016) identified the main listening comprehension strategies and the listening difficulties faced learners during listening to oral texts. Through this study, the researchers tried to raise the teachers' awareness to overcome the learners' listening difficulties and improve their listening skill.

Maricar and Castillo (2019) tried to show the importance of improving listening comprehension among learners through Cornell Note- Taking Method which is considered as simple, comprehensive and widely used format which was developed by Pauk (1974) to teach EFL learners how to record, review and organize their notes. To achieve the objectives of the study, the researchers investigated the impact of note-taking strategies on learners' listening comprehension. They used descriptive correlational design to describe the correlation between note-taking strategy and listening comprehension. Frequencies and percentages, mean, and Anova were measured to analyze the data. The results revealed that learners' listening comprehension improves when implementing note-taking strategy.

Dereg öz ü (2021) studied the main listening comprehension strategies used by EFL learners through distance learning. To achieve the objectives of this study, the Listening Strategy Inventory (LSI) was utilized by learners who attending English and German language online classes at three state universities in Turkey. The researcher used quantitative design to analyze the data by using independent samples t-test. The results showed that the level of using listening

comprehension strategies among learners was moderate. The most frequently used listening strategy was nonverbal one while word-oriented strategy was the least one.

Lam (2021) examined the impact of note-taking strategies on EFL students' listening comprehension in academic situation. 60 Vietnam EFL learners participated in the study. The researcher used quantitative method to collect and analyze the data. The findings revealed that note-taking strategies improve the learners' listening comprehension. In other words, they affect their listening performance positively. It is recommended that learners should be trained to use note-taking strategies to improve their learning in general and listening abilities in particular.

III. PURPOSE AND QUESTIONS OF THE STUDY

The main purpose of this study is to investigate the impact of note-taking strategy on EFL learners' listening comprehension. The research aims to provide answers for the following research questions:

1. Are there any significant differences between the mean scores achieved by the experimental group and the achieved by the control group on listening comprehension on the pre-test?
2. Are there any significant differences between the mean scores achieved by the experimental group and the achieved by the control group on listening comprehension on the post-test after treatment?
3. Are there statistically significant differences between EFL male and female learners in using note-taking strategy?

IV. STATEMENT OF PROBLEM

Many previous researches indicated that learners are quite weak in English language generally and listening particularly. Consequently, they still find many challenges and difficulties in listening comprehension. Hamouda (2013) indicated that EFL students face many difficulties and problems in listening comprehension because teachers put much emphasis on vocabulary, reading, grammar and writing skill. They do not consider this skill in their foreign classes. Vandergrift (2003) stated that those lower level listeners had challenge in summarizing text because they did not remember more and did not understand the subject deeply. While the upper level listeners, they remembered new information effectively while summarizing it. They also can use different strategies while and after they listen. It was noticed that note-taking is one of the most essential strategies that are used to improve the learners' listening comprehension, but the problem is that this strategy or skill is neglected and is rarely taught in schools and universities. Many researchers observe how difficult it is to use this strategy in lectures among EFL learners (Gilbert, 1989). The researchers think that EFL learners' lack of listening comprehension ways and strategies is considered a vital cause of learners' poor comprehension skills.

V. SIGNIFICANCE OF THE STUDY

The objective of this study is to help students at universities and schools overcome the weakness in listening skill and provide appropriate solutions. The importance of listening strategies awareness has been proved in literature. So it is expected that the results will show the teachers the importance of using different kinds of proper listening strategies in general and note-taking strategy in particular that can be implemented inside the classroom to increase their students' listening comprehension abilities. Moreover, the researcher may investigate other strategies that make the listening skill more purposeful, beneficial and easier to understand what native speakers talking about. This study also helps students to be aware of the appropriate listening strategies. It is crucial to raise the students' awareness towards using appropriate listening strategies effectively and efficiently. This information could be used as a gate for EFL learners to use the suitable listening strategies during interacting with contexts in order to develop and improve their listening comprehension abilities. In addition, note-taking strategy should be part of the EFL curriculum.

VI. METHODOLOGY

A. *Participants of the Study*

Eighty participants were chosen to participate in this study. The participants will be allocated to both the experimental (24 females and 16 males) and the control group (18 females and 22 males). All of them majored in English language and literature. Their age ranged from 19 to 23 years old. The participants in the experimental group received the required treatment by using a note-taking strategy, while the participants in the control group did not receive any treatment.

TABLE 1
DISTRIBUTION OF PARTICIPANTS VARIABLE

Group	Age	Gender		
		Female	Male	Total
Experimental group	19-20	9	5	15
	20-21	8	8	16
	21-23	7	2	9
	Total			40
Control group	19-20	9	5	14
	20-21	5	7	12
	21-23	4	10	14
	Total			40

B. Instrument Data Collection and Analysis

The researcher used a listening comprehension test. This test is a standardized listening comprehension one taken from the TOEFL textbook. This test ranges from 60 -70 minutes and has 50 multiple-choice questions. The test was used as a pre-test and a post-test for both groups. It tests the students' abilities to comprehend the passage they listened to.

The listening test was administered to the learners during their normal classes in the second week of the second semester 2021/2022 academic year. It was applied to control and experimental groups as a pre-test to guarantee the homogeneity between them. Then the researcher has designed eight lessons of note-taking strategy to present them for the participants in the experimental group.

Lesson 1(one hour): Talking about the impact of applying note-taking strategy on academic achievement in general and listening comprehension in particular.

Lesson 2(one hour): Teaching the learners the main techniques and tips for listening and note taking strategy such as : trying to find the key words, trying to find the cues to meaning, predicting what is the main purpose of the context and stimulating the background knowledge.

Lesson 3: Teaching them the other strategies for listening and note- taking: Guessing the meaning, seeking clarification, Taking notes in their own words, putting their notes with headings and subheadings and reviewing their notes and reconstruct the content.

Lesson 4: Explaining different strategies through the listening lesson i.e. Sharing and exchanging opinions and ideas, agreeing and disagreeing, presenting facts, evidences and examples, investigating confirmation, paraphrasing, and organizing the discussion.

Lesson 5: Discussing these methods of note-taking: the Sentence Method, The Formal Outline Procedure, Mind Mapping Method,

Lesson 6: Discussing other types of note taking methods i.e. Clustering, and the Cornell Method

Lesson 7: The researcher chooses Cornell Method (CM) as a simple, comprehensive and widely used format. Pauk (1974) developed this format to teach EFL learners how to record, review and organize their notes.

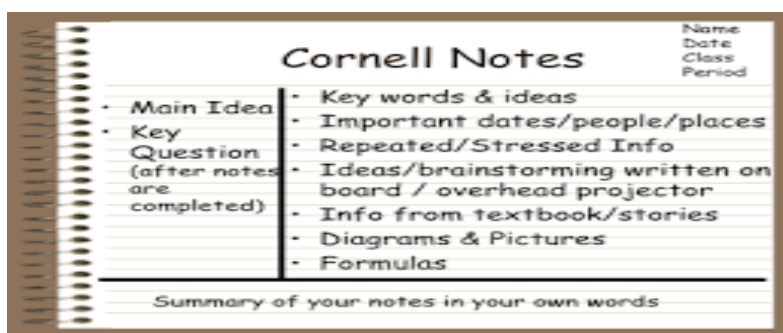


Figure 1 Cornell Note-taking Method (CM)

Lesson 8: implementing this method through the lesson. The control group did not receive any treatment. After 9 weeks of treatment, the same test was applied again as post-test for both groups. The Statistical Package for Social Sciences (SPSS) was used to analyze the results of the tests of the two groups in order to check the main statistical differences of means, and standard deviation scores between them.

VII. RESULTS AND DISCUSSION

The pre- listening test was analyzed to check the statistical differences between learners before implementing the treatment. Independent Samples T-Test was used to achieve that (see Table 2).

TABLE 2
INDEPENDENT SAMPLES T-TEST OF LISTENING COMPREHENSION PRE-TEST

	<i>Group</i>	<i>N</i>		<i>Mean</i>	<i>Total Mean</i>	<i>Std.</i>	<i>t-test</i>	<i>F</i>
Pre-Test	<i>Control</i>	40	<i>Female</i>	70.74	71.75	2.61	0.74	0.35
			<i>Male</i>	72.75				
	<i>Experimental</i>	40	<i>Female</i>	70.52	68.53	.951		
			<i>Male</i>	66.54				

The table above indicates that there were not any significant differences between mean scores of the learners in the experimental group (M= 68.53) and control groups (M= 71.75) before treatment. Moreover, it is also shown that a significant difference is not observed between the males' and females' listening comprehension pretest in both groups, the experimental (Female (70.52), Male (66.54), the control group (Female (70.74) Male (72.75)). This means that the two groups approximately have the same listening comprehension level before the beginning of the treatment. After implementing the treatment, the post-listening test was analyzed to check the statistical differences between learners. Independent Samples T-Test was used to achieve that (see Table 3).

TABLE 3
INDEPENDENT SAMPLES T-TEST OF LISTENING COMPREHENSION POST-TEST

	<i>GROUP</i>	<i>N</i>	<i>Gender</i>	<i>Mean</i>	<i>Total Mean</i>	<i>Std. Deviation</i>	<i>t-test</i>	<i>F</i>
POST -TEST	<i>experimental group</i>	40	<i>Female</i>	93.78	87.72	1.67	13,41	0.14
			<i>Male</i>	81.66				
	<i>Control</i>	40	<i>Female</i>	72.30	72,32	2.35		
			<i>Male</i>	72.33				

In this table, one can notice that there is a statistical significant difference ($p < .05$) between the listening comprehension means of the experimental (M= 87.72) and control group (M= 72.32) in the listening post-test. The analysis states that note-taking strategy, while listening affects the learners' listening comprehension levels effectively and positively. The results of t-test for experimental group also show that there is an observed difference between the males' and females' scores towards the effect of note-taking strategies on the students' listening comprehension in favor of the female learners (M= 93.78), Male (M= 81.66).

Through the highly significant differences between the mean scores of the two groups (87.72 - 72.32), one can notice the effect of note-taking strategy on meaningful listening comprehension and building the students' mental and cognitive structure related to the content of the subject matter they listen to. Using this strategy plays a crucial role in focusing the learners' attention, recalling and reconstructing the content. While correcting the test, the researcher noticed that female use note-taking strategy seriously and implement it through listening to the topics of the audio clips they heard. They used Cornell Method (CM) format more than male to record, review and organize their notes. They pay attention to the important information in order not to miss any key details that allow them to answer the questions easily.

From a theoretical review, there is a strong claim that there is a vital relation between note-taking strategy instructions and learners' academic listening achievement. Sahin et al. (cited in Gur et al., 2013) stated that note-taking strategy, by using the Cornell method while listening, affected the students' listening comprehension effectively and positively. The results of this study go in complete harmony with the results of the other studies that were conducted by Gur et al. (2013) who tried to examine the impact of note-taking strategy on listening comprehension skill; they found that the participants who took note taking while listening to the lecture had the highest level of comprehension. Reza et al. (2010) found that the participants, including male and female professors and students, have positive perspectives and attitudes towards using note-taking strategy instructions on the learners' learning.

VIII. CONCLUSION AND RECOMMENDATION

The main purpose of this study is to investigate the impact of note-taking strategy on EFL learners' listening comprehension. As for the questions of the study, in the consensus of many studies, EFL learners, especially female ones, use note-taking strategy effectively. Depending on the results, it was found that using this strategy affects learners' listening performance positively. This means that learners should learn the appropriate and the useful methods of note-taking strategy that help them improve their listening proficiency.

Based on the results of this study, the EFL teachers are recommended to include different types of note-taking methods and strategies as part of their instruction in order to help their students to comprehend the contexts and subject matter efficiently. Policy makers and stakeholders in the field of education are recommended to provide EFL students with authentic listening courses and materials by designing many tasks and activities that improve the learners' listening comprehension.

APPENDIX. LISTENING COMPREHENSION TEST

A paper version TOEFL

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COMPLETE TEST TWO

SECTION 1
LISTENING COMPREHENSIONTime—approximately 35 minutes
(including the reading of the directions for each part)

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section, with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers you hear. Do not take notes or write in your test book at any time. Do not turn the pages until you are told to do so.

Part A

Directions: In Part A you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Listen to an example.

Sample Answer

On the recording, you will hear:

(man) *That exam was just awful.*
 (woman) *Oh, it could have been worse.*
 (narrator) *What does the woman mean?*

A
 B
 C
 D

In your test book, you will read: (A) The exam was really awful.
 (B) It was the worst exam she had ever seen.
 (C) It couldn't have been more difficult.
 (D) It wasn't that hard.

You learn from the conversation that the man thought the exam was very difficult and that the woman disagreed with the man. The best answer to the question, "What does the woman mean?" is (D), "It wasn't that hard." Therefore, the correct choice is (D).

1. (A) They were in the regular room.
 (B) The key was misplaced.
 (C) He's taking a different class.
 (D) He has the key to the classroom.
2. (A) She will lend it to the man.
 (B) She never lent the book to Jim.
 (C) Jim wants to borrow the book.
 (D) Jim has the book.
3. (A) Paying bills.
 (B) Talking to the landlord.
 (C) Turning the lights off.
 (D) Looking for an apartment.
4. (A) She has no time to go to class.
 (B) They are already late for class.
 (C) It's too early to go to class.
 (D) She has to be on time for class.
5. (A) He is resuming his duties one more time.
 (B) He is assuming the class is difficult.
 (C) The class is terrible all the time.
 (D) The class takes a lot of time.
6. (A) She needs a new coat.
 (B) She likes the paint in the dorm rooms.
 (C) She has the same opinion as the man.
 (D) She left her coat in the dorm room.
7. (A) He needs to complete the math assignment first.
 (B) He'll be ready in a couple of hours.
 (C) He is going to history class now.
 (D) He was ready a few minutes ago.
8. (A) She's sorry she moved them.
 (B) She really knows where they are.
 (C) They haven't been moved.
 (D) Someone else moved them.
9. (A) A solution is not apparent.
 (B) The problem can be fixed.
 (C) There is really a pair of problems.
 (D) The problem is difficult to solve.
10. (A) The professor gives quizzes regularly.
 (B) The woman is really quite prepared.
 (C) It is unusual for this professor to give quizzes.
 (D) He doesn't think there's a class today.
11. (A) She could not comprehend the chemistry lecture.
 (B) She has not had time to look at the assignment.
 (C) It was possible for her to complete the problem.
 (D) She could not understand the problem.
12. (A) He doesn't know how far away the exhibit is.
 (B) He's uncertain about the fee.
 (C) The exhibit is not very far away.
 (D) He's sure the exhibit isn't free.
13. (A) Not taking it at all.
 (B) Taking it along with chemistry.
 (C) Taking it later.
 (D) Taking it instead of chemistry.
14. (A) An astronomer.
 (B) A physician.
 (C) A philosopher.
 (D) An engineer.
15. (A) Nothing could surprise her.
 (B) The gift really astonished her.
 (C) She couldn't have gotten more gifts.
 (D) She was expecting the gift.
16. (A) She's wearing a new dress.
 (B) She's ready to study for hours.
 (C) She's exhausted.
 (D) She has studied about the war for hours.
17. (A) He's really tall.
 (B) He's the best.
 (C) He's got a good head on his shoulders.
 (D) He always uses his head.

GO ON TO THE NEXT PAGE 

1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1

18. (A) He's already talked to the professor about the assignment.
 (B) There is no assignment for tomorrow.
 (C) He's not sure what the professor will talk about.
 (D) The professor discussed the assignment only briefly.
19. (A) He went to it.
 (B) He knew about it.
 (C) He didn't know about it.
 (D) He gave it.
20. (A) It's hard to lock the room.
 (B) The cloak was delivered on time.
 (C) Someone struck the crockery and broke it.
 (D) It is now midday.
21. (A) That she wouldn't take the trip.
 (B) That she would go to the beach.
 (C) That she really liked the beach.
 (D) That she would take a break from her studies.
22. (A) They were disappointed.
 (B) They didn't get any gifts.
 (C) They were unexcited.
 (D) They were really pleased.
23. (A) She believes she can succeed.
 (B) She's decided to pull out of it.
 (C) She wants to put off the speech for a while.
 (D) She thinks the speech is too long.
24. (A) She'd like to offer the man a scholarship.
 (B) The documents were returned to her with a signature.
 (C) She needs to sign the documents.
 (D) She works in the scholarship office.
25. (A) He doesn't have time to pay the bills.
 (B) The bills weren't paid on time.
 (C) Of course, he paid the bills on time.
 (D) He will pay the bills for the last time.
26. (A) He thinks the lecture was really interesting.
 (B) He's not sure if the ideas are workable.
 (C) He understood nothing about the lecture.
 (D) He's not sure what the woman would like to know.
27. (A) He missed an opportunity.
 (B) He was late for his trip.
 (C) He should take the next boat.
 (D) He should send in his application.
28. (A) He agrees with what she said.
 (B) He thinks she didn't say anything.
 (C) He couldn't hear what she said.
 (D) He did hear what she said.
29. (A) That John would pick them up for the concert.
 (B) That the concert would start earlier.
 (C) That John would not be going to the concert.
 (D) That they would be late to the concert.
30. (A) He enjoyed the trip immensely.
 (B) The boat trip was really rough.
 (C) He couldn't have enjoyed the trip more.
 (D) The water was not very rough.

GO ON TO THE NEXT PAGE 

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Part B

Directions: In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are not allowed to take notes or write in your test book.

- | | |
|---|---|
| 31. (A) Two students.
(B) Two professors.
(C) Two sociologists.
(D) Two lecturers. | 35. (A) From a friend.
(B) From the newspaper.
(C) From a discussion.
(D) From the utility company. |
| 32. (A) She wants his opinion of sociologists.
(B) She wants to hear him lecture.
(C) She wants to know about a course he took.
(D) She wants to meet Professor Patterson. | 36. (A) In a far desert.
(B) Close by.
(C) At the utility company's headquarters.
(D) The man has no idea. |
| 33. (A) A course where the professor lectures.
(B) A course where the students just listen and take notes.
(C) A course with Professor Patterson.
(D) A course where the students take part in discussion. | 37. (A) It's cheaper in the short run.
(B) The utility company won't need any extra money.
(C) The plant's far away.
(D) It exists in large quantities. |
| 34. (A) She thinks it'll be boring.
(B) She doesn't want to take it.
(C) It sounds good to her.
(D) She'd prefer a course with more student participation. | 38. (A) She's concerned it'll be too costly.
(B) She thinks the price is too low.
(C) She thinks the plant is totally unnecessary.
(D) She thinks the utility company has a good idea. |

GO ON TO THE NEXT PAGE



Part C

Directions: In this part of the test, you will hear several talks. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, you will read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example.

On the recording, you will hear:

(narrator) Listen to an instructor talk to his class about painting.

(man) Artist Grant Wood was a guiding force in the school of painting known as American regionalist, a style reflecting the distinctive characteristics of art from rural areas of the United States. Wood began drawing animals on the family farm at the age of three, and when he was thirty-eight one of his paintings received a remarkable amount of public notice and acclaim. This painting, called "American Gothic," is a starkly simple depiction of a serious couple staring directly out at the viewer.

Now listen to a sample question.

Sample Answer

(narrator) What style of painting is known as American regionalist?

- A
- B
- C
- D

- In your test book, you will read:
- (A) Art from America's inner cities.
 - (B) Art from the central region of the United States.
 - (C) Art from various urban areas in the United States.
 - (D) Art from rural sections of America.

The best answer to the question, "What style of painting is known as American regionalist?" is (D), "Art from rural sections of America." Therefore, the correct choice is (D).

Now listen to another sample question.

Sample Answer

(narrator) What is the name of Wood's most successful painting?

- A
- B
- C
- D

- In your test book, you will read:
- (A) "American Regionalist."
 - (B) "The Family Farm in Iowa."
 - (C) "American Gothic."
 - (D) "A Serious Couple."

The best answer to the question, "What is the name of Wood's most successful painting?" is (C), "American Gothic." Therefore, the correct choice is (C).

Remember, you are not allowed to take notes or write in your test book.

Wait

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39. (A) The Employment Office manager.
 (B) The university registrar.
 (C) The bookstore manager.
 (D) A student working in the bookstore.
40. (A) Prepare a schedule.
 (B) Decide which workers to hire.
 (C) Plan student course schedules.
 (D) Train office workers.
41. (A) What the students' majors are.
 (B) When the students are able to work.
 (C) Why the students want to work.
 (D) In which jobs the students have experience.
42. (A) Cashier.
 (B) Shelf stocker.
 (C) Business office worker.
 (D) Phone operator.
43. (A) Soft, warm clothing.
 (B) Problems in landfills.
 (C) How fleece is obtained.
 (D) Recycling soda bottles.
44. (A) They were left in landfill areas.
 (B) They were reused.
 (C) They were recycled.
 (D) They were refilled.
45. (A) Dye.
 (B) Warm, soft clothing.
 (C) Computer chips.
 (D) Glass bottles.
46. (A) Buying plastic bottles.
 (B) Solving the problems in landfills.
 (C) Buying these recycled products.
 (D) Becoming aware of the environment.
47. (A) The Central Pacific Group.
 (B) The Transcontinental Railroad Company.
 (C) A group from Ogden, Utah.
 (D) Two separate railroad companies.
48. (A) They had to lay tracks across a mountain range.
 (B) They had to cross all of Nebraska.
 (C) They had to work for another railroad company.
 (D) They had to move westward to Sacramento, California.
49. (A) Several days.
 (B) Several weeks.
 (C) Several months.
 (D) Several years.
50. (A) Dynamite was used to blast out access.
 (B) A golden spike was hammered into the last track.
 (C) The workers labored dangerously and exhaustingly.
 (D) The workers traversed the Sierra Nevadas.

This is the end of Section 1.
 Stop work on Section 1.

Turn off the recording.



Read the directions for Section 2 and begin work.
 Do NOT read or work on any other section
 of the test during the next 25 minutes.

ACKNOWLEDGEMENTS

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Online Machine Translation Efficiency in Translating Fixed Expressions Between English and Arabic (Proverbs as a Case-in-Point)

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Abstract—Doubtless, Machine Translation has affected translation as a process and a product. This study tests MT's effectiveness in translating proverbs between English and Arabic. It investigates one important CAT tool device. It aims to attest which MT will be more communicative, semantic or literal giving target equivalent and clarifying the error type the MT would make. To achieve these aims, thirty proverbs, half Arabic and half English, have been randomly selected, taken from The Dictionary of Common English Proverbs Translated and Explained written by Attia (2004) and then translated using five different online MTs: Google, Reverso, Yandex, Systran, and Bing. As Alabbasi (2015) suggested, the researcher adopted Newmark's (1988) Taxonomy of translation methods, selecting three major divisions that include the other types in one way or another viz. Literal, Semantic and Communicative. Analyzing data, *Kruskal-Wallis* Test and *Chi-square* were used as well as descriptive statistics. It is found that the most translation method MT produced when faced with a proverb is the literal, semantic and communicative respectively. Bing is the most effective MT providing communicative proverbial equivalents. Bing and Google, in the same rank, provide semantic equivalents. Furthermore, the least effective MT among the five is Yandex. MT errors diverge between missing the implied meaning, weakly structured translations, wrong synonyms and meaning distorting.

Index Terms—machine translation, fixed expressions, proverbs, translation methods, Google translate

I. INTRODUCTION

In such a time when millions of people travel around the planet, by choice or due to economic, business, or political reasons, the translation of the spoken and written word is now of ever-increasing importance. This planet we are living on becomes similar to a small village where people are obliged to communicate with other people of different cultures and languages in order to continue living in one way or another. Therefore, there emerged an urgent need for translation and translators to link these completely faraway societies together.

Newmark (1988, p. 5) provided us with the most prominent definitions of translation stating that "translation is rendering the meaning of a text into another language in the way that the author intended the text". Whereas Newmark stressed the idea of transferring the meaning in the above-mentioned definition, Nida and Taber (1982, p. 12) stated: "translating consists of in the reproducing in the receptor language the closest *natural equivalent* of the SL message, firstly in terms of meaning and secondly in terms of style".

Translation is a difficult craft to master, as it requires not only the transferring of meaning but also providing a natural equivalent with respect to cultural and lexical differences between languages. In fact, culture and translation are inseparable. However, as the phenomenon of translation is in continuous development, it is almost impossible to know and grasp all the languages present in the world by human beings. In fact, it is rare for one person to speak more than four languages fluently, not to mention to have an overall knowledge of these languages' standards, contexts, and the cultures accompanying them. Therefore, translation researchers are looking for all possible methods and tools to facilitate this process and provide all people, including those who can only speak their native language, with the ability to communicate with others and understand them easily, effectively and quickly.

One of these tools is machine translation, a branch of computational linguistics that focuses on the use of e-devices to render a speech or text from an SL to a TL. Even though there is not any guarantee that machine translation is of high quality all the time, many programs are able to provide powerful and beneficial outputs within a limited time and constraints.

Translating cultural expressions is one area of difficulty that translation students and even professionals suffer from. Nowadays, and with the help of Computer-Assisted Translation (CAT) tools, this problem may be mitigated. It is an attempt to help translators, especially novices, to find the most appropriate machine translation engine that helps them in facing this difficulty.

A. Significance of the Study

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English-Arabic translation is becoming a widespread area for work and learners as well as in almost all walks of life, especially for cross-cultural purposes. Therefore, the use of MT has increased a lot recently, and these machine translation websites' developers are trying to make them more and more effective every single day. This research is significant as it aims to ensure these websites' capability to translate cultural expressions as effectively and naturally as possible.

B. Aims of the Study

The purpose of this study is to test the efficiency of MT in translating proverbs and provide an equivalent that affects the target community without distorting the meaning or losing the cultural effect of the source cultural expressions. It also attempts to decide which of these machine translation websites are going to give the closest natural and cultural equivalents based on the translation approach utilized by these MTs, which are the literal, semantic, and communicative methods. Additionally, it explores whether there are any significant differences among MT engines in proverbs' translations. Furthermore, it analyses the problems found in the translations produced by these MT engines, identifies and classifies them.

II. LITERATURE REVIEW

A. Machine Translation

The automatic use of computers to translate from one language to another is known as Machine Translation (MT). Terminologically, it is called Computer-Assisted Translation (CAT) tools belonging to the field of artificial intelligence; a field specialized in developing software programs that can stimulate human thinking. Sofer (2006) defines MT as "a term used to describe translation performed by a computer software program, as an alternative to human translation, performed by a human translator" (p. 83). For Balkan (1992) MT refers to "any system that actually performs a translation" and classifies "any other computerized translator tool which falls short of translating as a CAT device" (p. 408). Currently, these technologies are mostly available through websites like Google.translate.com, Microsoft Bing.com, ReversoContext.com, BabelFish, etc. They translate text algorithmically from an SL to a TL. The main focus of MT is on employing computers to aid and support humans as they translate from one language to another.

B. Machine Translation Aim

Vauquois (1998) describes MT as "being aimed at enabling a computer to transfer natural language utterances, or to process a natural language in terms of lexical, syntactic and semantic dimensions" (as cited by Lin & Chien, 2009, p. 134). Acikgoz and Sert (2006) emphasized that one prominent reason behind the world's globalization is machine translation.

Many linguists and scholars who had witnessed the beginning of MT had expected that those laughable outputs of that time are going to get better and better. They anticipated the future of MT and that one day, humans might have to just edit, revise or proofread computer translations. However, they never believed that a computer could understand the text the same way a human could. Although a machine would never understand, Champollion (2001) contended that it can translate.

Some other scholars were completely against the idea of depending on MT. For Thriveni (2002) one language cannot adequately convey the meaning of another because speakers of various languages tend to think in distinctly different ways. She maintains that as an MT cannot easily expose literature, cultural sensibilities in the text, or speeches, cultural interpretation and identification by a translator should be a more accurate manner to translate.

C. Process of Machine Translation

Machine translation includes speech translation and word translation. It relies on four main techniques: (a) word analysis, (b) grammar analysis, (c) meaning analysis, and (d) style analysis. To clarify the process, the sentence is first divided into each word; then, the meaning of each word is subsequently clarified using the machine database's electronic dictionary. After that, the meaning of the sentence is analyzed according to grammar rules and then transformed into concept constructions. Finally, the language model is used to generate the target language. Vauquois (1968) provided a diagram, called later the Vauquois Triangle. The procedure includes analyzing the ST, transferring data from a source representation to a target representation, and then creating the TT. This diagram is presented in Figure 1:

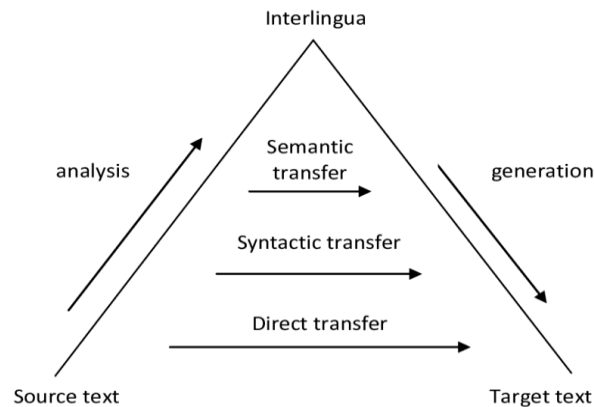


Figure 1. Machine Translation, Vauquois Triangle 1968

D. Machine Translation in Translation Studies

A very important area of translation studies is now machine translation. Several types of research were conducted regarding MT such as Lembersky et al. (2012), Ali (2016), Anderson (1995), Belam (2003) etc. Several studies attempted to either compare MT to HT or to MTs' themselves. For the former, Ismajli and Maliqi (2021) studied the efficiency of HT versus MT. They indicated that MTs:

"have proven to be a truly big breakthrough since such applications employed the practice of post-editing – an MT system outputs an initial translation and a human translator edits it for correctness, ideally saving time over translating from scratch" (p. 307).

Li et al. (2014) evaluated Google English translation comparing it to human English translation and the original Chinese. They found a significant correlation between Google translation with the Chinese in formality even though it is not that great. Latent Semantic Analysis (LSA) and Content Word Overlap (CWO) showed that both translations were highly correlated with one another in terms of cohesion. However, Google Translation had higher correlations with the Chinese than human translation. Almahasees and Mahmoud (2022) without human translators, attempted to evaluate the effectiveness of Google Image Translator in translating Arabic-English language on signage. Besides, the study intended to determine Google's ability to analyze the TT of its picture service in terms of orthography, grammar, lexis, and semantics using Costa et al. (2015) Linguistic Error Analysis Framework. The study demonstrated that Google Translate makes mistakes such as incorrect translation, omission, addition, incorrect choice, incorrect ordering, subject-verb disagreement, and semantic mistakes. They concluded that Google Image Translation service helps in configuring the overall message. Thus, a human translation cannot be excluded for its adequacy and effectiveness.

Bergasa and Sanz (2019) conducted a contrastive analysis of tourist text errors in three MTs, namely Google Translator, Systran, and Bing, on the one hand, and human translation, on the other, in order to compare the suitability of various MT engines. They discovered Google Translator to be the most reliable in terms of machine translation systems' accuracy and fluency, and Systran to be the least accurate. There are more spelling mistakes in human translation than any other source. It is unusual to encounter this kind of inaccuracy in machine translations that use lexical unit retrieval from the internet. They concluded that MT may be useful as a starting point since the translations are not fully adequate. Therefore, they insisted on post-edition for obtaining better results in similarity to the results obtained by Sakre (2019) conducted on business texts.

E. Translating Proverbs Using MT

As for Barbour (1963), there are various sources of proverbs. According to Mieder (1994), a proverb is a brief, well-known expression of the people that encapsulates knowledge, morality, and traditional beliefs in a symbolic, fixed, and memorably structured form that is passed down through generations. According to Alshammari (2015), this effective form of communication serves both literary and practical purposes. Besides, they are "special, fixed, unchanged phrases with particular, fixed, unchanged meanings," according to Ghazala (1995, p. 138).

Generally, in a cultural context, Latief et al. (2020) looked at the efficiency of MT to create the technology-based language translation system in Indonesia utilizing Google Translate (GT). The results demonstrated that written translation outperforms image translation using GT. Consider the cultural context as expressive in interaction, and GT, as one of the technological communication tools available, Google translation must be used effectively to overcome language translation systems and cultural barriers. Studying proverbs' translation using online MT, Al-khresheh and Almaaytah (2018) evaluated GT's accuracy in translating several English proverbs into Arabic. Limited to a small number of randomly selected English proverbs and using only GT, the findings revealed that when rendering the same meaning of English proverbs into Arabic, 'Google Translate' had some linguistic issues, particularly with multiple-meaning words, which were discovered to present numerous challenges and difficulties to online translation. This was clear in the form of literal translations, incorrect TL equivalents, incorrect word order, grammatical mistakes and

inappropriate lexical words. The researchers concluded that the level of accuracy is not likely to be accurate and unquestionable. Sharma and Goyal (2011) used Birla et al. (2009) algorithm to extract Multiword Expressions from an English text. They used the extraction process for multi-word expressions and mono-word-meaning to find the appropriate words for the lexical database. The researchers used that algorithm in MT to render proverbs. Using the Relational Data Approach, they tested over 800 Hindi to Punjabi proverbs.

F. Google Translate and Other Translation Engines

Several studies, including Al-Kabi et al. (2013), Abdulhaq (2016), and Jabak (2016), used Google Translate (GT) because it is the most widely used and popular MT for both Arabic and English (2019). They concluded that MT produces literal translations that do not have the same effect as the original. It can, however, handle simple sentences and idiomatic expressions. They recommend that MT should be fed with complex and metaphorical expressions and their solutions in addition to the technical expressions and terms.

Comparing GT with other translation engines, Ali (2020) evaluated the English-Arabic TT translation of selected UN records using three MTs viz. Google Translate, Microsoft Bing, and Ginger. The ST was divided into 84 meaningful passages. After correcting the TT using two translation factors: fidelity and intelligibility, the results show that none of the three translation engines perfectly translated the STs, with a preference for Microsoft Bing translation as the best one. Comparatively, Ginger's translation was the most accurate followed by Microsoft Bing and Google translation respectively.

When Polat et al. (2018) compared Google Translate to Yandex Translate for translating Kyrgyz proverbs into English and Turkish at the lexical, semantic, and syntactic levels, they discovered that Google Translate was more accurate than Yandex Translate at the lexical, semantic, and syntactic levels in translating phrases and sentences of proverbs expressions. The most common errors generated by the two MTs were verb tense, comma, and spelling, according to error analysis of grammatical items. Using a set of 100 proverbs from English into Arabic, Hamdi, Nakae, and Okashs (2013) investigated the translation accuracy of Google Translate, Bing Translator, and SDL free translation. They found that only a few proverbs were accurately translated and that Google is slightly better than the two.

G. Common Errors of Machine Translation

According to Hamdi et al. (2013), when it comes to translating proverbs, online translation tools face a variety of challenges, such as displaying a literal translation when the accurate translation is not stored in its memory. When dealing with linguistic structures that require a higher level of accuracy, such as proverbs, several linguistic and technical issues arise.

For Vilar et al. (2006), the following five points summarize the most common errors made by MT, namely "(a) missing words, (b) word order, (c) incorrect words, (d) unknown words, and (e) punctuation errors" (p. 698). It indicates that the system was unable to find the correct translation, and this point has five sub-points: sense, incorrect form, extra words, style, and idioms. The last idiom subcategory is concerned with translating cultural expressions in general. The MT system does not recognize these idioms and instead translates them literally, resulting in serious errors.

H. Translation Methods

Translation methods are presented in three main headings: procedures (Vinay & Darblent, 1958); methods (Newmark, 1988; Ghazala, 1995; AL-Abbasi, 2010) and strategies (Baker, 1992; Venuti, 1998; As-Safi, 2002; Pederson, 2007). However, most of them classify those procedures, methods or strategies into two main types. It is worth mentioning that most of the scholars discuss the idea that there are two extreme dimensions. The first, if its procedures or strategies are followed, leads to literal (Vinay & Darblent, 1958; Ghazal, 1995); SL-Oriented (Newmark, 1988; Pederson, 2007), and what others like Venuti (1998) and As-Safi (2002) have called Domesticating and General Strategies respectively. On the other extreme, following some procedures leads to Oblique translation (Vinay & Darblent, 1958); TL-Oriented (Newmark, 1988; Pederson, 2007); free (Ghazala, 1995); foreignizing (Venuti, obcit) and specific (As-Safi, 2002). In addition, Baker (1992) classifies the strategies into two types also, but some strategies work at the word level and others work at the sentence level. In this regard, a researcher cannot escape Nida's (1964) formal equivalence and Nida and Taber's (1982) dynamic equivalence.

I. Newmark's (1988) Taxonomy

In general, Newmark (1988) divided translation methods into two categories: SL-oriented and TL-oriented. The methods used in the case of the first are word-for-word translation, literal translation, faithful translation and semantic translation. On the other hand, the TL-oriented methods are adaptation, free translation, idiomatic translation and communicative translation.

III. METHODOLOGY

This study is descriptive-qualitative with a content analysis method. However, quantitative analysis is applied to help reach accurate results.

A. Source Text Selection

The source of data is 30 proverbs, half English and half Arabic, selected randomly from *The Dictionary of Common English Proverbs Translated and Explained* by Attia (2004). This book provided more than 1500 common English proverbs with their standard translation in Arabic as well as an explanation for the proverb's intended meaning.

B. Machine Translation Selection

As other previous studies focused on Google Translate only, this study intended to test a variety of other MTs in an attempt to look for better options and outputs. Proverbs were translated using five different machine translation engines, which are **Google Translate**, **Reverso Translation**, **Yandex Translator**, **Systran Translate**, and **Bing Microsoft Translator**. This selection was based on popularity, free service and most importantly providing the Arabic language. After the outputs of the proverbs were provided, the analysis was done accordingly and the problems found in these outputs were presented and discussed.

C. Translation Methods Adopted

In making a decision for each MT engine translation output for each proverb, the researcher adopted Newmark's (1988) Taxonomy of translation methods by selecting three major divisions that include the other types in one way or another, as suggested by Alabbasi (2015), viz. Literal (L), Semantic (S) and Communicative (C).

D. Procedures & Analysis

The 30 ST proverbs (15 are English & 15 are Arabic) have been listed aligned to their Standard Translations as provided in *The Dictionary of Common English Proverbs Translated and Explained* written by Attia (2004). Then, under each Machine Translation engine, the target text translation is written starting with Systran Translate followed by Google Translate, Reverso.Com, Yandex Translate and Microsoft Bing Translate respectively. To make a decision for each MT engine output for each proverb, Literal (L), Semantic(S) and Communicative (C) methods were the categories adopted and written under each MT's translation of the ST proverb. Using the PSS analysis, the three decisions for each MT output were encoded as 1= Literal, 2= Semantic & 3=Communicative. In the analysis, *Kruskal-Wallis Test*, *QI-Square* and other descriptive statistics were used.

IV. RESULTS & DISCUSSION

A. Machine Translation vs. Translation Methods

TABLE 1
MT ENGINE'S EFFECTIVENESS IN RELATION TO TRANSLATION METHODS

Translation Methods	Machine Translation						Total	
		Systran	Google	Reverso	Yandex	Bing	Total	%
Literal	Freq.	16	13	18	19	12	78	52.0
	%	20.5	16.7	23.1	24.4	15.3	100	
Semantic	Freq.	11	12	8	9	12	52	34.7
	%	21.2	23.1	15.3	17.3	23.1	100	
Communicative	Freq.	3	5	4	2	6	20	13.3
	%	15	25	20	10	30		
Total	30	30	30	30	30	30	150	100

As Table 1 shows the most dominant method in all these MTs is obviously the Literal with a percentage of 52.0%, followed by the Semantic with a percentage of 34.7%, and then finally comes the Communicative method with a percentage of 13.3%. This result is similar to those of Al-Kabi et al. (2013), Abdulhaq (2016) and Jabak (2019). They found that MT gives literal translations and cannot produce the same effect as the original.

If, however, focusing on the MT effectiveness of each engine on its own, even though the percentage is not that high, Bing Translate has the highest rank in providing communicative translations with a percentage of 30% (N=6) and it is also of the lowest rank in providing Literal equivalents with a percentage of 15.3% (N=12). On contrary, it could be noticed, as well, that the least effective one is obviously Yandex in providing communicative equivalents, which is 10% (N=2) and the highest rank in providing Literal translation 24.4%(N=19). It is then followed by Google Translate, which provided communicative equivalents with a percentage of 25% (N=5). Regarding Semantic equivalents, both Bing Translate and Google Translate have got the highest rank with a percentage of 23.1% (N=12) each, followed by Systran at 21.2% (N=11) and Yandex with a percentage of 17.3% (N=9). The least effective one is Reverso Translate with a percentage of 15.3% (N=8). Comparing these results to that of Hamdi et al. (2013), results were different. Google Translate provided accurate translation slightly better than the other two. Testing the accuracy and fluency of Google Translate, Systran and Bing, Bergasa and Sanz (2019) discovered that GT produces the most reliable equivalent and Systran produces the least reliable one and that Bing is more reliable and accurate than Systran.

B. Significance of Translation Methods

TABLE 2
LEVEL OF SIGNIFICANCE

	Proverbs Translations	N	Mean Rank	Chi-Square	df	Sig. (P-value)
Machine Translation Engine	Literal	78	74.73	.259	2	.879
	Semantic	52	74.92			
	Communicative	20	80.00			
	Total	150				

- a. a *P-value ≤ 0,05 is significant.
- b. Grouping Variable: Proverbs Translations
- c. Kruskal-Wallis Test: the non-parametric test equivalent of the ONE WAY ANOVA statistic, used for comparing different MTs.

From Table 2, it is clear that $\chi^2=.259$, $df= 2$ and the *p-value= (.879) indicate variations among the MT engines regarding the methods of translations which is statistically insignificant. This result is similar to that of Hamdi et al. (2013). They pointed out "Although Google seemed to have better scores than others, the difference was insignificant". This may be due to the fact that most online translation tools depend on internet databases and similar syntactic architectures.

C. Comparison of the Effectiveness of Machine Translation

(a). Test of Normality

To compare MTs, a test of normality was carried out using Kolmogorov-Smirnov Test.

TABLE 3
ONE-SAMPLE KOLMOGOROV-SMIRNOV TEST

	Machine Translation Engine	Proverbs Translations
N	150	150
Normal Parameters(a,b)	Mean	3.00
	Std. Deviation	1.419
Most Extreme Differences	Absolute	.160
	Positive	.160
	Negative	-.160
Kolmogorov-Smirnov Z	1.954	3.986
Asymp. Sig. (2-tailed)	.001	.000

- a Test distribution is Normal.
- b Calculated from data.

Table 3 indicates that no normal distribution between the performance of MTs since the p-value is less than (.05). Therefore, the non-parametric Kruskal-Wallis test was used as an alternative to ONEWAY ANOVA.

(b). Npar Tests: Kruskal-Wallis Test

TABLE 4
COMPARISON OF MT TRANSLATIONS

	Machine Translation Engine (N=5)	Ranks		Test Statistics (a,b)		
		Mean Rank	Rank	Proverbs Translations		
				Chi-Square	df	Sig. (P-value)
Proverbs Translations (N=30)	Systran Translate	73.43	3	5.408	4	.248
	Google Translate	82.33	2			
	Reverso.com	70.30	4			
	Yandex Translate	65.73	5			
	Microsoft Bing Translate	85.70	1			

- d. *P-value ≤ 0.05 is significant.
- e. Grouping Variable: Machine Translation Engine
- f. Kruskal-Wallis Test: the non-parametric test equivalent of the ONE WAY ANOVA statistic, used for comparing different MTs.

Exploring the most effective MT, Kruskal Wallis Test was conducted. Results show that $\chi^2 = 5.408$, $df=4$ and the *p-value (.248) is statistically insignificant among MT effective translation performance in favour of Bing Translate. Observing the mean ranks, Bing Translate produces the highest quality translation m=85.70. It is also clear that Google Translate is better than other MTs (m= 82.33). In the third rank is Systran m=73.43, followed by Reverso.com (m=70.30) and Yandex (m=65.73) respectively.

(c). The Overall Judgments

To determine the overall degree of Translation Method (TM) produced by each translation, the following grading rubric was applied.

TABLE 5
GRADING RUBRIC OF TM OF MT

Code	1	2	3
Description	Literal	Semantic	Communicative
Value	$1 \geq 1.6$	$1.7 \geq 2.4$	$2.5 \geq 3$
%	$0 \geq 33.3\%$	$33.4\% \geq 66.7\%$	$66.8\% \geq 100\%$

After processing data according to the mentioned grading rubric, the following results are obtained as shown in the crosstabulation in Table six.

TABLE 6
APPROACHES OF TRANSLATIONS VS MT

Machine Translation Engine (N=5)	Mean	Std. Deviation	Result	Rank
Systran	1.57	.679	Literal	3
Google	1.73	.740	Semantic	2
Reverso	1.53	.730	Literal	4
Yandex	1.43	.626	Literal	5
Bing	1.80	.761	Semantic	1
Total	1.61	.712		

Table 6 indicates that all the translation engines result either in Semantic or Literal translation. In particular, Bing and Google are mostly producing Semantic Translation with priority to the former on the latter ($m=1.80$) vs. ($m=1.73$). On the other hand, Yandex, Reverso and Systran generally provide Literal Translation with means values of (1.43, 1.53 and 1.57) respectively.

(d). Analysis of Detected Errors

Having analyzed the outputs of each and all the MTs used in this study, these are some of the errors detected. The researcher has attempted to classify them due to the reason/s behind the difficulty. Examples are both English source-based and Arabic source-based.

1. Missing the Implied Meaning

TABLE 7
MISSING THE IMPLIED MEANING EXAMPLES

ST Proverb	→
MT	↓
Google	All work and no play makes Jack a dull boy
Bing	كل عمل ولا لعب يجعل جاك صيبياً مملاً
Yandex	كل الأعمال وليس اللعب يجعل جاك صيبياً مملاً
Systran	كل العمل ولا اللعب يجعل جاك ولداً مملاً
Reverso	كل عمل ولا لعب يجعل من جاك ولداً مملاً

In English culture, this proverb is said to warn someone that he will not be an interesting person by working all the time. In Arabic, the possible communicative equivalent is *ساعة لتلبيك وساعة لربك* (Attia, 2004). Literally, it means that you should divide your time between worshipping God and enjoying your life equally. As the implied meaning is a general piece of advice, there is no actual relation between this advice and Jack or worshipping. In this example, however, MT failed to capture the implied meaning and tended to translate the above proverb in an utterly literal translation instead. A person who has no clue about this proverb or the SL culture might be completely confused if faced with this proverb in any context. Perhaps, the first question crossing his mind would be 'Who is Jack?'. It is so frustrating that, though the internet is full of specialized online proverb dictionaries, MT is still incapable of capturing the implied meaning of most proverbs, even in English.

2. Weakly Structured Translations

TABLE 8
WEAKLY STRUCTURED TRANSLATIONS EXAMPLES

ST Proverb	→
MT	↓
Google	يجب ألا يختار المتسولون
Bing	يجب ألا يختار المتسولون
Yandex	يجب أن يكونوا شحاذين لا مختارين
Systran	لا يجب أن يكون المتسولون مختارون
Reverso	يجب أن يكن المتسولون لا يختارون

Table 8 shows that most of the translations are grammatically weak. 'Beggars must not be choosers' is a proverb said when you know you have no choice but to accept an offer or situation because it is the only one available. Whereas a communicative equivalent could be (بلاش وبتشرط) or (بلاش وقال أوزنه), a proper semantic equivalent might be (ليس للشحاذ) or (السائل لا يختار) or (الخيار). When translated to Arabic, only *Google* and *Bing* provided well-structured translations, though still somehow literal. However, it is shameful that the rest could not even provide well-ordered sentences. In fact, the translation provided by *Reverso Translation* is completely messy and wrongly ordered. A reader can still capture the intended meaning of a proverb if translated literally in some cases, but it is still unacceptable for MT to generate weakly structured and wrongly ordered sentences. In some cases, word order and some grammatical errors might change the whole meaning of a sentence.

3. Choosing the Wrong Synonym

Using wrong words is a common error of machine translation. Even though smart technology becomes smarter and smarter every passing day, a machine is still unable to think the same way as men, at least up to now. Once a human is faced with a word to translate, s/he is obliged to consider all the possible near-synonyms of this word in the TL and decide which one is the most suitable and proper to serve the intended meaning. This is decided based on the context, the translator's understating of that context, and sometimes even the writer's intention. Being that hard and complicated for a human, is it going to be easier for a machine to understand the context and choose the right synonym?

TABLE 9
CHOOSING THE WRONG SYNONYM

ST Proverb	→
MT	↓
Google	اطلبوا العلم من المهد إلى اللحد
Bing	Seek knowledge from the cradle to the grave
Yandex	Ask for knowledge from the cradle to grave
Systran	Order the flag from cradle to grave
Reverso	Seek science from the cradle to the grave
	Ask for science from the cradle to the limit

This example in Table 9 shows how MT chose to translate the words (علم) and the word (اللحد). This proverb, again, has a similar equivalent in English, which is (Seek learning from the cradle to the grave). The first word, pronounced as *ilm* means, in this context, learning or knowledge. However, another word pronounced and spelt just the same has another meaning, which is "science". The two meanings might look similar to some extent in this context, but both still have their own proper and suitable contexts. Whereas the proverb meant seeking knowledge and learning in general, "Science encompasses the systematic study of the structure and behavior of the physical and natural world through observation and experiment", Oxford Reference. *Yandex*, on the other hand, went so far as to translate the same word as "flag". In Arabic, the equivalent synonym of the flag is "علم", pronounced as *Alam*, which is a homograph for the original word *ilm*. *Reverso* had also chosen to translate the word (لحد), pronounced as *lahd*, into (limit) because it is also a homograph of the word (حد), pronounced as *hadd*. It also considered the first two letters as the Arabic definite article (ال). In the beginning, the researcher thought that this error of mistranslation might be solved by adding diacritics to the original words. Diacritics are marks that can appear above or below letters to alter their pronunciation. However, even after adding these marks on the two words (علم) and (اللحد), it still did not help the MT to recognize the intended meaning and it still translated the two words as (flag) and (limit) instead of (cradle) and (grave).

In other words, near-synonyms and homonyms are a big reason behind many of the errors made by machine translation and a matter of confusion that machine translation still cannot overcome. A person who does not understand English might be clueless about this whole change of meaning only because MT could not choose the right and proper word among many other alternatives. Obviously, it goes back to the fact that a machine still cannot always understand the context well. It is still unable to weigh all the options available and decide which serves the context the best.

Perhaps, it is also because a machine will always be incapable of understanding the writer's intention. At least, not to the extent a man can.

4. Distorting the Meaning

TABLE 10
DISTORTING THE MEANING

ST Proverb	→	
MT	↓	تحت السواهي دواهي
Google Translate		Under the causes of disconnect
Bing Microsoft Translate		Still water runs deep
Yandex Translate		Under the sawahi dawahi
Systran Translate		Under the coast dwai
Reverso Translation		Under Suahi Dohai

The above proverb is actually a well-known Arabic proverb; a person who looks quiet and clueless, called "ساهي" in Arabic, might hide a much smarter, and wiser person, known as "داهية". Almost the five MTs failed to understand the two words and completely distorted the meaning. According to Attia (2004, p. 169), the best cultural equivalent for this proverb in English is "still waters run deep". Any reader would be completely confused if ever faced with the translations obtained by *Google*, *Reverso*, *Yandex*, or *Systran* and the meaning will be either ambiguous or completely understandable. Most of the MTs chose to treat the two words as proper names and provided a transcription of them. This sheds light on the fact that the database of these MTs could not recognize these two words, even though of the fact that both are words used in Standard Arabic and are found in Arabic dictionaries.

Surprisingly, however, *Bing* provided the best, most accurate, cultural, and communicative equivalent in English language even when back-translated. The other four should be fed more with the meaning of the most common proverbs and their possible cultural equivalents, or at least the meaning and synonyms of all words of any language in both their singular and plural form.

Based on the explanation provided by Attia (2004), it is said to indicate that a person should not wait for others to do the work for him; instead, he should do his things himself. Attia considered the English proverb (Paddle your own canoe) as the best English equivalent for it, considering that it implies the same sense. However, no MT was able to correctly render the meaning, at least literally. The proverb's words, sense, intended meaning, grammatical structure, and form were completely distorted and lost. A reader will not be able to even understand the literal idea as it was grammatically and semantically messed up.

Distorting the whole meaning and structure of a proverb might be one of the worst, most negatively affecting errors of MT as it leaves the reader entirely baffled and distorts the meaning of the whole context in some cases. Could someone imagine the confusion of putting one of the translations above in the middle of a dialogue or a context of any kind?

V. CONCLUSION

The study explores the effectiveness of MTs in translating English-Arabic proverbs and vice versa. In light of the results, it is found that the most utilized translation method MT resorted to when faced with a proverb is the literal, followed by the semantic, then finally the communicative method. Among the MTs being investigated, Bing is the most effective MT in translating proverbs with the highest percentage of communicative equivalents and the lowest percentage of literal equivalents. Both Bing and Google Translate are in the same rank providing semantic equivalents among all the others. However, Google is also equal to Reverso with the same percentage of providing communicative equivalents.

The least effective MT among the five was Yandex in providing communicative equivalents and it is also the highest in providing literal equivalents. If the overall results are taken into account, Bing and Google Translate produced semantic translations of proverbs while Yandex, Systran and Reverso were more literal. Results indicate statistically insignificant differences in MT effective translation performance in favour of Bing Translate. Having analyzed the outputs of each and all the five MTs used in this study, some errors that MT made are detected. These are (a) missing the implied meaning, (b) weakly structured translations, (c) choosing the wrong synonyms, and (d) distorting the meaning of the proverb. The author recommended more focus on the pre-translation stage done by online MT developers and careful post-revision carried out by translators and translation trainers and students. Further studies are needed to investigate MTs with different text genres so that results acquire strong evidence for being generalized.

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Phraseological Picture of the World and Communication: Take “Carpe Diem” as an Example

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Abstract—Phraseological units are an integral part of the national linguistic culture. In the collective consciousness of native speakers, set phrases generate a phraseological picture of the world common to any language community. Individuals have their phraseological picture of the world integrated into the general one. The phraseological parameters of discourse and communication represent valuable material for innovative research in the field of communication aesthetics. Phraseological grammar and aesthetics correlate with the creative aspect of stable word combinations of national culture and worldview. The article considers some aspects of French phraseological communication and a picture of the world with due regard to ethnocultural and diachronic factors. A hypothesis is put forward that a specific phraseological unit (“carpe diem”) has a high degree of linguocultural activity in the modern French discourse and, accordingly, in the linguistic picture of the world. There are prospects for further cognitive-communicative research of the phraseological discourse.

Index Terms—linguistic world image, phraseological communication, semantic and symbolic dominants, linguoculture, discourse use

I. INTRODUCTION

Throughout their life activity and everyday communication, people need emotional and figurative phrases that enrich their language and speech. They are often the most accurate for a particular content, intention, and relationship that cannot be expressed by common words. Thus, variable combinations of words undergo phraseologization and, due to the rethinking of their meaning and numerous repetitions, acquire *the stability* of a phraseological unit.

The last few decades have been marked by an ever-increasing interest in semantic and linguocultural dominants in the sphere of national culture combined with the search for optimal communication and discourse algorithms. In this regard, phraseology and the phraseological picture of the world have an inexhaustible potential and become research

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objects for the global philological community (Cherkashina, 2010; Fedulenkova, 2019; Popova, 2005; Sedykh & Sopova, 2010).

According to several scholars, *the phraseological palette* is formed in the consciousness of native speakers and the linguistic and cultural community they are part of. Each individual has their version of this image integrated into the general linguistic picture of the world (Sedykh & Sopova, 2010; Vorotnikov, 2013).

Along with the term “linguistic picture of the world”, the article uses the concept of phraseological picture of the world to denote the totality of phraseological units that serve a specific national discourse and linguistic culture (Vinogradov, 1977).

The linguistic aesthetics of phraseology has repeatedly become the object of research and comprehensive discussion in the humanitarian and philological circles (Grishaeva, 2007; Medvedev, 2022; Ogneva et al., 2015; Vishnyakova, 2003; Zaika, 2000). However, this object is far from definitive and exhaustive explanations of its essential characteristics. The word as the main nominative unit of phraseology has a high aesthetic potential and is closely related to the concept of individual style embodied in everyday discourse and literary texts with the help of various means of aesthetic influence. The lexical level of language, in particular phraseology, has the greatest aesthetic resources (Komova & Garagulya, 2012).

Phraseological units in any national linguistic culture perform several functions related to the methods of identification, ideological models of reality reflection, and institutional and axiological characteristics of the linguistic world image.

Any linguistic picture of the world is directly related to the national specifics of a word. According to Alefirenko (2009), this is predetermined by objective and subjective factors:

“They are distinguished through comparing languages. The *objective* factor is understood as the values-based and semantic significance of natural and cultural realities that determine the uniqueness of the living space of a particular people. The *subjective* factor is characterized by the possibility of choosing different signs for the same realities, which are differently represented by the mentality of different ethnolinguistic communities.” (pp. 68-69).

A phraseological unit is perceived by communicants as a complex formation that has a holistic meaning and cannot be reduced to the sum of the meanings of its components. To use phraseological units in communicative acts, the intentions of the speaker/writer should be correctly recognized by the listener/reader. In other words, the information encrypted in such units of the indirectly derived nomination should be decoded by the addressee. The necessary condition for successful communication is the knowledge (both the addresser and the addressee) of a single cultural and linguistic code, which is the theoretical and empirical basis of this research.

The study aims at determining the mechanisms of functioning of the phraseological unit “*carpe diem*” within the French linguistic culture.

II. METHODS

The methodological basis of this article is the linguo-semiotic approach to the representations of phraseology in language and speech and the possibility of reflecting characterological parameters of the speaker’s personality in phraseological units and phraseological usage. The study uses theoretical provisions developed within the framework of linguistics and pragmatics of phraseological discourse.

Methods and techniques are predetermined by the research objective and tasks, as well as the specifics of the material. We used descriptive and introspective methods based on the reflective observation of colloquial speech, including the methods of establishing the identity of linguistic and characterological features. We also used the methods of rhetorical analysis and some elements of comparative and connotative synthesis of linguistic material.

Phraseological aesthetics should be studied not only within the framework of nominations but also as a phenomenon of communication. In this regard, all aspects of the aesthetics of phraseological culture are considered from the viewpoint of the fullness of communicative information (Kharchenko, 2010).

The most important element of this study is to analyze the use of nominees of phraseological objects in various types of modern discourse. In this connection, phraseological discourse is interpreted as an integral part of the conceptual space of the national language and communication (Pruvost et al., 2018).

The main positions of the methodology for studying the nominations of phraseological objects are categorical features that are distinguished at the level of the functioning of language units in discourse and communication. A phraseonym (the nominee of a phraseological object) becomes a part of a special discourse and often loses its connection with a specific person or object, i.e. its direct nominative function, ceases to be an expression of ultimate singularity, and begins to generalize and transform meanings. The phraseonym partially loses its connection with single concepts and acquires additional connotations.

III. RESULTS AND DISCUSSION

Let us consider indirect derivatives in the French language and linguistic culture. The phraseological usage of modern French linguistic culture is characterized by an increased intensity of set phrases in various types of discourse, from everyday to scientific and technical (Sedykh et al., 2020).

The French phraseological unit *“carpe diem”* (literally, “seize the day”) turns out to be a maxim that came into the French language from Antiquity. The ancient saying is so popular in all types of French discourse that it begins to act as a certain life philosophy for representatives of the French Republic.

The Latin expression *“carpe diem”* literally means “to pluck the day”. The first meaning of the *carpere* verb (carpo, carpsi, carptum, carpere) is to tear, pluck, and collect. For example, *flores carpimus* = we pick flowers; *carpere fructus* = to pick fruit. There are similar meanings: *carpere escam* (to breathe, live); *carpere iter* (to go, set off). This verb originally belonged to the agricultural vocabulary (Grosheva, 2009). The phrase often develops in the following form: *quam minimum credula postero*, which means “trusting as little as possible in the next one”. The content of this sentence instructs the addressee to “enjoy today without worrying about tomorrow”.

In the modern French discourse, *“carpe diem”* is synonymous with the *“profite de la vie”* expression (“to enjoy life”), which correlates with popular *“profites-en”* (“take advantage of this”) or with its less popular counterpart *“profite (bien)!”* (Have a good one!). The *profiter* verb plays the main role in these sayings (to use, benefit, profit; grow, gain weight, strengthen), which is the vector of the basic ternary seme “benefit → advantage → profit”.

Modern French interprets this phrase as an invitation to enjoy the present moment devoid of worries about the future. The current semiotics of the proverb has its origin in the Epicurean philosophy that encourages the search for happiness by satisfying natural and necessary desires. The great optimist Epicurus claimed that the purpose of human life was to seek pleasure and avoid displeasure (in modern terms, “without fanaticism”), but with a clear awareness that this should be done in an orderly and reasonable manner to find *the golden mean* between the afore-mentioned displeasure and the supremacy of pleasure.

A historical and linguistic insight presents linguistic and cultural characteristics of the considered phraseological unit more vividly and substantively. Figure 1 shows the diachronic evolution of *“carpe diem”* in published works by various authors (Books Ngram Viewer, 2022).

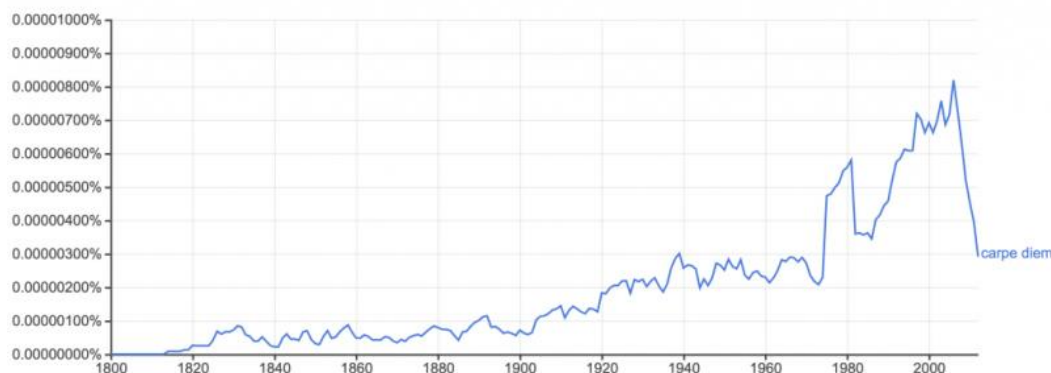


Figure 1 Diachronic Evolution of *“carpe diem”* in Published Works by Various Authors

The peak of the publication activity falls on the first decade of the 21st century. Moreover, the source notes the intensive use of this phrase in the Indo-European languages at the present stage. The earliest recorded evidence of the proverb in question is a collection of lyrical poems (“odes”) by Horace, a Roman (Latin) poet who lived in 65-8 BC. In the poem “To Leuconoe”, Horace addresses a woman, Leuconoe, and gives her advice on how to experience life.

“Tu ne quaesieris (scire nefas) quem mihi, quem tibi finem di dederint, Leuconoe, nec Babylonios temptaris numeros. Ut melius quicquid erit pati Seu pluri hiemes seu tribuit Iuppiter ultimam, quae nunc oppositis debilitat pumicibus mare Tyrrhenum, sapias, vina liques et spatio brevi spem longam reseces. Dum loquimur, fugerit invida aetas: **carpe diem, quam minimum credula postero**” (“You should not ask – to know is a sin – which end the gods have given to me, or to you, Leuconoe, nor should you meddle with Babylonian calculations. How much better to suffer whatever will be, whether Jupiter gives us more winters, or whether this is our last, which now weakens the Tyrrhenian sea on the pumice stones opposing it. Be wise, strain the wine, and cut back long hope into a small space. While we talk, envious time will have fled: **pluck the day, trusting as little as possible to the future**”) (Latine in translation, 2010).

In French, there is an identical root in the words associated with the concept “day”: *diurne* (daily), *quotidien* (everyday), but most importantly with the days of the week, for example, *vendredi* (Friday). The complete phrase, from which only part is taken by Horace, consists of the following language units: *“Dum loquimur, fugerit invidia: carpe diem, quam minimum credula postero”*, which translates as “while we are talking, time flies without favor; seize the day”.

In a nutshell, the thought of the great Roman poet can be conveyed as follows: to achieve happiness, one should live from day to day, and care only about the present, having no remorse about the past and no fears about the future. In particular, Horace insisted that life was relatively short, and every moment should be used to the fullest. One should live here and now (*his et nunc = ici et maintenant*).

Here are some examples of French literary discourse, whose speakers used the expression *“carpe diem”* (Table 1).

TABLE 1
 EXAMPLES OF THE USE OF THE EXPRESSION “CARPE DIEM” IN FRENCH LITERARY DISCOURSE

<p>« <i>Quand vous serez bien vieille, au soir, à la chandelle, Assise auprès du feu, d'évidant et filant, Direz, chantant mes vers, en vous énerveillant: "Ronsard me célébrait du temps que j'étais belle!"</i> »</p> <p><i>Lors, vous n'aurez servante oyant telle nouvelle, D'ê à sous le labeur à demi sommeillant, Qui au bruit de Ronsard ne s'aïlle réveillant, B'âissant votre nom de louange immortelle.</i></p> <p><i>Je serai sous la terre, et, fantôme sans os, Par les ombres myrteux je prendrai mon repos: Vous serez au foyer une vieille accroupie,</i></p> <p><i>Regrettant mon amour et votre fier d'âlain. Vivez, si m'en croyez, n'attendez à demain: Cueillez dès aujourd'hui les roses de la vie »</i></p> <p>(De Ronsard, <i>Sonnets pour H d'âne</i>, 1578)</p>	<p>“When you are truly old, beside the evening candle, Sitting by the fire, winding wool and spinning, Murmuring my verses, you'll marvel then, in saying, 'Long ago, Ronsard sang me, when I was beautiful.'”</p> <p>There'll be no serving-girl of yours, who hears it all, Even if, tired from toil, she's already drowsing, Fails to rouse at the sound of my name's echoing, And blesses your name, then, with praise immortal.</p> <p>I'll be under the earth, a boneless phantom, At rest in the myrtle groves of the dark kingdom: You'll be an old woman hunched over the fire,</p> <p>Regretting my love for you, your fierce disdain, So live, believe me: don't wait for another day, Gather them now the roses of life, and desiree.”</p> <p>(de Ronsard, 2004)</p>
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The idiom “*carpe diem*” is paraphrased in the last line of the sonnet of the 16th-century French poet Pierre de Ronsard. The text is addressed to his beloved (*H d'âne*), whose image is conveyed through the phytonymic figure of a rose, i.e. a flower that acted as a symbol of femininity and the feminine in the 16th century. Several centuries ago, the rose symbolized a knight-errant. Before setting out to perform feats in the name of his beloved (not so much his spouse), the knight received a rose from the object of his platonic desires as a sign of love and fidelity. Later, in medieval France, “floral games” were held for knight poets. The reward for winning the competition was a silver rose. The poet Ronsard was one of its winners (followed by Chateaubriand, Hugo, Vigny, etc.). In the poetic fragment under consideration, the rose as the most valuable relic is a symbol of the elusive day that should be cherished and enjoyed.

« *Voilà les dragons qui me traversaient la cervelle <...> j'ai trop de temps à vivre pour perdre ce peu. Horace a dit: "Carpe diem, cueillez le jour". Conseil du plaisir à vingt ans, de la raison à mon âge* » (« These were the dragons that flew through my mind <...> I had too little time left to live to waste that little. Horace says: 'Carpe diem: seize the day.' A counsel of pleasure at twenty, it is a counsel of common sense at my age ») (Châteaubriand, *Mémoires d'outre-tombe*, 1849-1850/2000).

From François-René de Chateaubriand's perspective, the phraseological unit calls for the rational use of the rest of life not for the sake of pleasure (as in the youth) but for the sake of a wise way of existence, involving a pragmatic disposal of the remaining time.

Let us consider three fragments of the artistic discourse of the contemporary French writer Pascal Quignard.

1. “*La vie frissonne de lumière sur fond de mort. Philostrate peignit un crâne de mort. C'est, à l'opposé des Vanités du monde vivant, un Carpe diem funèbre il s'agit de cueillir la fleur de ce qui va périr tout à la fois...*” (“Life flickers with light in contrast to death. Philostratus described the skull. Unlike the Vanity of the living world, this gives the funeral meaning to the saying “Seize the day”, or collect the flower of what will die together with the rest of the world ...) (Quignard, *Le sexe et l'effroi*, 1994).

2. “*À la vérité, il s'agit d'un vers d'Horace. Ce vers est celui qui précède le Carpe diem de l'Ode XI Dum loquimur fugerit invidia aetas. Carpe diem quam minimum credula postero (Tandis que nous parlons le temps jaloux de toutes les choses du monde a fui. Coupe et tiens dans tes doigts le jour comme on fait d'une fleur. Ne crois jamais que demain viendra)*” (“As we speak, time, jealous of all things in the world, has fled. Cut and hold the day in your hands like you would a flower. Never believe that tomorrow will come) (Quignard, *La Haine de la musique*, 1996).

3. “*Vivre l'entièreté de la journée d'un jour encore, telle est ma prière. Telle est ma simple prière. Vivre seulement un jour. Avoir encore le bonheur d'un jour. Passer encore sur cette terre seulement, en gros, douze heures de lumière, entre la gaieté et les irisations et les cris qui fusent dans l'aurore – et le ternissement, la douceur, l'obscurité, le silence crépusculaire et l'entêtement*” (“Live the whole day, one more time, that is my prayer. This is my simple prayer. Live just one day. Feel the happiness of another day. Spend it on this earth, as a rough approximation, twelve hours of a bright day, between joy and a rainbow and screams that dissolve into the dawn; and withering, sweetness, twilight silence and plunging into darkness) (Quignard, *Une journée de bonheur*, 2017).

These three fragments by Quignard demonstrate the multidimensional semantics of the idiom under consideration. **The first episode** mentions the ancient philosopher Philostratus who described the findings of giant bones on the Greek islands and mainland. According to the legend, these skulls were filled with wine and contained two large buckets of Cretan wine. Philostratus believed that these skulls belonged to the “sons of the earth, i.e. hundred-armed giants with snake-like feet who entered into a struggle with the new gods (the Olympians) for domination over the world, and were crushed by volcanoes” (Kudelya, 2019, p. 54). The author referred to the content of Horace's phraseology, exploring the dark side of the famous poem. Paradoxically, the act of picking a flower kills the last (the moment), in such a way that, according to the great Greek, it is necessary to choose death for the triumph of life, to abstract from the temporal dimension of life and death, to live in full force outside of time, without fear of the future, without desires that push into

the future. It is necessary to sacrifice a flower to give more “life” to life itself. The brilliance of the fall brings a new surge of life.

The second fragment is a quote from Horace’s ode translated into modern French. Here is a citation that proves the words of Quignard who commented on the statement of the great representative of the golden age of Roman literature:

“*Carpe diem*”, Horace wrote boldly when Augustus asserted his tyrannical power and invented the empire. Horace lived in a cramped Roman street that had never been as densely populated as in those days. The smallest sickle is enough to grab a single day out of time, just like cutting off a single peony that grows in nature. Cut off the day! Castrate time! For example, cut this *Tuesday* as if it was this *peony*. With each dawn, the past throws new light into space. And none of them are repeated twice. All the mornings of the world are irrevocable. And no night is the same. Each night creates its own, unique background for the space. There are no two identical flowers, two identical dawns, two identical lives. Every moment needs to be said: You. To everything that comes, you need to say: Come in! Life is a brief moment of *recitation* which arises in each of its moments, radiates happiness at each occasion, and renews it. It is a joy that over time gets rid of adversity and fear, although it is not completely free from primordial sorrow. We can be more sensitive to everything it gives us: presence, light, flower, point, body, cry, jubilation (Quignard, *La barque silencieuse*, 2009).

The third episode represents a quasi-religious form of glorifying the happiness of everyday existence which is transformed into an artistic device for conveying an existential departure from life. This refers to the renewal of human existence through such a poetic figure as inversion which can be denoted by the semiotic slogan “death as the acquisition of a renewed life”. The author seems to tell the reader: “There is no death; it is just an artistic technique for creating new lives”. In this sense, “seize the day” acquires elements of constructively positive semantics.

The following episode reflects the ironic and egocentric attitude of the French themselves to the current state of mind of the French Republic through a sarcastic interpretation of the phraseological unit under consideration:

“...*Jem’explique: votre grand “Carpediem!” n’a-t-il pas effacé tout rapport à l’Histoire, comprise comme quelque chose qui nous dépasse en tant qu’individus prisonniers du hic et nunc. J’y vois l’une des raisons du triomphe a posteriori de cet “esprit de Mai” sourd aux périls dont tu parles, incapable de penser au-delà de l’immédiat, narcissique et conformiste. On croit plus à la grande épopée des grandes nations, des grandes idées et des grands hommes*” (Let me explain: does your great slogan “Seize the day!” fall out of the historical process, which is interpreted as something beyond our understanding as hostages of the famous **here and now**. In this phenomenon I see one of the reasons for the late triumph of the “spirit of May 68”, deaf to the challenges you mention, unable to overcome the narcissistic and conformist reality. No one else believes in the era of Great Nations, Great Ideas and Great People) (Glucksmann & Glucksmann, 2008).

To understand the implication of statements, we need a brief historical and sociological insight. The above-mentioned episode with the considered phraseological unit, whose pragmatic meaning is not entirely clear, requires an epistemological action. The author of the text – André Glucksmann, philosopher and essayist – at one time (2007) supported the election of Nicolas Sarkozy as the president. He believes that the events of May 68 were an anti-authoritarian movement for France with elements of a cultural and moral revolution, but were adopted by the left-wing parties (in particular, the Socialist Party) and narrowed its meaning within the framework of prejudices and conjectures.

After Sarkozy’s speech at one of the election rallies, where the future president promised that he would “eliminate the legacy of 68”, Glucksmann reacted with the following tirade in one of his essays: “Is Nicolas Sarkozy himself the heir of May 68?”. The essay was caustic and aggressive towards the over-liberal policies of the president, which suggested a return to the days of severe imperialism. In Sarkozy’s speech, the idiom “*carpe diem*” has a purely pragmatic meaning: *seize the moment and get rich*.

The above-mentioned episodes show that the French elite widely used and continues to use this phraseological unit in their discourse, which indicates its close semiotic correlation with the French mentality. One of the most important components of the French national mentality is the perception of everyday existence in a qualitative aspect, which is associated with the key national concept “*joie de vivre*”. This concept belongs to fundamental categories of the French mentality or philosophy of life. Its essence boils down to the desire of a person to use every moment of the passing life joyfully and in all manifestations, without becoming a hostage to one’s pleasures, living one’s life fully and interestingly.

Within the Indo-European linguocultural discourse, we should give examples of their active usage from modern pop culture. The first example is taken from the most popular Disney cartoon “The Lion King”. It actively uses an expression from the Swahili language “*Hakuna Matata*”. This phrase means “no problems” or “life without worries”. It can be semantically and semiotically correlated with the phraseological unit “*carpe diem*”. It seems that modern Horace tells us to leave all problems in the past, avoid bad thoughts, and live in the present moment with a smile.

The second example is taken from social networks that often use English vocabulary. The YOLO abbreviation (You Only Live Once) is essentially a shortened version of the phraseological unit “*carpe diem*” with the semantics of capturing the moment and distrusting the future. In modern teen slang, there is pragmatics associated with the above-mentioned viral quote. The speaker (a young man or woman) to some extent justifies their stupidity or strange and adventurous act: *Why the hell would you do that? – Because YOLO* (Modnye slova, 2022).

IV. CONCLUSION

The functioning of phraseological units within any type of discourse is studied based on the analysis of its expression means, with modeling the optimal structure of the inner self of an individual as a representative of a certain ethnic group. Belonging to a certain linguoculture, professional group, social category, or emotional type, all these factors set a certain phraseological format of communicative behavior and identify one's idiolect parameters in relation to one or another type of discourse: everyday, scientific, political, and business.

Thus, phraseological units can live a long ordinary life, transforming and acquiring additional meanings. The pragmatics of the national language culture plays an important role in the diachronic evolution of phraseological units due to connotative semiotics and the dominant vectors of developing the semantic and conceptual space of each linguistic culture. Regardless of the Latin origin, the phraseological unit *"carpe diem"* has its trajectory of semantic and semiotic development through the prism of the national worldview and models of communicative behavior enriched with additional meanings (often depending on a political situation and political correctness).

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Depiction of Polygamous Character Traits in Che Husna Azhari's *Mariah*

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Abstract—In Malaysia, literary texts produced in English remain a challenging terrain, especially among Malay writers who must cautiously negotiate between their Malay identity, religion, and cultural globalization. For instance, Che Husna Azhari's literary works, especially her notable short story *Mariah*, have received tremendous scholarly attention recently. *Mariah* has been criticized from several viewpoints, such as the playwright's conscious self that forms identity and gender. Thus, using a context-oriented approach, this analysis aims to explore how the Malaysian author, Che Husna Azhari, depicts polygamous character traits in *Mariah* from a feminist perspective. The feminist rendering employed in this analysis could interestingly reveal how a female writer portrays the issue of polygamy. The analysis revealed that through major characters, Azhari boldly depicts Muslim masculinity, polygamous tendencies, and lust toward women, particularly in the Imam's character. Yet, the narrative tends to mirror patriarchy in Malay society for crediting the use of religion to suppress women. This analysis could advance our understanding of how female characters are represented by a female writer within the socio-cultural and religious contexts of typical Malay society. There is a need, therefore, for modern writers to reassess the narratives of women and polygamy in literary works. This step can guide the reader's understanding of polygamy as a hotly-debated topic as well as enlighten the public about the widespread misconceptions about women's issues in society.

Index Terms—character traits, *Mariah*, love, marriage, polygamy

I. INTRODUCTION

The development of Malaysian literature in English (MLiE) began in the 1940s due to scholars' agitation for its significance in creating national unity (Ismail & Al-Subaihi, 2020; Quayyum, 2008). As such, local playwrights began to produce literary material across different genres with a variety of themes. Che Husna Azhari represents one of the prominent Anglophone female writers in the Kelantan State of Malaysia who "often employ irony to reduce textual censure of the tightly interrelated systems of patriarchy and Islamic parochialism" (Soon Ng, 2019, p. 129). Azhari's literary works, especially her notable short story *Mariah*, have received tremendous scholarly attention in the last few years, focussing on various aspects such as the portrayal of Islam and modernity as well as powerlessness (Ismail & Al-Subaihi, 2020; Soon Ng, 2009). This analysis, thus, considers a rendering of Che Husna Azhari's *Mariah* to reveal how the female playwright portrays the character traits of polygamists from a feminist perspective.

Polygamy, concisely, refers to the practice "whereby a person is married to more than one spouse at the same time" (Zeitzen, 2020, p. 3). Despite being a "hotly contested practice and open to widespread misunderstandings" (Brooks, 2009, p. 109), especially for women, polygamy is legally practiced in various countries, particularly in the Middle East, Africa, and Asia (Al-Sharfi et al., 2016). In Malaysia, polygamy is legal but only practiced by Muslims. Nevertheless, even among Malaysian Muslims, polygamy is not widely practiced, perhaps due to certain rules which are stated under Section 23 of the Islamic Family Law (Federal Territories) Act 1984. According to the section, men must obtain the consent of their first wife (or wives) and permission from the Syariah Court to enter into a polygamous marriage contract. Failure to abide by these rules is an offense under Section 123 of the Act.

The feminist theoretical viewpoint is particularly adapted for this analysis due to its textual and contextual relevance to gender-specific issues. In literature, feminist criticism is concerned with how literary works reinforce or undermine the subjugation of women (Rosenfelt & Newton, 2013; Walker, 1990), particularly how character traits are portrayed

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from opposite genders (Behnamfar et al., 2012). The analysis deals with the writer's conception of how religion and local culture influence the characters' attitudes toward polygamy. According to DiYanni (2001), characters represent the most essential element in fictional texts. In particular, as pointed out by Soon Ng (2019), polygamy in Azhari's *Mariah* is broached by a female author. As such, the feminist rendering employed in this analysis could interestingly reveal how a woman writer portrays the issue of polygamy.

Moreover, as pointed out by Soon Ng (2009), literary texts produced in English remain "a contested terrain in Malaysia, especially amongst Malay writers who must carefully negotiate between their identities as Malays (symbiotically yoked with Islam) and as individuals living in a modern and increasingly globalized world" (p. 127). Azhari's *Mariah* has been criticized from several viewpoints, such as the playwright's conscious self that forms identity and gender as well as the victimization of characters (Baharum, 2017; Quayyum, 2008). This analysis, therefore, aims to explore the dominant themes of polygamy and how polygamous character traits are depicted in Azhari's *Mariah* from a feminist perspective.

II. LITERATURE REVIEW

A. *Che Husna Azhari's Mariah*

Polygamy represents a major theme in *Mariah*, surprisingly, written by a female author. According to Soon Ng (2019), *Mariah* reveals the author's exposure to western ideologies, which, perhaps, leads to a critical reexamination of men's attitudes toward women. The narrative continually describes a certain way of polygamous life with a strong link to religion "and yet gesture towards modernity in a manner that reflects a refusal to complacently and uncritically subscribe to such traditionalism" (p. 131). As mentioned by Baharum (2012), Azhari's loyalty to a Muslim-Malay identity and replication of the Kelantanese way of life seems to diminish her inclination toward modernity. Her inherent personality "of being a Kelantanese and Malay are strengthened through her choice of the local setting, characters, language and various literary forms which have brought particularity to her writings" (p. 6). *Mariah*, being one of Azhari's most widely literary works, was considered "as one of the course readings in Malaysian Literature in English for most of the Malaysian universities" (Mee & Seng, 2014, p. 24) and secondary schools when the Malaysian government integrated the literature component into English language syllabus in 2000 (Atek et al., 2020).

B. *Setting and Characterization*

The narrative of Azhari's *Mariah* is set in a small village called Melor. According to the narrative, Melor is located at "the main trunk road from Pasir Puteh to Kota Bharu" (Azhari, 1993, p. 3). Both Pasir Puteh and Kota Bharu are places in Kelantan, Malaysia. Therefore, the story portrays a typical Malaysian setting. Even though the main setting is in Melor, several events that happened throughout the story are scattered across the city. Also, Pattani, which represents a city in Thailand, is mentioned in a flashback. The story starts by mentioning Kedai Merpati (Pigeon Shop) in the village square, which is owned by *Mariah*, one of the protagonists in the story. *Mariah's* Kedai Merpati sets the whole story into motion. Every morning, village men gather at *Mariah's* Kedai Merpati to enjoy a variety of breakfasts.

One day, the village Imam (a Muslim religious leader), who has been living with his wife Cik Yam for 15 years, went to *Mariah's* Kedai Merpati to have breakfast. When the Imam first sets his eyes on *Mariah*, he falls in love with her. Subsequently, the Imam's peaceful marriage with his obedient wife gets interrupted when he decides to take the beautiful Nasi Berlauk seller, *Mariah*, as a second wife. The village is taken by surprise, although the Imam's background of unrequited love is hinted at in a flashback. Another setting in the story is the Imam's house, which is described as a place of domestic serenity. As described by the author, "quarrelsome couples who called at the Imam's place for arbitration would be sobered by the domestic serenity of the Imam's abode" (Azhari, 1993, p. 5). The Imam's house is where the Imam and his wife (the protagonists) live, and where many significant events happened. The mosque is another setting where the Imam finds refuge and tries hard to control his feeling toward *Mariah*. He keeps praying at the mosque, hoping to find peace.

In essence, there are three major characters in Azhari's *Mariah*, namely: The Imam, Cik Yam, and *Mariah*. The Imam is the protagonist in the story as he plays a major role as a dynamic character. As opposed to static characters, dynamic characters undergo changes, sometimes drastic or little, in characteristics, personality, or outlook as the story goes by (DiYanni, 2001). In this case, the Imam first practiced monogamy and finally entered into a polygamous marriage. He also creates a conflict of feeling towards his first love, the Sheikh's daughter, and *Mariah*. Another protagonist in the story is the Imam's wife, Cik Yam. She plays an important role as a secondary character whose actions affect the main character. The Imam is the village's religious leader and Cik Yam is the epitome of a perfect housewife. Cik Yam can also be classified as a major character since she centers around the theme of polygamy in the story. In the case of *Mariah*, Cik Yam's decision to allow the Imam to marry a second wife makes her a decision-maker in the story. Azhari describes *Mariah* as the Nasi Berlauk seller and a widow "...without a husband. Note that I didn't say either divorced or widowed. It would not have mattered either way in Kelantan" (Azhari, 1993, p. 4).

Besides the main characters, there are several supporting and minor characters in the story. One of the supporting characters is Cik Gu Nab who can be considered a simple and supporting character. This is because her presence and emotions in the story do not affect the storyline. This character was there to support the characters in the development

of the theme. Cik Gu Nab is the wife of Cik Gu Leh. She is a teacher at a local primary school and loves to gossip. She is the one who tells Cik Yam about her husband having breakfast at Mariah's Kedai Merpati. These negative characteristics make Cik Gu Nab rather a villain character in the story. Another minor character is Cik Gu Leh, the husband of Cik Gu Nab. He can also be considered a flat character, whose presence and emotions did not play an important role in the story. Cik Gu Leh is the person who persuades the Imam to have breakfast at Mariah's Kedai Merpati. Besides, he became the Imam's emissary when the Imam finally asks for Mariah's hand in marriage.

The third supporting character is the Sheikh, who is also portrayed as a simple character whose emotions and presence do not affect the plot or theme of the story. The Sheikh appears in a flashback by the Imam when he was in the turmoil of his feelings toward Mariah. The Sheikh lives in Pattani, a city in Thailand where he owns a mosque. The Imam was under the Sheikh's tutelage when he was in Pattani. The Imam tries hard to impress the Sheikh after falling in love with his daughter, but the Sheikh only wants the Imam to succeed him. The last minor character is the Sheikh's daughter, whose name is not mentioned in the story. Nevertheless, she is the Imam's first love. Just like her father, the Sheikh's daughter is only mentioned in a flashback to when the Imam was in his youth. She represents a flat character, and there is no interaction between her and the Imam.

III. METHODOLOGY

This study is based on textual analysis, in which a context-oriented approach was used to investigate the issue of polygamy in Che Husna Azhari's *Mariah*. Burns and Grove (2003) noted that text is considered a rich source of data. Additionally, the context-oriented approach looks at the social, historical, and political aspects beyond the text being analyzed (Abubakar et al., 2021; Alshwayyat et al., 2021; Klarer, 2004). This is because the context itself could be used to interpret reality and obtain a clear understanding of how people make sense of the world around them (McKee, 2003). A good procedure to grasp the dominant themes in the selected short story is to relate the text to its historical and cultural settings since polygamy is a social issue. To ensure a detailed and accurate description of the novel, only the original copy was analyzed. Any translated copy of materials is not included in this study. The analysis was performed by an in-depth reading of the text to extract the dominant themes of polygamy as well as polygamous character traits by how the characters are portrayed before and after entering into the polygamous marriage.

IV. MEANS OF RESISTANCE TO DOMESTICITY

A. *Dominant Themes of Polygamy*

Azhari portrays the Imam as someone who sets the theme of polygamy by seeking to take Mariah as a second wife. The Imam suffers from an internal conflict to the point where he finally succumbs to his feelings and seeks the Cik Yam's permission to marry a second wife. The first occasion happened on a Thursday night after prayers when the Imam was going to his bedroom. There, his wife was waiting for him when he finally broke down. His hot tears fell on Cik Yam's Sarong. The Imam finally confessed to his unrequited first love and asked for her permission to take Mariah as his second wife. This setting is significant as it portrays the Imam taking a huge leap in life by asking for his wife's permission to marry Mariah. Likewise, Cik Yam's reaction to the Imam's request reveals another significant theme. When the Imam informs Cik Yam about his desire to marry Mariah, she broke down in pitiful sobs. Cik Yam is at first saddened and unhappy with the Imam's decision, but later on, she agrees. This situation reflects the assertion made by Slonim-Nevo and Al-Krenawi (2006) that although painfully, first wives tend to accept second marriages as their fate and unavoidable events. In a similar vein, Hassouneh-Phillips (2010) stated that women typically enter into polygamous marriages unhappily.

Just like Cik Yam, Mariah's presence plays a vital role in revealing the theme of polygamy. Although her presence is not as frequent as the Imam's, Mariah's character develops from being a widow to a polygamous married woman. Nevertheless, Cik Gu Nab's character creates conflict in the Imam's move to a polygamous life. She informs Cik Yam of her husband having breakfast at Mariah's Kedai Merpati, and thus, sets the scene where Cik Yam and her husband have a small quarrel. However, the story ends with the Imam entering a polygamous marriage when he finally marries Mariah after he succeeded in obtaining the Cik Yam's permission to marry a second wife. Another theme relates to the bridal chamber in the Imam's house where the Imam finally spends his first night with Mariah as a married couple. This scene can be seen as the beginning of the Imam's polygamous life. Overall, Azhari attempts to portray the realities of polygamy (Ismail & Al-Subaihi, 2020) in Malay society.

B. *Polygamous Character Traits*

Although the Imam's character starts as a person who is faithful to his wife, as the story goes on, his feelings towards Mariah become irrepressible. Azhari describes Mariah as a beautiful alluring lady who mesmerizes men with "her hips swaying gaily to and fro with the rhythm of the balancing" (Azhari, p. 7). This expression indicates that the Imam's feelings toward Mariah are more to lust than romantic love. In a flashback, likewise, when the Imam sets his eyes on Mariah, he remembered his first love while learning "under the tutelage of a well-known Sheikh" (Azhari, p. 9) in Pattani, Southern Thailand. The Imam, then, "stopped in his tracks, then took full flight. He ran trembling to his hut... 'I love her,' he said to himself. 'I love her and I shall make her mine. I want no one else,' he vowed" (p. 9). He decided

to study harder to impress the Sheikh so that the Sheikh will find him worthy as a son-in-law. The Imam later came back to Kelantan broken-hearted after receiving news of the Sheikh's daughter being married to a cousin. In essence, Azhari depicts the Imam's character as someone whose sexual desire derives him into a polygamous marriage. This outcome echoes Soon Ng's (2019) assertion that despite the flashback that describes the root of the Imam's lust, "the lust is undeniable" (p. 132).

Still, Azhari seems to reveal a connection between religion and polygamy in the village Imam's character who was, in the beginning, depicted as "the guardian of modesty and propriety and enforcer of stringent mores" (Azhari, p. 10). As mentioned by Ismail and Al-Subaihi (2020), the Imam would be devalued in his spiritual leadership, if not, for emotionally abusing his wife. The Imam, according to Hashim et al. (2011), "well respected for religious matters, cannot help falling in love with the Kebaya-clad Nasi Belauk seller" (p. 395). The Imam believes that his love for Mariah is a test "By Allah! It's a test" (p. 10). In this regard, Zulkupli (2019) noted that there has been uproar, especially on social media, regarding polygamy practices in Malaysia amongst religionists. Likewise, Maria's relationship with the Imam is highly important in the narrative. Azhari portrays Mariah as one who respects the Imam due to his religious background. Perhaps, for this reason, Mariah agrees to become his second wife. As mentioned by Azhari, Mariah agreed to marry the Imam because she was untutored in religion and if she were to marry again, the Imam is worth a man and worth marrying after all the years of her self-imposed celibacy. However, Mariah becomes the cause of the Imam's conflict.

Moreover, as stated by Ismail and Al-Subaihi (2020), Azhari dilutes the severity of male misrepresentation through the Imam's polygamous act by portraying him as a negotiating husband when he seeks Cik Yam's permission to marry a second wife. Unlike the Imam's character, Cik Yam, throughout the narrative, is portrayed as a "modest and extremely virtuous" housewife who "had been an obedient and excellent wife" (Azhari, p. 13). According to Soon Ng (2019), Cik Yam's character "functions as a necessary foil to her husband's weaknesses: she is not only a model spouse but is pious and deeply sympathetic" (p. 132). Additionally, Cik Yam's love for the Imam is shown much more clearly, as described by Azhari, "Love and understanding shone through Cik Yam's also tear-filled eyes" (Azhari, p. 13). Her love is to the point where she sacrifices her happiness by allowing her husband to marry Mariah, "even though Cik Yam realizes the disadvantages of the polygamous relationship" (Abdillah et al., 2010, p. 6). Similarly, Hashim et al. (2011) sees Cik Yam as an innocent character who falls for the flimsy excuses used by the village Imam "to rationalise his decision to take on another wife" (p. 395). Nevertheless, according to Ismail and Al-Subaihi (2020), both characters of Cik Yam and Mariah are victims of polygamy. The authors reveal that "polygamy in Kelantan, like most parts in Malaysia, continuously receives social slurs, where often its female counterpart is ousted or belittled" (p. 222).

V. CONCLUSION

This analysis focused on the depiction of polygamous character traits in Che Husna Azhari's Mariah from a feminist perspective. Through major characters, Azhari describes the reality of polygamy in Malay society. Likewise, the narrative boldly depicts Muslim masculinity, polygamous tendencies, and lust toward women, particularly in the Imam's character. Nevertheless, the narrative tends to mirror patriarchy in Malay society for crediting the use of religion to suppress women. Besides, Azhari seems supportive of polygamy for being hesitant to critique the Imam's decision, depicting Cik Yam as a paragon, and Mariah as "blousy" and "untutored". Exploring the depiction of polygamous character traits in Azhari's Mariah, particularly using the feminist approach, could advance our understanding of how female characters are represented by a female writer within the socio-cultural and religious contexts of typical Malay society. Given this contribution, there is a need, therefore, for modern writers to reconsider the narratives of women and polygamy in literary works. This step can guide the reader's understanding of polygamy as a hotly-debated topic as well as enlighten the public about the widespread misconceptions about women's issues in society. Additionally, this analysis is limited to the issue of polygamy through characters in Azhari's Mariah, specifically focussing on the Malaysian context. Thus, further research may draw a comparison of how different female writers depict the issue of polygamy in contemporary literary works.

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Lexico-Semantic Change in the Kazakh Language of the COVID Era

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Abstract—This article discusses lexical and semantic changes during the COVID-19 pandemic. In this article, we describe semantic shifts, new concepts, and neologisms associated with the COVID-19 pandemic based on the results of an associative survey. A total of 142 respondents voluntarily participated in our online survey. The term ‘coronavirus’ was taken as a stimulus word. Respondents had to answer what colour and number the word ‘coronavirus’ is associated with. The results of the study show that the stimulus ‘coronavirus’ in the minds of people activates the colours *red, green, black, blue, yellow* and very weakly causes associations with *brown, white, gold, purple, colourless*, as well as the frequency of the number 19. Additionally, according to the results of the study, it can be said that during the COVID-19 pandemic, negative meanings of colourative vocabulary were actualized (except green, because this colour began to symbolize safety), and numbers and some new concepts that have a nonpositive colouring appeared.

Index Terms—lexico-semantic change, linguistic innovations, COVID-19, coronavirus, pandemic

I. INTRODUCTION

As of January 13, 2022, the number of people infected with coronavirus exceeded 315 million, and the death toll was more than 5.5 million (<https://covid19.who.int>). This makes the COVID-19 pandemic one of the most dangerous events in human history (Poorolajal, 2021). The COVID-19 pandemic has affected the psychology, economy, and lifestyle of people around the world (Dubey et al., 2020; Alonso-Matielo et al., 2021). Additionally, COVID-19 has greatly influenced the use of language and created a specialized discourse (Tan et al., 2020), generating a wide range of new words reflecting the social changes caused by the pandemic (Gustiloetal., 2021). According to Paton (2020), “some of the terms with which we have become so familiar over the past few weeks through the news, social media, and government briefings and edicts have been around for years (many date from the nineteenth century), but they have achieved new and much wider usage to describe the situation in which we currently find ourselves. The compilers of the Oxford English Dictionary (OED) have published an additional issue of words related to COVID-19. The dictionary, along with lexical innovations, indicates the presence of new meanings to already existing words. For example, the meaning of the English word *elbow bump* in 1981 has changed: “Gene Banks of the Duke basketball team speaks of the hand slap, high five,..*elbow bump* and other varieties of shakin”. The word *elbow bump* means ‘high five’. In the 2020

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OED issue, the following definition is given: *elbow bump* *n.* (a) a blow with or to the elbow; an injury resulting from this; (b) a gesture (usually of greeting or farewell) in which two people lightly tap their elbows together as an alternative to a handshake or embrace, esp., to reduce the risk of spreading or catching an infectious disease (<https://www.oed.com/view/Entry/60163?redirectedFrom=elbow+bump#eid1305595900>). That is, during the pandemic, a new gesture appeared—a greeting associated with security measures. A recent study reports that new words specific to COVID-19 have started to be used daily in Nigerian English (NE) in areas such as education, media, healthcare, and religion (Oluwateniola et al., 2021). Lexical innovations during the COVID-19 pandemic were formed primarily in the English language (Balabekova et al., 2022). For example, Al-Salman and Haider (2021) created a corpus of neologisms related to COVID-19. Their study demonstrated the productivity of word-formation methods of affixation, compounding, blending, clipping, and acronyms in the creation of neologisms, and noted the creativity of the English language and its ability to respond to crisis situations (Al-Salman & Haider, 2021). Another work on neologisms says that new words related to COVID-19 are used in the form of nouns, adjectives, and verbs in social networks and at briefings (Asif et al., 2021). Such lexical innovations, new concepts related to COVID-19, are becoming increasingly widespread ‘like a virus’ in the modern Kazakh linguistic and cultural space. These innovations covered all spheres of life: economy, education, health, etc. In this article, we will try to show lexico-semantic changes in the language of the COVID-19 epoch based on an associative survey.

II. METHOD

A. Participants

A total of 142 people participated in the study (Among them there are 118 women and 24 men). The average age of the survey participants was 37.3 (16-70). The vast majority of the study participants were students.

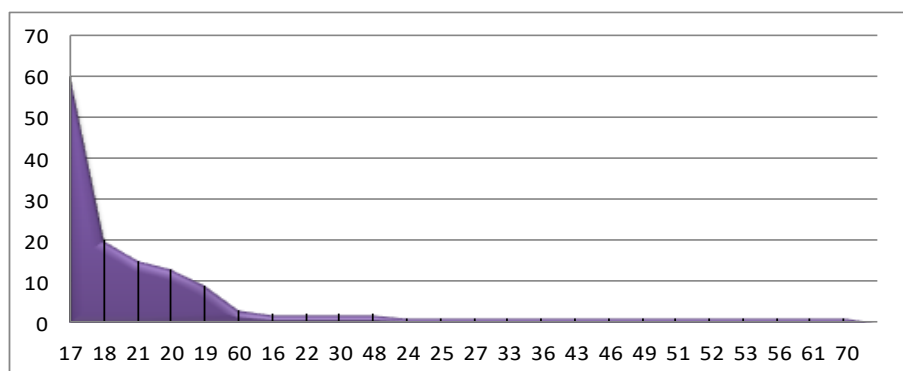


Figure 1 Age of Participants

B. Materials and Questions

In our work, we took the word *coronavirus* as a stimulus. The word coronavirus was first used in the journal *Nature* in 1968 to refer to new viruses (Almeida et al., 1968). Scientists Tyrrell and Fielder (2002) introduced the exact scientific name. The beginning of the use of this word in Kazakh media began in January 2020 (Kazakhstanskaya Pravda, 2020a). According to some reports, *coronavirus* was the most commonly used term in January 2020 (Schweinberger et al., 2021). The main reason why we use the word *coronavirus* as a *stimulus* is because this word is used very often in comparison with others in Internet resources, i.e., We can say it is the most popular in the ‘coronalexicon’ (for this term, see Gustiloetal., 2021). At the moment (January 23, 2022) in the NOW (News on the Web) case, the frequency of its use is 2524680 (<https://www.english-corpora.org/now/>).

The main data of the study are the answers in the questionnaire. The questionnaire asked questions about the age and gender of the participant and the study. The research questions were as follows:

Your age?

Your gender?

What faculty do you study or work at?

What colour do you associate with the word ‘coronavirus’?

Explain why you associate coronavirus with this particular colour?

What number would you associate ‘coronavirus’ with?

Why did you choose this number?

With the help of the participants’ responses, lexical innovations related to COVID-19 were analysed. Based on these data, new colours, numerical concepts and values were determined. The article also uses materials from dictionaries and scientific papers (Kashgari, 1998; Kononov, 1978; Khassenov, 2021; Levitskaya et al., 2000; Zhanuzakov, 2008).

C. Procedure

The experiment was conducted in October 2021. We have prepared the questions in Google Forms (https://docs.google.com/spreadsheets/d/1gQYVdCnNAuDnl6sPsA2_gEfXynytwCn7KwuT6T7wXIY/edit#gid=1023517653). The main research questions were related to colours, and numbers were related to colours and numbers. The participants willingly answered the research questions.

D. Data Analysis

For data analysis, we chose Mayring's (2000) qualitative content analysis. A particular advantage of this method is that it allows us to harmoniously combine both qualitative and quantitative indicators. In addition, this method allows you to see the hidden content of the text, something that is not openly stated in the text but is present in it. By systematically assessing the meaningful meaning of the text, it becomes possible not to reduce the analysis of the text only to quantitative indicators. As a result, a theoretical study of the problem under study becomes possible. This makes it possible to see more clearly the interaction between theory and empirical material. A scheme of step-by-step analysis of inductive education of the studied categories is being created. Categories arise from a specific text and develop further in the process of their evaluation (Kirpikov, 2018). The specification of this method is that the researcher 'translates' verbal information into a more objective nonverbal form (primarily quantitative); in the study, there is an ascent from text to nontextual reality (social reality in all its diversity).

III. RESULTS

The COVID-19 pandemic has led to the emergence of new concepts. The virus has not only changed the behavior of society but also formed new concepts in the minds of people in society, that is, speakers. The results of the study show that the *coronavirus* stimulus in people's minds activates the colours *red*, *green*, *black*, *blue*, *yellow* and very weakly causes associations of *brown*, *white*, *golden*, *purple*, *colourless*.

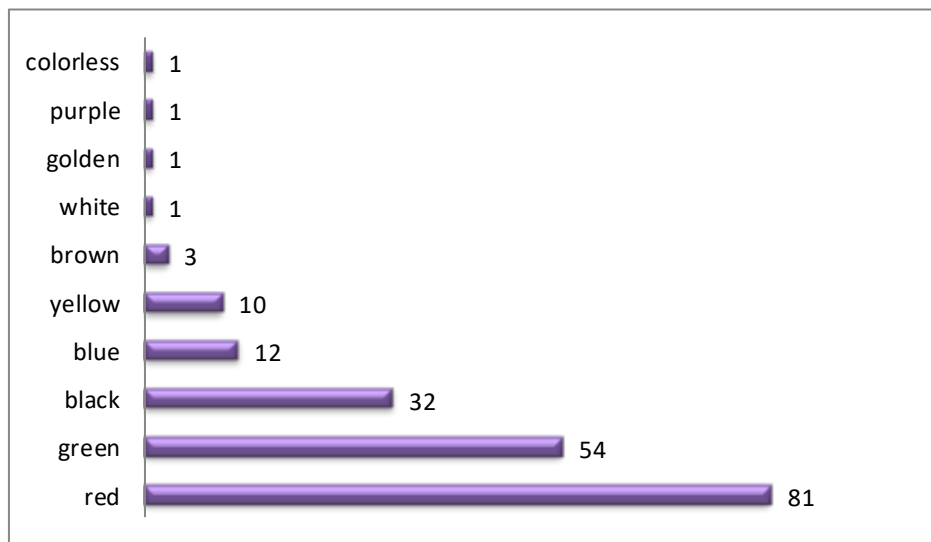


Figure 2 The Result of Colour Associations

During the COVID-19 pandemic, we see the activity and frequency of using the number 19. In addition, the results of the study showed that *coronavirus* is associated with 2020, 0, 3, 2019, 8, 1, 13, 7, 6, 20 and other figures (results in Figure 3).

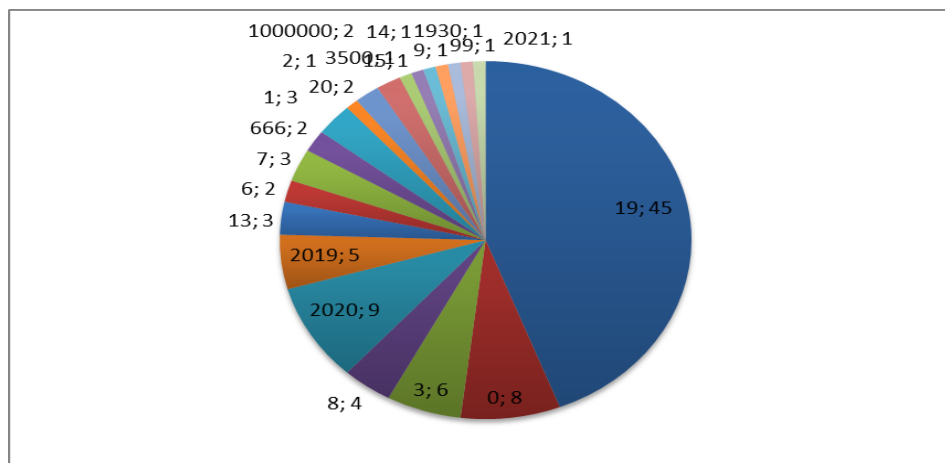


Figure 3 The Result of Numerical Associations

IV. DISCUSSION

A. Colour

Colour symbolism occupies a special place in the culture of any nation. This has been mentioned in many studies. The semantics of flower names have both positive and negative connotations. However, the COVID-19 pandemic that is currently being experienced shows that negative meanings of colourative vocabulary have been actualized, and some new concepts have appeared. In our study, the colour that caused the most reactions was red. Of the 142 respondents, 81, that is, the vast majority of participants, associated *coronavirus* with *red*.

Жауап 12 – Себебі қызыл түс қанның түсі қорқынышты болғандықтан. Коронавирустен дәл солай қорқамыз

[Answer 12 – because red is a terrible colour, the colour of blood. We are also afraid of the coronavirus].

Жауап 22 – Коронавирустан көп адам қайтыс болды. Ал өлім десе көз алдыма қан келеді. Қанның түсі қызыл

[Answer 22 – more people have died from the coronavirus. In addition, death is blood. Blood colour red].

Many respondents gave similar answers. In Western countries, red is a symbol of martyrs and sacrifices, especially because of its association with blood (Feisner, 2006). In some regions of Africa, red is the colour of mourning, meaning death (Bradley, 2001). Kazakhs used to put flags (signs) around the yurt, denoting the death of relatives (Kaidar, 2009). By colour, people determined the age of the deceased. A stranger who came to the village (aul) knew by the colour of the mourning flag what age a person was. The red flag symbolized the death of the young. In stable expressions in the Kazakh language, the word red is associated with war, scandal, and fight: *қызыл қырғын* ‘war’, ‘massacre’; *қызыл қанға боялды* ‘I was covered in blood because of the fight’. These concepts were associated with the *coronavirus* stimulus. During the COVID-19 pandemic, there was no war in which human blood was shed. However, most of the responses in our study showed associations with blood. Robertson (1996) writes that red causes the strongest reaction among all colours, and the reaction level gradually decreases with orange, yellow and white. In this regard, the red colour is used to indicate the maximum level of warning, danger. For example, the most dangerous area of the virus is marked in red.

One of the colours actualized in people's minds during COVID-19 is green. This colour is primarily associated in human consciousness with concepts related to summer (light, forest, leaf, grass, garden, cucumber, etc.) (Cherkasova, 2008). From the results of our study, it can be seen that in the following year (2021), this colour began to be associated with a *virus*, a *bacterium*.

Жауап 11 – Вирустың, бактерияның түсі елестейді

[Answer 11 – The colour of the virus, bacteria].

Жауап 13 – Вирустарды жасыл түспен елестетемін

[Answer 13 – I represent viruses in green].

Жауап 18 – вирус жасыл түсті

[Answer 13 – The virus is green]

Жауап 49 – Жасыл түспен бактерияларды белгілейді

[Answer 49 – Mark bacteria in green].

Жауап 129 – Жасыл себебі вирустардың көбісі жасыл түрде бейнеленеді

[Answer 129 - Green, because most viruses are displayed in green].

Жауап 134 – Вирустын суреті жасыл болып шығады барлық жақта

[Answer 134 – The image of the virus in all countries is depicted in green].

The green colour also began to be used as a symbol indicating ‘safety’, ‘a healthy person’.

Жауап 70 – Жақсылық нышаны болса екен

[Answer 70 – A symbol of goodness].

Жауап 105 – Ауырмаймын

[Answer 105 – I’m not sick].

Жауап 140 - Қазір тек жасылдар ғана емін еркін жүретін болды тек солар ғана адам сияқты сондықтан сол түспен байланыстырдым

[Answer 140 – Now only the greens can move freely. Only they are like people, so I associated them with this colour].

Studies have shown that black is a symbol of evil, death and danger in the traditions of many peoples (Kassia, 2016; Kaidar, 2009). In the Turkic languages, as Kononov (1978) defined, the word *qara* (black) has approximately twenty meanings, the main of which are 1) dark, gloomy, 2) severe, and 3) sad, unhappy. The Kazakh people had traditions such as *kara zhamylu* (literally: to wear black, to dress in mourning) and *kara tigu* (literally: mourning/black flag) (Zhanuzakov, 2008; Kaidar, 2009). In the old days, when a person died at home, a mourning flag was placed outside the yurt. As previously reported, the symbolism of colour played an important role in the picture of the Kazakh world and meant the age of the deceased: *if the deceased is old, they put a white flag, if young- a red flag. If the deceased is a middle-aged person, a red and white flag was put up (one side is white and the other is red)*. However, their common name was *qaraly tu* (mourning flag), literally meaning *black flag*. It was a message about a tragedy. Such symbols, meanings associated with the colour black, the word *black*, belong to universal concepts inherent in many peoples of the world. These values were also updated during the COVID-19 pandemic.

Жауап 2 – Мен үшін қауіп сол түстермен байланысты. Коронавирус әсерінен біршама адамнан айырылғанымдықтан шығар. Айырылу қауіпі де бірнеше рет төнген болатын. Мен үшін қауіп пен қорқыныштың түсі

[Answer 2 – For me, the danger is connected with these same colours. Most likely because I lost several people due to the coronavirus. More than once threatened with loss. The colour of danger and fear for me].

Жауап 9 – Пандемия кезінде көп туысқан мен жолдастарымыздан айырылып қалғандықтан

[Answer 9 – Because we lost many relatives and comrades during the pandemic].

Жауап 16 – Себебі арты өлімге ауруға апарғаннан соң қараңғылықты елестетемін

[Answer 16 – Because it leads to death and illness, I imagine the darkness].

Жауап 19 – Қара түс жақсылықты көрсетпейді

[Answer 19 – The black colour does not bode well].

Жауап 44 – Бала кезден адамдар санасында барлық нәрсені жақсы - жаман деп екіге бөледі. Осы қасиетті бейнелеу үшін түстерді де қолданады. Яғни қара жаман, ақ жақсылық дегендей...

[Answer 44 – Since childhood, people divide everything in their minds into good and bad. People also use colours to represent this quality. That is, black is bad, white is good...].

Жауап 73 – Қара түс мен үшін қорқыныш түсі

[Answer 73 – Black is the colour of fear for me].

In Kazakh, the word *qaraly khabar* means ‘mournful message’, ‘mourning message’ (lit. black news). This is also reflected in the responses of respondents.

Жауап 40 – Қаниша үйде қаралы хабар келуде

[Answer 40 – In many homes, a mourning (black) message comes].

Жауап 75 – Қаралы хабардан соң

[Answer 75 – After the mourning (black) message].

The document, which tells about the death of a soldier at the front during the Great Patriotic War, was called ‘*karakagaz*’ (mourning/black letter). This unit was a neologism of that time, which arose on the basis of the meaning of the word black ‘sad’, ‘mourning’. COVID-19 became a trigger that caused, due to emotional shock, the “temporary phrase” *qara paket* (black package) (human bodies packed in a black package).

Жауап 139 – Қара пакет.

[Answer 139 – Blackpackage].

In society, the information in one of the morgues lays the bodies of people wrapped in a black bag, illustrated by a photo, quickly spread over the Internet (Azattyq radiosy, 2020). The photo remained in the minds of some people as a “temporary sign” of this disturbing period full of uncertainty.



Figure 4 People in the Morgue, Packed in a Black Bag (Azattyq radiosy, 2020)

As is known, all over the world, the zones of spread of coronavirus and their display on television, in mass media are based on the principle of traffic lights. This, as well as the appearance of the Kazakh application *Ashyq* (an analogue of the British NHS COVID Pas), contributed to the emergence of the association of yellow and blue colours. The *Ashyq* mobile application allows, through the use of a QR code and integration with the general database of the Ministry of Health of the Republic of Kazakhstan, to determine the status of a visitor: whether he or she is currently a carrier of the virus or not. The colours in the *Ashyq* application display the visitor's status. The red status indicates restriction of movement and compliance with a strict regime of home isolation for persons under outpatient supervision. Yellow – partial restriction of movement - the user is indicated in the PCR database as a contact: visits to grocery and hardware stores, pharmacies are allowed no further than 500 meters from the place where the patient observes the home isolation regime. Blue – there are no restrictions on movement for this status, except in places where PCR is mandatory. The green status means that there are no restrictions on movement, and this user is indicated in the database as having passed the PCR test with a negative result for COVID-19.



Figure 5 Application Ashyq (Dastur, 2021)

Жауап 68 – «Ашық» қосымшасы мен орналасу аймағына байланысты

[Answer 68 – Connections with the application "Ashyq" and the area of distribution]

Жауап 128 – Вакцина салуға байланысты. Егер жасыл болса, екпе алды, қызыл болса, коронавируспен ауырған, көк коронавируспен ауырмаған, бірақ екпе алмаған дегенді білдіреді

[Answer 128 – Depending on the vaccine. If it is green, it means that you are vaccinated; if it is red, it means that you have contracted coronavirus; blue means that you have not been infected with coronavirus but have not been vaccinated].

The Kazakhs' use of blue instead of green is a distinctive feature. For example, the *green market* in Russian is translated into Kazakh as the *blue market* (kok bazar). The same phenomenon was observed in the responses of the participants, that is, the *virus* and the *bacterium* were described in blue (for example, answers 53, 68, 87). The language innovation caused by the COVID-19 pandemic is a description of the area of spread of the virus by the names of colours, i.e. Red means 'danger zone', yellow means 'medium danger', and green means 'safe'. If this is displayed according to statistics, then it looks like this:

More than 50 cases per 100 thousand population, R is more than one – this is a red zone.

From 25 to 50 cases per 100 thousand people, R is more than one - this is the yellow zone.

Less than 50 cases per 100 thousand people, R less than one – this is a green zone (Sputnik, 2020).

Жауап 6 – Коронавирустың таралу деңгейі осы үш түспен байланысты

[Answer 6 – The level of spread of the coronavirus is associated with these three colours]

Жауап 27 – Себебі, бұл коронавируспен ауырған Қазақстан аймағының түстері болған. Үнемі жаңалықтардан осы түстер жайлы баяндайтын.

[Answer 27 – Because they were the colours of the region of Kazakhstan, charged with coronavirus. They were constantly talking about these flowers in the news].

The designation of a dangerous or safe zone in three colours (red, yellow, green) began to be used during the COVID-19 pandemic. If we pay attention to the studies related to colour symbolism, it is determined that black means north, white (in some sources yellow) - west, red - south, blue - east (Gabain, 1962; Kononov, 1978; Pritsak, 1954; Khassenov et al., 2022).

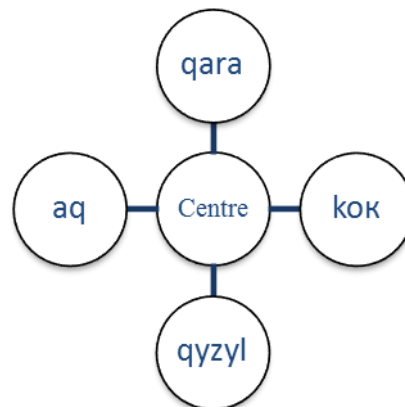


Figure 6 Classification of Colours by Cardinal Directions: ‘qara’ - black, ‘kok’ - blue, ‘qyzyl’ - red, ‘aq’ – white

Kononov (1978) proves that the word *qara* (black) means ‘north’. For example, names formed in combination with the word *qara* (black): *Qara Orda* (Black Horde) – ‘Northern Horde’, *Qara kum* (Black Sand) – main horde; in the Turkish and Kazakh languages, *qara zhel* (yel) ‘cold north wind’; the word *qara* as part of oronyms, hydronyms, ethnonyms also denote the northern direction. According to von Gabain (1962), according to the Chinese tradition among the Turks, the word *kyzyl* red symbolized the south. She considers the name of the desert *Kyzylkum* to be similar to the ‘Southern Sand’. Kononov (1978) argues that there are no data in the Turkic languages indicating the ‘southern’ meaning of the word *qyzyl*. In the names of toponyms in southern Turkey, the predominance of the word *qyzyl* was observed (Jahit, 2013). The word *aq* is found in many toponyms, hydronyms, and ethnonyms. According to the landmark, the white symbolizes the ‘west’. For example, the Mediterranean Sea in Turkey is also called *Ak deniz* - the Western Sea. The Caspian Sea for a long time was called *Aq Teniz* - the White Sea. Additionally, the word *saryg* (yellow) also means the ‘west’. In the ancient Khazar and Bulgarian languages, the word *saryg* (yellow) means ‘white’ (Kononov, 1978). However, the word *zhasyll* (green) does not occur in the symbolism of space at all. As we have already noted, the Kazakh people (in general, the Turkic peoples) used *blue* instead of *green*. *Kok* (blue) denotes the east. Notably, the COVID-19 pandemic has given rise to a new territorial designation. At the moment, the phrase-calque paper *zasyll aymaq* (green zone) has the meaning of ‘safe territory’ for native Kazakh speakers. In addition, *qyzyl aymaq* (red zone) and *sary aymaq* (yellow zone) belong to the category of phrases that have not been used before.

The results of the study showed that colours such as *white*, *purple*, *brown*, *golden*, and *colourless* lie in the passive layer of linguistic consciousness. The reason why *white* is not relevant during the COVID-19 pandemic is that in human consciousness, this colour is a symbol of goodness and light. Since the pandemic has led to the death of many people and is a catastrophe for all mankind, we believe that the ‘finding’ of *white* in the periphery of *linguistic* consciousness is natural. In the Kazakh language, as part of stable phrases, the word *qonyr* (brown) means ‘simple’, ‘modest’, and the words *purple*, *colourless*, *golden* are not actively used, and these colours have no symbolic potential.

B. Numerical

Since ancient times, people have attached special importance to the symbolism of numbers. Each nation attaches to a specific number a symbolic, sacred meaning associated with the perception of the environment, natural phenomena, knowledge, and faith. The mysterious mystery of nature is hidden in numbers (Khassenov et al., 2021). For example, the origin and creation of the world is connected with the numbers in the sacred books. The Bible says that the universe was created in six days. The narrative ends with the first three verses of the second chapter of Genesis, where it is said that the Creator ‘rested on the seventh day from all His works that He had done’, and ‘God blessed the seventh day and sanctified it, for in it he rested from all His works that God had created and created’ (see Genesis 1:1-2:3). That is, the seventh day is the ‘act of creation’. For many people, seven is sacred, sacred. Similarly, the history of other numbers has its own motives to be sacred and symbolic. During the pandemic, number 19 became a landmark (iconic). The vast majority of our respondents linked the *coronavirus* stimulus to the onset of the COVID-19 pandemic.

Жауап 16 – Себебі 2019 жылы шықты

[Answer 16 – Because it started in 2019].

Жауап 18 – Ойткени сол уақытта басталды

[Answer 18 – Because that is when it started].

In some answers, it is written that they took from the title COVID-19.

Жауап 12 - Ковид 19 атымен

[Answer 12 –Connected by the title of Covid 19].

Жауап 13 - Covid 19 дегенен алдым

[Answer 13 –Took from COVID 19].

Жауап 37 - Ковид 19. 2019 жылы індет ресми түрде басталды деп есептеледі

[Answer 37 –Covid 19. It is believed that the epidemic officially began in 2019].

In some reactions, the 2020 response is due to the spread of the pandemic in the Republic of Kazakhstan, since officially the first patient with coronavirus infection was registered in Kazakhstan on March 13.

In some reactions, the answer 2020 is due to the spread of the pandemic in the Republic of Kazakhstan, since the first patient with coronavirus infection was officially registered in Kazakhstan on March 13 (Kazakhstanskaya Pravda, 2020b).

Жауап 15 – Себебі 2020 жылы пайда болған ауру

[Answer 15 – Since the disease appeared in 2020].

Жауап 50 – Өйткені 2020 жылы “коронавирус” деген инфекциясы біздің елімізге келді

[Answer 50 –Because in 2020 the so-called "coronavirus" infection came to our country].

During the spread of the coronavirus, many people did not believe in it, some said that it was fiction, some believed that it was a virus that scientists invented to destroy and reduce the number of people around the world, and there are still people in society who do not believe in the existence of the virus. This group of people who adhere to conspiracy theory is represented in the answers by the number 0.

Жауап 19 - Себебі ғалымдардың қолымен пайда болған вирус түрі

[Answer 19 –Because the virus was created by the hands of scientists].

Жауап 23 – Бар-жоқ тағы белгісіз

[Answer 23 –Whether there is or not is still unknown].

Жауап 121 – Себебі, сол аурудан ештеңе болмады

[Answer 121 –Because nothing happened from this disease].

Жауап 141 – Үйткені ойдан жасап алған өмірде жоқ қорқыныш 0 жоқ

[Answer 141 –Because it’s fiction. No in life. Fear. No 0].

The number 0 is a symbol of nothing, emptiness. This symbolic meaning is reflected in one answer.

Жауап 10 – "0" санымен байланыстырған себебім, бұл вирус бізде көптеген қиындықтар, апаттар, кісі өлімдерін алып келіп жатыр. "0"саны жоқ деген ұғымды білдіргендіктен, бұл вирустың да солай жоғалғанын қалаймын.

[Answer 10 –The reason for which I was associated with the number "0" is that this virus brings us many troubles, catastrophes, murders. Although I have the appearance that the number "0" does not exist, I want this virus to disappear as well].

Since the beginning of the COVID-19 pandemic, many people have died. This caused people to panic. Here, we see the appearance of new senses (meaning) of the number 0, as ‘destruction’, ‘catastrophe’ due to a large number of deaths.

The values of 1, 3, 6, 8, 13 and other numbers in the study indicate that they have a negative connotation. The number 1 was used mainly in the values ‘first’, ‘main’, depending on the situation (answers: 111, 114, 115, 138). Negative colouring prevails in the respondents' emotions. For example, the problem occupied first place (answer: 114). In the 72nd answer was given: *Zhalgyz kozdi Zhalmauyz* (One-eyed old woman Zhalmauyz). In the tales of the Turkic peoples (Kazakh, Kyrgyz, Uzbek, Uighur, Nogai, etc.), the demonic image of an old woman is depicted as a seven-headed, terrible hero sucking human blood. Most likely for this reason, one respondent associated the *coronavirus* with an evil, *terrible Zhalmauyz*.

Number 3 in the study was associated with the duration of the pandemic (response 3), failure (4), and threat (47). For some respondents, the number 6 represented the virus itself and magic.

Жауап 21 – Магиямен байланыстырамын

[Answer 21 – I associate with magic].

Жауап 88 – Білмеймін, вирустың бейнесі дөңгеленгеннен болар, дөңгеленіп жазылатын сан іздеген шығармын. Сансыз түрде 6 саны ойыма түсті

[Answer 88 – I do not know, maybe the virus image is rounded, I'm probably looking for a rounded number. Involuntarily, the number 6 came to my mind].

Both answers here are related to each other. Because in the minds of the participants, it seems to us, the virus was in the form of a hexagon (the word *corona* in Russian means ‘wreath’, ‘crown’, and the shape resembles a hexagon). However, two participants gave two different contents: one connected magic with the *corona*, and the other described the virus through a figure with six corners.

The number 8 means ‘infinity’, and it has a positive value. However, in our experiment, we see that this number, while retaining the value ‘infinity’, has the opposite association.

Жауап 2 – Шексіз. Шешімі жоқтай көрінді. Жақындарымызды шексіздікке алып кетті.

[Answer 2 – Without borders. It seemed that there was no solution. Our close ones took infinity].

Жауап 5 – Шексіздік, себебі көптеген жағдайлар орын алды

[Answer 5 – Infinity, because much has happened].

Жауап 65 – бұл шексіздік сияқты

[Answer 65 – It is as infinity].

The negative nature of the concept of ‘infinity’ in these answers lies in the perception of the coronavirus as ‘inexhaustible’, i.e., ‘an infinite period of disease’, i.e. Number 8 has become enantiosemic in semantics.

Other numbers in the research paper also have negative values. For example, the sema ‘many’ is represented by the numbers 99 (answer: 9) and 1000000 (answers: 61, 67, 119). In addition, coronavirus infection was associated with the famine of the 1930s (answer: 75) and the number of all oblasts (regions) in Kazakhstan (answer: 27. There are only 14 regions).

V. CONCLUSION

During the COVID-19 pandemic, some lexical innovations appeared. The results of our research show that new semes have been added to the already existing meanings of words, and new concepts have begun to form. Because COVID-19 is a global pandemic, the basic concepts came through English, i.e., a pluricentric language. As an example, the concepts of *qyzyl aymaq* (the red zone), *sary aymaq* (the yellow zone), *zhasyly aymaq* (the green zone) or green (*zhasyly*) colour began to symbolize ‘security’. Second, new concepts have appeared based on existing word usage in the Kazakh language and in Kazakh society (the application *Ashyq*, the black package, ‘infinity’, etc.). The research work once again clearly confirms that the *coronavirus* stimulus is characterized by a negative colouration. During the COVID-19 pandemic, negative (-) values of *red*, *green*, *black* colours, as well as some numerals, appeared and became active.

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Medical (In)Justice of Mexican-American Migrant Workers in *Under the Feet of Jesus**

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Abstract—Helena Maria Viramontes’s representative fiction, *Under the Feet of Jesus*, explores the oppression and resistance of Mexican-American migrant workers (Chicanos) by revealing racial and gender problems. This article will first demonstrate the contamination of Mexican-American migrants’ working environment in this novel. Furthermore, drawing on medical ethics and other interdisciplinary studies, it will argue against the medical injustice regarding the mistreatment of Mexican-American migrants’ bodies because of the white class’s supremacy, and will state Chicano workers’ resistances and pursuits in facing unfair medical systems. On top of that, this paper would like to propose that empathy and mutual kindness from community members are the key solutions to show resistance to medical injustice.

Index Terms—*Under the Feet of Jesus*, medical ethics, environmental justice, Mexican-American migrant workers

I. INTRODUCTION

Helena Maria Viramontes (1954~) is a Mexican-American novelist, professor and feminist, who has received John Dos Passos Prize for Literature and the Luis Leal Literary Award. Because of her Mexican-American background, Viramontes’s life experience was a witness to racial, class and gender discrimination and marginalization. Therefore, her works, including *Under the Feet of Jesus*, *Their Dogs Came with Them*, and *Paris Rats in E.L.A.*, are concerned with Chicanos’ living dilemmas under hierarchical oppression in America. Viramontes’s novels build a window to let readers have a deep perception of Mexican-Americans’ miserable lives, native culture, and their resistance to various injustices. Her literary works with a sociopolitical focus place her as the main figure in the Chicana literary tradition.

Viramontes’s debut novel, *Under the Feet of Jesus* (1996), narrates the hardship of a Chicano family. This novel describes Mexican-American migrant workers’ lives in the borderland of the United States of America suffering from oppression and displacement, and narrates how the protagonists, Estrella’s family members, try to survive and search for medical help in California. Studies allow for an ample spectrum of critical frameworks in explanations of *Under the Feet of Jesus*. Some scholars mainly emphasize the growth of Chicana’s independent consciousness, racial discrimination and other issues. This fiction is political to explore various injustices such as migrants’ illegality, child labor, pesticide poisoning, environmental injustice, poverty, racial discrimination and identity crisis.

Medical ethics are concerning ethical standards and norms in the medical industry, which demand that medical services should alleviate suffering and “the severity of illness through supportive measure” (Hollingsworth, 1983, p. 327). Medical justice is one of the most essential principles of medical ethics considering the state of human’s physical, mental and social well-being. However, because of racism and capitalism, there are a certain group of people in America who are more vulnerable and accessible to certain diseases, causing medical injustice and deeper economic, political, environmental and cultural problems. In *Under the Feet of Jesus*, medical injustice includes easy access to certain diseases, medical discrimination, social indifference and environmental injustice.

With the development of ethical criticism and medical narration, literary works are more involved in medical ethics. Some scholars argue that “testifying to illness as a communicative body may be an individual moral choice, but this testimony implies a social ethic” (Frank, 1995, p. 145). The medical ethic has been one of the frameworks being involved in moral standards in literary works. Medical justice has been one of the major social issues throughout American history, requiring equality of treatment. Ethics and justice will be constant refrains throughout history.

This article will employ an interdisciplinary perspective to investigate the medical injustice of Mexican-American migrant workers in *Under the Feet of Jesus* according to medical ethics. Chicano’s illness is caused by environmental injustice and the neo-slave working system. Harsh working environments, incompetent medical workers, poor health

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care, rampant commercialization of medical services and unhealthy workers' bodies are documented in this novel. After catching the disease, those marginalized workers cannot receive equal medical treatment, which violates medical ethics and moral standards. An engagement of medical ethics, environmental injustice and other disciplines will be done in investigating this fiction to find out medical injustice and resistance of Mexican-American migrant workers. Apart from violent rebellions, this essay wants to demonstrate that empathy and mutual kindness in community building and helping each other are key methods and solutions to destabilize medical injustice.

II. ILLNESS: ENVIRONMENTAL TOXICATION AFFECTING CHICANOS' BODIES

The loci of environmental contamination are triggered by various factors, such as viruses, contamination, toxication, and so on, which seriously worsen human living standards. Medical justice is closely concerned with the quality of the human workplace and living environment. Because of the marginalized positions of Mexican-American migrants in America, their exposure to a noxious environment causes more physical illness than the white upper class, which shows the discrimination against women, children, people of color and indigenous peoples. Environmental injustice is the cause of Chicanos' illness and other medical problems. The scale of analysis in this part will do the point cut of medical injustice from the standpoint of working inequality and environmental injustice.

Mexican-American migrant workers who have crossed national borderlands are troubled by illegality. One of the main concerns related to Chicano working injustice is the neo-slave working system. The characterizations of neo-slave working conditions are: "1. being subjected to forced labor; 2. being subjected to long working hours; 3. being subjected to poor working conditions; 4. movement restrictions, by any means, due to debt towards the employer or representative" (Garreto et al., 2019, p. 182). Mexican-American migrant workers in this working system do not have health insurance, which leads to "plane-loads of avoidable deaths, injuries, and treatment-induced illnesses" (Light, 2004, p. 2). In the novel, piscadores' works were under the supervision of the Foreman, who "produced a tablet of tables and columns of numbers, scribbled rows completed, names, erased calculations" (Viramontes, 1996, p. 45). Foreman only cared about piscadores' outcomes without considering their health problems. This employment relationship imposed on Chicano workers is based on class exploitation.

Human health "includes the right to health as well as other rights that relate to conditions necessary for health—such as nutrition, rest, and access to medical care" (Sönmez & Apostolopoulos, 2011, p. 26). These systematic working assurances guarantee people's health and medical justice. Health is the basic right of human beings to be given enough medical treatments without distinction of race, religion, political belief, economic or social condition. However, Mexican-American migrant workers suffer from the condition of health vulnerability due to their participation in "3-D jobs: dirty, dangerous, and demanding (sometimes degrading or demeaning)" (Moyce & Schenker, 2018, p. 356). They are at a high rate of occupational injuries and illness. In the novel, Estrella's family and other piscadores did field works in California: in hardship, monotony and heat, and with "minimum wage, unemployment insurance, workers' compensation, overtime pay and child labor that afford little or no protection for migrant farmworkers" (Mull, 1998, p. 6). There was no basic labor protection, and Foreman did not provide working security so that Petra, the mother in the Chicano family, suffered from various diseases without medical treatment.

What's more, the working environment, directly and indirectly, affects people's health. People's illnesses can be further illustrated as the result of environmental injustice. Environmental justice enables "social justice and sustainability" (Volpp, 2005, p. 62), and puts "environmental concerns into Chicano discourse and action" (Volpp, 2005, p. 63). It should be supposed to guarantee human equal health rights without considering class, race and gender. However, Mexican-American migrant workers are living in segregated communities, barns, and even vans where their health could not be guaranteed. They are suffering from the aftereffects of environmental injustice.

An unsanitary working environment that only lower-class workers can get access to is a key villain to trigger disease and illness. In the novel, Chicanos were forced to work in the field, and migrant laborers' diseases were related to the harsh natural environment. According to statistics, "working in agriculture is considered to be one of the most dangerous occupations globally... involving serious injuries associated with machinery, health impacts of pesticides, extreme weather conditions and agrochemical uses as well as precarious working conditions" (Shortall et al., 2018, p. 471). Piscadores were forced to work in the Californian vineyards and orchards. The agricultural environment is the embodiment stimulating health problems, therefore, Chicanos are at risk of catching several illnesses. The exposures in the field disproportionately affected poor and minority communities.

In *Under the Feet of Jesus*, the anomie of medical ethics is engaged with environmental injustice. Environmental injustice is defined as racial and class discrimination "in the deliberate targeting of communities of color for toxic waste disposal...in the official sanctioning of the life-threatening presence of poisons and pollutants in communities of color" (Chavis, 1993, p. 3). For Chicanos, failing to live in a sustainable and healthy environment hinders the quality of their lives and the health of their later generations. Chicanos' working and living environments are contaminated because of waste disposal and pesticides. Human diseases are intertwined with the deterioration of environmental health, which causes pathological effects on human bodies. Estrella, Petra, Alejo and other workers had to endure their diseases because of the access to the harsh working environment. They earned money at the cost of their health.

The poisonous environment is one of the ramifications of Mexican-American migrant workers' illness. In the context of environmental injustice, one of the most important issues in *Under the Feet of Jesus* is the scattering of pesticides, or

the abuse of chemicals. Chemicals are essential in the modern agriculture field. In the 19th and 20th centuries, the main pesticides and herbicides were DDT, PCBs (polychlorinated biphenyls), Dioxins and other by-products. A scientific definition illustrates pesticides' functions: "any substance or mixture of substances intended for preventing, destroying, repelling, or mitigating pests...Pesticides are usually divided based on their target. The major classes are insecticides, herbicides, rodenticides, and fungicides" (Costa LG, 1997, p. 251). When used properly, those chemicals will contribute to improving the quantity of agriculture production and the quality of people's lives.

However, the side effects of chemicals can lead to intentional and unintentional poisoning, which does harm to human health and the environment. Pesticides can be carried into the food chain and accumulated in human bodies. In the novel, Estrella was aware of the lie "about the pesticides not spilling into the ditch; but the water seemed clear and cool and irresistible on such a hot day" (Viramontes, 1996, p. 31). Then, Estrella questioned the purity of water because "our babies are gonna come out with no mouth or something" (Viramontes, 1996, p. 32). However, Chicano farmworkers have had no choice but to drink polluted water for many years. Some chemicals can accumulate toxins in the field, water or air for several years. Therefore, Chicanos were exposed to various chemicals every day through food consumption, water contact and air inhalation, through which those chemicals can be integrated into "human tissues and induce health problems" (Ming & Tsunoda, 2011, p. 42). Pesticides indiscriminately exterminate both targeted insects and human beings. Chicanos were incapable of avoiding drinking the polluted water, eating toxic food and being tainted with pesticides, which caused genetic disorders from generation to generation.

Toxicology is an interdisciplinary approach that delves into the pernicious effects of agricultural chemicals on human biological systems. It investigates that "the toxic threatens human pulmonary function, environmental estrogens on reproductive function, and pesticides on neuronal function, and the deleterious effects range from mild skin irritation to liver damage, birth defects, and even death" (Frumkin, 2010, p. 50). The side effects persist for a long period, such as birth defects, reproductive dysfunction, and splintered lips mentioned in this novel. Environmental injustice caused by race and gender oppression affects Chicano's health and well-being.

Women and children represent the more vulnerable group when exposed to toxic materials. *Occupational and Environmental Health* states that "women who work in agricultural occupations, especially if they mix and apply herbicides or fungicides, have increased rates of fertility problems" (Levy et al., 2011, p. 449). There are widespread mistreatments of women's bodies in the novel, such as abuse, abandonment, concealment, humiliation and carelessness. What's more, women in the agriculture field are at a high risk of miscarriages because of oppression, hard work and environmental pollution. The fiction shows that the release of toxic chemicals into the environment that Chicano lived in would result in women's reproductive damage such as birth defects, child mortality, and other permanent disabilities. These are the representatives of environmental injustice.

Chicano Children's rights and medical health are under exploration in this novel. Theoretically, children are not "little adults" and they should be protected from unequal treatment. A born child's physical and mental defects are "based on pre-birth or other early environmental exposure" (Westra, 2006, p. 3). For example, in *Under the Feet of Jesus*, the long-term side-effects of pesticides were children's harelips. From a biological perspective, children's "immune systems and detoxifying organs are still developing and are not fully capable of responding to environmental toxins" (Friis, 2019, p. 8). Therefore, children are more vulnerable to contracting chemicals and injuries. The exposure to a contaminated environment would cause an increasingly baleful impact on children's health conditions. Because of the immature body system, Alejo, as a teenage boy, was more likely to get illness and the symptoms were severer after being affected by the pesticide.

The symptoms after being affected by pesticides can sometimes occur directly. The novel depicted the symptoms of Alejo's illness after being infected by the pesticide: weak, fever, chemical choke, incapable of exhaling, "the spit in his throat felt like balls of scratchy sand" (Viramontes, 1996, p. 58), "the pressure of tar squeezing his chest and crushing his ribs" (Viramontes, 1996, p. 59). According to Toxicology, the skin represents the key route and medium of toxin invasion. Chemicals readily penetrate the skin and enter the bloodstream. Adverse health effects can range from "mild allergic reactions to death" (Theodore & Dupont, 2012, p. 169). In the novel, the pesticide on Alejo's skin made an immediate effect on him, "his skin absorbed the chemical and his whole body began to cramp from the shrinking pull of his skin squeezing against his bones" (Viramontes, 1996, p. 59), fevering him at a short time. Mexican-American migrant workers suffer from illnesses and disorders because of environmental contamination and injustice.

The vicious circle is in accordance with the retroaction between human illness and environmental toxication. Viramontes utilized the paradigm of toxic discourse to unearth that because Chicanos lived in a contaminative environment, agricultural mechanization and technology caused diseases affecting Chicanos' bodies, and thus ecological deterioration. The natural environment, especially minorities' working and living places, is sacrificed when it is conflicted with capitalist economic development. "The plane dusted the crops with long efficient sprays of white cloudy chemicals, then ascended to dust another row farther away on the horizon. The birds, with their blank and nervous eyes, began to caw" (Viramontes, 1996, p. 38). Industrialized technologies' indiscriminate sprays of pesticide pollute the field, accelerating people's and animals' illnesses. Not only are human bodies gotten affected, but also animals are inevitably infected and poisoned by chemicals and vicious effects. The destruction of the environment either directly or indirectly causes people's illness, and stimulates other side effects: water pollution, species extinction, then returning to human disease and environmental illness.

Environmental injustice illustrates environmental hazards, vulnerability, inequities and disparities under the development of technology and capitalism. The main sources of pollution and toxication include agricultural wastes, pesticides and other chemical substances that damage Mexican-American migrant workers' health. Poor groups and individuals are dogged by environmental injustice that directly affects their lives and prospects for survival. Environmental injustice will cause a vicious circle: a hazardous natural environment is intertwined with economic exploitation, followed by people's poverty, impossible to search for medical treatment, which leads to the American medical system becoming powerlessness. Poverty and lower status have made Chicanos have no capacity and right to rebel against environmental pollution and racial marginalization. Their illness because of the exposure to pesticides nests in the oppression of class, race and gender.

Chicano's illness is the result of certain environmental injustices under white Americans' exploitation. They are more vulnerable to disease by living in a polluted environment. Indiscriminate destruction of the environment and the oppression of other groups will turn back into medical and social problems. Once becoming ill because of environmental injustice and illness, Chicano workers suffer from severe and unfair medical treatment. The environmental injustice caused by Americans' discrimination against Chicanos is concerned with medical and health injustice.

III. TREATMENT: ANOMIE OF MEDICAL ETHICS IN THE CLINIC

Medical ethics deal with moral standards and codes of medical practices. *Ethics, Medical Research, and Medicine* represents that "medical solutions should be found for even aging and environmentally-caused illnesses" (Thompson & Temple, 2001, p. 2). It highlights that the treatment of environmental-caused illnesses should be involved in medical ethics. American Medical Association illustrates the definition of medical ethics, alleging "matters involving moral principles or practices and matters of social policy involving issues of morality in the practice of medicine" (Madara et al., 2005, p. 1). Providing an overview, medical ethics question medical workers' professional behaviors and moral understandings. It develops awareness about everyone's equal medical treatment and care. The scale of analysis in this part is changed from large issues to everyday medical practices.

Medical ethics articulate a set of principles about health care that emphasize the "respect for persons, beneficence, competency, respect for autonomy, and justice" (Beauchamp & Childress, 2008, pp. 42-50). The basic framework for judging medical practices is patients' interests. "A physician shall, in the provision of appropriate patient care, except in emergencies...while caring for a patient, regard responsibility to the patient as paramount" (Madara et al., 2015, p. xv). Being beneficial to patients physically and psychologically is a doctor's or nurse's working standard. Medical workers including doctors and nurses should dedicate to providing competent medical care with sympathy and respect for human dignity, privacy and rights objectively and effectively.

Drawing on the approach of medical ethics, medical care should "provide the best clinical care for every sick patient who could pay, to develop scientific medicine to its highest degree, to preserve the autonomy of the physician, and to increase the dominance of the medical profession" (Light, 2004, p. 12). However, this novel illustrates "how the Chicanos/as are nothing but an anonymous mass whose workers are treated as animals" (Volpp, 2005, p. 70). American medical system could not protect those marginalized groups' health rights. What's more, medical care under the white class's manipulation has different connotations in ethnic minority communities. Various medical discrimination and carelessness happen in Mexican-American communities so that Chicanos are in difficulty in gaining health care, medical assistance, training and other basic services. Though hard-working, Mexican-American workers in the fiction did not get what they earned. As a group of ethnic minorities sustaining double oppression, receiving equal health care was beyond their imaginations. Attention is paid to the claim that illness and medical treatment are socially constructed by racialism.

Prior to medical care, several diseases have been mentioned in *Under the Feet of Jesus*, such as Alejo's illness, the child with a harelip, miscarriage, varicose veins, cataract eyes, and overweight. Human bodies are carriers of diseases, recording and conveying hurt and pain. In the novel, Petra and other farmers' bodies constantly suffered from illness without being provided with medical facilities. Chicano workers' bodies were physical media carrying agricultural injuries, illnesses, and health disparities, and experiencing systematic exploitation, mistreatment, and discrimination without owning "health, nutrition, or advocacy resources" (Scribani et al., 2018, p. 845). Their basic medical rights cannot be fulfilled in California.

One of the medical ethical principles regulates that health care should be open to all patients. Receiving enough medical treatment is a patient's basic right. This novel uncovers medical injustice by sketching Chicano's illness without enough medical care. Mexican-American migrant workers do not get enough money to treat their unhealthy bodies through hard-working. For instance, the pernicious consequences of long-time labor resulted in Petra's multifarious diseases. She had no extra money to deal with her diseases but only ate "five cloves of garlic pickled in vinegar every day to loosen her blood and ease her varicose veins; without the garlic, her veins throbbed" (Viramontes, 1995, p. 48). Mexican-American workers are restricted from seeking medical treatment because of poverty. The bodies of women, people of color and those with disabilities are Othered, dangerous, exotic, and sinful.

Another trajectory on medical ethics in *Under the Feet of Jesus* underlines medical charges. American Medical Association regulates that "a physician's fee for medical services should be based on the value of the service provided

by the physician to the patient” (Madara et al., 2015, p. 202). In short, medical services should not charge or collect an illegal or excessive fee. However, Mexican-American migrant workers are always vexed about medical charges, because they “frequently do not have health insurance or enough cash to pay for medical care” (Baker, 1995, p. 171). In the novel, Estrella’s family could not afford medical institutions’ charges to have comprehensive medical checks on common diseases and Alejo’s illness, so the first choice they asked for help was a clinic rather than a comprehensive hospital. However, the nurse in the clinic still charged ten dollars for just making the usual checks on Alejo’s body. High medical fees were beyond their financial capacities. They suffered from medical injustice and were eager to commit resistance to inequality.

Distinctions between comprehensive hospitals and clinics are divided into several aspects. A hospital points to an institution where the sick or injured are given comprehensive medical or surgical care after a preposition. A hospital is more advanced, with emergency rooms and operating facilities. Viramontes just sketched the hospital in Corazón: “hospital room where the vinyl couches were worn and darkened” (Viramontes, 1996, p. 114). A hospital was not caught so much attention in the novel because it was not Estrella’s family’s best choice. Whereas a clinic and self-treatment were more suitable for them.

Compared to a comprehensive hospital, a clinic is a medical instruction that is less authoritative and just for basic checkups and flu shots. What’s more, with racial and class segregation, “clinics designed for migrant use may or may not offer evening and/or weekend hours, and are usually located far from the migrant camps, making transportation a problem” (O’Brien, 1983, p. 895). The inadequacy of clinics’ functions for migrant workers does not provide enough medical treatment.

The clinic was understaffed and under-equipped because of lacking financial supports in *Under the Feet of Jesus*:

There was a row of glass jars filled with flat tongue depressors that reminded them of fat ice cream sticks, gauze pads and cotton swabs on skinny wooden sticks that looked like the legs of ballet dancers in tan nylons and white shoes; thermometers in a glass tube and a big jar of cotton balls. Cookie picked up a rubber mallet that lay on a silver tray and Perla tattled on her. (Viramontes, 1996, p. 94)

A clinic without professional doctors and basic medical practices actually runs counter to medical standards and justice in the treatment of patients. Inadequate facilities and negligent care are in medically underserved clinics. In the novel, the clinic was empty without any physicians and nurses at the first glance. It smelled of strong disinfectant and bad plumbing, and was decorated by two frisky kittens and nearly worn rotating fans. Furthermore, the nurse in that clinic was not professional, with “a fresh coat of red lipstick, and the thick scent of carnation perfume...and Timex wristwatch” (Viramontes, 1996, p. 95). The white nurse was in fashion, who did not treat her job seriously at all. She looked “surprised and distraught” (Viramontes, 1996, p. 95) when she saw Estrella’s family. She was surprised because she did not expect migrant workers could have the ability and money to come to doctors, while she was distraught because Estrella’s coming postponed her time of leaving. The nurse just “moved the weights on the scale, jotted it down on the paper, pointed her pencil to the examination table, then slipped the pencil behind her ear” (Viramontes, 1996, p. 97). Her mechanical behaviors became the last straw that made Estrella realize that medical injustice legally existed.

As for medical ethics, the basic standard for a clinic is to recruit general physicians and nurses to check patients, give medicine for diseases and refer people to hospitals if they need it. The patient-physician relationships comply with the principle that a patient has the right to receive information and adequacy of health care. In this novel, the nurse cannot be tagged as a real physician or doctor, and Alejo had no right to know his illness. Actions like “jotted it down”, “slipped”, and “not wanting to transgress the medical protocol of the clinic” (Viramontes, 1996, p. 97) indicate that the nurse only mattered when she would be time off. The nurse “waved her (Estrella) off, unlocked a tin money box, and removed a receipt book from inside” (Viramontes, 1996, p. 100). The anomie of medical ethics is that except for money, nothing would catch the nurse’s eyes, even a person’s life. In a society full of class and racial discrimination, medical ethical principles do not work to guarantee medical justice.

Even though there are generally accepted ethical principles and rules in medical care, some scholars declared that:

“Most health care in the U.S. is organized around the economic concept of profit for health providers and health institutions within a free enterprise system...the profit motive discriminates against those who cannot afford it financially, encourages the unnecessary duplication of many services, and introduces a dehumanizing factor to the provision of a service intended to be humane” (Cockerham, 1981, p. 242).

American profit-oriented medical system results in marginalized groups’ being in exclusion, which is opposite to medical justice. In the novel, what Estrella’s family really wanted was to get equal medical treatment for Alejo’s illness. When they came to the clinic, they embraced the hope that a patient had the right to get basic medical care and treatment no matter whether he was an ethnic minority or not. However, the medical carelessness on Alejo’s body proves that medical injustice still exists in America.

Medical carelessness is happening in Chicano groups. For migrant workers, “health inequality experienced by blacks and the poor was a dialectic of neglect and surveillance” (Nelson, 2011, p. 186). As a medical worker, the nurse had a responsibility to direct a clear treatment and show humanistic care, but in *Under the Feet of Jesus*, the sentences that the nurse said most were indifferent “I’m gonna have to lock up real soon” (Viramontes, 1996, p. 101). The nurse did not take the poor’s health, autonomy and mind seriously. Medical carelessness and neglect violated the principles of nonmaleficence and beneficence.

Considering human health and illness, medical justice is consistent with social health, which “links medical services to a program of societal transformation” (Nelson, 2011, p. 12). Workers in low socioeconomic status and contaminative environments have higher levels of pain intensity, psychological distress, disability, and health problems compared to average people. The family in the novel did not have adequate access to health care. The social and workplace injustices are concerned with the discussion of the anomie of Mexican-Americans’ medical, environmental and health ethics. Marginalized figures do not get dividends brought by industrialization and economic development, but suffer from a vicious circle of poverty, disease and ecological destruction.

Despite legislative regulations and ethical standards on medical care and justice, Mexican-American migrant workers remain tenuous as marginalized groups without efficient and professional medical treatment. Chicano workers’ medical care is in a social discourse that is related to racial hierarchy and marginalization. Like other ethnic minorities, Mexican-American migrant workers are treated as the other without equal medical rights, violating the code that doctors are obliged not to harm or ignore patients intentionally or negligently. Patients’ inferior situations are based on gender, race, class and other social performance in discussing the issues of medical ethics and justice. Viramontes revealed the medical injustice in this novel from environmental and medical perspectives. However, exposing problems is not the ultimate goal. The next part will demonstrate that the key solutions are empathy and mutual kindness in building a strong community and helping each other for resisting against medical injustice.

IV. EMPATHY: THE RESTORATION OF MEDICAL ETHICS

The key to the restoration of medical ethics and the relationship between patients and others lies in rebuilding the social relationship. Empathy and mutual kindness are ways to repair the damaged ethical relationship under the social system of medical injustice. Empathy refers to connecting the self with others through common emotions, and feeling others’ sufferings. It respects the particularity and differences among others, cares for others emotionally, and helps others in practice.

Behavioral, emotional, and health factors within the environment are more involved in analyzing medical ethics, including “residential, occupational, educational, recreational, public, and virtual places” (Frumkin, 2010, p. 139). In environmental psychology, health and well-being are the results of proper and mutual support between places and people. Before tackling mutual help among Chicanos, the psychological anxieties of calling for others’ empathy to face medical injustice will be first analyzed.

An environment contaminated by pesticides is a stimulus arising from Alejo’s unhealthy psychological conditions in the novel. Three progressive psychological levels after being ill are under discussion. First is fear and shame because of sickness. When first realizing being infected, Alejo “panicked clamped his neck with one hand...afraid he would fall long and hard, like the insects did” (Viramontes, 1996, p. 58). A person’s vulnerability comes from the fear of disaster and illness. Alejo’s fear was the aftereffect of the spraying of pesticides and environmental toxication. The natural response to fear is the disintegration of one’s self-esteem.

In severe illness, shame was Alejo’s another psychological representation when Petra was going to clean his body: “In a daze of sleep and ache and loneliness, he felt Perfecto struggling to pull his pants off...and only realized when he felt the soothing warm water between his thighs, that he had soiled himself and they were cleaning him and he felt too pitiful to be ashamed. He hoped Star was far away” (Viramontes, 1996, p. 72). Burdened by a humble body, shame was represented by Alejo’s lost mobility and subjectivity. Medical ethics reinforced patients’ innocence, however, Alejo still blamed himself for his uselessness and uncleanness. He did not want his disease to be exposed by others, especially by a girl he liked.

The second level is anxiety which highlights core psychological issues. When in the situation of illness, a person was eager to have someone accompany him, which is the psychological neighborhood. Alejo was wavering between life and death during the illness. In the hospital, Alejo thought he was going to die, but he did not want to die alone. What he wanted was “just stay with me for a while” (Viramontes, 1996, p. 114). He wondered whether he could be cured and back to his homeland. Anxiety is the common psychological statement when someone is in an illness with uncertainty. As the disease worsens, the sense of anxiety escalated to the feeling of loneliness.

The third level is the sense of loneliness and abandonment. In psychoanalysis, fear of abandonment is “the unshakable belief that our friends and loved ones are going to desert us (physical abandonment) or don’t care about us (emotional abandonment)” (Tyson, 2006, p. 16). His physical and psychological fragility indicated that Alejo needed a companion and emotional support. However, in the novel, he felt a sense of loneliness and abandonment more than one time. When he was with piscadores, “he had been left alone for many days while the others went off to work, leaving him breathing in the smell of foul socks and loneliness” (Viramontes, 1996, p. 71). Piscadores “looked at one another, stared at Alejo who sat embracing his belly and they squeezed away from him as if bad luck was as contagious as any illness” (Viramontes, 1996, p. 61). Alejo suffered from abandonment by his community, and this abandonment turned into a sense of loneliness. The long-term mental stress caused by illness and the non-empathy of others prevented him from sharing his illness with his friends and community.

Medical ethics points out that doctors should not abandon desperate patients. In the novel, the nurse’s indifferent words make Alejo feel abandoned even more. She just “picked up the paper she had penciled, and fanned herself with it” (Viramontes, 1996, p. 96) so Estrella confirmed that “this clinic business was a racket” (Viramontes, 1996, p. 96). The

nurse kept urging Estrella's family to search for help in the general hospital because she "checked her watch a third time, a pile of keys in her hand" and said she was "gonna lock up real soon" (Viramontes, 1996, p. 101). The neglect and abandonment in the novel violated the principle of respecting and not giving up patients in medical ethics.

Furthermore, when Alejo was taken by Petra and went to the hospital, Perfecto persuaded other family members to leave him alone. This actual abandonment and indifference from Perfecto increased his feeling of loneliness. Accordingly, people suffering from illness are "exempt from normal social roles" (Cockerham, 1981, p. 235). The exclusion of patients means the illness-based marginalization. Illness was not welcomed among people so that Alejo was excluded from his community and Estrella's family. People's indifference to illness revealed the medical dilemma and psychological illness.

Residential segregation "leads to disproportionate exposure to environmental risk factors...that adversely affect health and lead to health disparities" (Levy et al., 2011, p. 88). On top of health disparities, community segregation and marginalization are reasons that should be highlighted to illustrate why the community remains indifferent to illness and the failure of medical ethics occurs. As mentioned before, Chicanos have no stable working environment and platform, but only drift from one field to another orchard by trucks. What's more, they have no stable house to live in, but in "camp in a blue pickup, its rattling panel wood boards jostling the men who rested their heads against its rhythm" (Viramontes, 1996, p. 93) with collapsed walls, loose barn doors, rusty hinges, dead animals in corners, cobwebs all over the house. Chicanos live in segregated communities with isolation, poverty, limited resources, low-quality social services, harsh environment and weak medical care. They are more vulnerable resulting in social isolation. Racial segregation and marginalization lead to the failure of mutual connection, therefore, Mexican-American migrant workers are lacking the ability to prevent, endure and recover from environmental pressures and illness. The living and working environment proved Chicano's oppressed physical and psychological status with no stable health conditions and justice.

Fundamentally speaking, the solution to medical injustice in the novel is to rebel for own medical rights. Facing the unfair medical system, ethnic minorities chose to rebel. In the novel, Estrella's family spent all their savings of \$10 in the clinic, but did not cure Alejo's illness. After the nurse kicked the family out, Estrella chose to return to the clinic, breaking the clinic facilities and threatening the nurse to return their \$10: "Estrella slammed the crowbar down on the desk, shattering the school pictures of the nurse's children, sending the pencils flying to the floor, and breaking the porcelain cat with a nurse's cap into pieces" (Viramontes, 1996, p. 103). She just wanted her money back instead of taking more money. Her rebellion showed the Mexican-Americans' dissatisfaction with the current medical system that is against medical ethics. The indifference and non-empathy of authorities violate the principles of medical ethics, while ethnic minorities choose extreme ways to save their lives and search for justice.

In order to achieve actual medical justice, the first thing they should do is to unite together to build a strong community to help each other physically and psychologically. For patients, emotional comfort is as important as medical treatment. In this novel, Estrella's emotional support for Alejo gave him great comfort and courage, which can empathize with his pain. Though Alejo was still in great weakness, he "perked up, rinsed his mouth, rubbed the mucus from the corners of his eyes" (Viramontes, 1996, p. 87) when noticing Estrella was back home. This kind of spiritual support can overcome fear and support him to face illness. In the face of medical injustice, empathy and the help from others are also supporting treatments to a certain extent.

Another mode of empathy is mutual kindness and help. The restoration of ethical relationship in fighting against medical injustice lies in mutual caring and assistance, which means not only sharing feelings with others, but also giving helps and cares to others. In suffering from poverty and racial discrimination, Petra took care of Alejo for nothing, taking Alejo to the clinic for medical treatment and sending him to the hospital. Petra once said that: "If we don't take care of each other, who would take care of us? We have to look out for our own... It's not good to leave people behind" (Viramontes, 1996, p. 70). This is the spirit of mutual kindness and assistance engraved in Petra's bones, and it is also the key to the restoration of ethical relations.

Health and happiness are the results of mutual support among people in places. Patients are eager for companionship and help, which are essential in strong community relations and support. Mexican-American migrant workers can form a community or neighborhood to live and work together by supporting each other. The neighborhood considers the interconnectedness among environment, health and society, and it "plays a central and meaningful role in determining individuals' physical and psychological well-being and quality of life" (Frumkin, 2010, p. 147). Besides, the neighborhood is under the paradigms of sociology, health condition, and environmental psychology. Realizing empathy requires the subject to recognize and accept each other.

Female power and tenderness are emphasized in this novel to show the restoration of medical ethics in the construction of companion relationships and communities. In the novel, Petra gave practical and spiritual support to other's illness, not because of his or her social status, but because "she was a mother too, and if Estrella was sick, or Ricky and Arnulfo were sick in the piscas, she would want someone to take care of them. And of course, she did it for the love of God" (Viramontes, 1996, p. 88). With the help of Petra's family, Alejo felt the kindness from others, thus supporting himself to overcome the sufferings caused by social injustice. Estrella and Petra's help is a sustainable way to fight against medical injustice and restore medical ethics. Sustainability and mutual kindness are keys to build a community supporting each other. People's indifference to other people's diseases reveals ethical and social dilemmas, while the repair of medical relations requires empathy and mutual assistance.

Viramontes built a holistic view of the current situation in the novel: the love and mutual assistance among people to treat patients in a maximized and supportive way. In the case of medical injustice, empathy and mutual assistance are helpful to establish a good ethical relationship. Therefore, at the end of the novel, Estrella was significantly connected with nature, showing her tenderness to embrace all differences and holistically offering her kindness. This is called mutual kindness: mutual help, love and friendship to resist medical injustice and pursue health equality. The author hopes that Mexican-American migrant workers will support each other and build a strong community to appeal for the restoration of medical ethics and social justice.

V. CONCLUSION

Human rights and justice are used to “open authoritative institutions like medicine, and to challenge their entrenched hierarchies of power” (Yamin, 2008, p. 52). On a larger scale, to achieve medical and environmental justice needs social support to challenge the existed oppressive framework: offering physical and psychological interactions between individuals or groups. Chicano bodies can be a resource for resistance against medical injustice and for restoring medical ethics. Mexican-American migrant workers need their community’s support and larger social units’ offers to pursue medical justice.

The author bases her ideas on an extensive review of studies carried out in this novel. A comprehensive approach to understanding the medical, environmental, psychological and social impacts of an individual’s illness was emphasized. Mexican-American migrant workers’ illness was caused by environmental injustice. However, they cannot get adequate treatment because of medical injustice violating several ethical codes. Multiple factors and joint influences on medical justice in this novel should be considered. Facing injustice, the author emphasized the restoration of medical ethics in society: empathy and mutual kindness for building a strong Chicano community.

As for medical, environmental and social justice, this paper argues that sustainability is a way to solve the current dilemma, and “to eliminate or control environmental hazards and protect human health, society may undertake a wide range of actions” (Frumkin, 2010, p. LI). This paper adopted interdisciplinary knowledge such as medical ethics, toxicology, environmental justice, psychological analysis and other perspectives in investigating the oppression of Mexican-American migrant workers. Finding a place of resistance to medical, environmental and social oppressions, and reclaiming health rights and support are served as core issues.

Racial and class health disparities are priorities in discussing medical injustice. Viramontes suggested that a new model of female empowerment and mutual strength can replace the traditional ethnic strategy of prayer and recourse of protection from a deity. Under the situation of medical inequality, the promotion of sympathy and the practice of mutual help are needed. The author hoped that Mexican-American migrant workers ought to bear empathy and tenderness just like female characters in the novel to support each other. This is a key step for rebelling against medical injustice under the current medical and social system.

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Gendered Representations in Language: A Corpus-Based Comparative Study of Adjective-Noun Collocations for Marital Relationships

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Abstract—In language teaching, a study of the corpora gives teachers access to authentic texts and the language of these texts is the language used in real-life communication. Social structures and culture-defined representations of gender influence sexist language or choice of words based on gender bias. Based on the premise that adjectives as ‘describing words’ help define and express human behaviour, attitude and psyche, this research paper tries to explore and compare collocational behaviour of adjectives using four pairs of female and male nouns for marital relationships (*bachelor* and *spinster*, *bridegroom* and *bride*, *husband* and *wife*, and *widower* and *widow*) in the British and the Indian contexts. Considering that these four noun pairs sequentially represent the four stages in a marital relationship, this comparative analysis tries to demonstrate with collocational evidence the categorization of social identity and power distribution, the presence of sexism in language usage, and analyzes and interprets the cultural meanings they embody. By examining the gendered adjective-noun collocational frequencies and dispersions in the British National Corpus (BNC) and the Kolhapur Corpus of Indian English (KC), this paper seeks to present certain key perspectives in gender representations in two diverse socio-cultural and historical backgrounds and analyze how gendered language is used by native and non-native speakers.

Index Terms—gendered language, gendered representation, marital relationships, sexism, power distribution

I. INTRODUCTION

Language as a vehicle of thought espouses and expresses the psyche and the sociocultural milieu in which it is spoken or written. With the advancement in computer technology, some samples of such real-life language across cultures have been converted into recorded resources called corpora that can be effectively used for various types of language analysis. Corpus linguistics focuses on the study of large collections of computerized texts of a specific language (written and spoken) and the texts are often carefully sampled in order to be representative of that language (Baker, 2010a). A true corpus study would often comprise of both qualitative and quantitative methods: “Association patterns represent quantitative relations, measuring the extent to which features and variants are associated with contextual factors. However, functional (qualitative) interpretation is also an essential step in any corpus-based analysis” (Biber et al., 1988, p. 4). The late 1980s witnessed an increased use of corpora in English language teaching and research and its ‘authentic’ appeal has revolutionized these two areas of applied linguistics.

Authenticity of corpus-based approach to language teaching would mean that it is based on real and actual usage, and on authentic occurrences of language as it is expressed, written and used by English speakers in various contexts. Corpus linguistics relies heavily on computer-based tools and is primarily focused on providing “a ready resource of natural, or authentic, texts for language learning” (Reppen, 2010, p. 4). In second language teaching/learning contexts, an approach of this nature would greatly benefit teachers/learners in understanding the nuances of target language use. The corpus tools help investigate actual usages or the characteristics of certain language genres which effectively contribute toward better syllabus design and more effective classroom practices that further a better understanding of cultural contexts. Since corpora contain statistically proven evidence of the used language, they can hugely impact language teaching and learning (Johansson, 2009; Leńko-Szymańska, 2014). To this extent, this comparative study of two corpora of two different cultures (British and Indian) is an effort to understand the use of words to define marital relationships in specific socio-cultural contexts and thus facilitate better language acquisition and use.

Throughout history, there have been numerous social, political and economic inequalities between the sexes. Language itself is sometimes referred to as ‘man-made’. This paper seeks to search for and retrieve these patterns from two English corpora of hugely different social contexts: the British and the Indian. Adjectival collocations for four noun pairs representing marital relationships are the main focus of this study. It is based on the premise that adjectives as ‘describing words’ help define and express human behaviour, attitude and psyche and that marriage and the stages preceding and ensuing it are very important in every human being’s social representation.

II. GENDER ANALYSIS OF CORPORA: A BRIEF OVERVIEW

In the past, a number of studies have examined gendered items in corpora. Kjellmer (1986) considered the collocations of masculine and feminine pronouns along with the words ‘*man/men*’ and ‘*woman/women*’ and analysed their frequency and distribution in the 1961 Brown and London-Oslo-Bergen (LOB) corpora. In 2002, Sigley and Holmes also did a similar study using the Brown and LOB corpora, along with Freiburg-Brown Corpus of American English (1991-2), the Wellington Corpus of Written New Zealand English (1986-90) and the Freiburg-LOB Corpus of British English (1990-1). Both studies revealed that there existed a masculine bias with more ‘masculine’ items than ‘feminine ones’ in the corpora. However, Sigley and Holmes made an interesting discovery. They found that over the years there had been a move towards non-sexist language. They reported that there have been reductions in the use of the archaic pseudo-polite term ‘*lady*’ for the female, the all-inclusive term ‘*man*’ for the male, and the ‘*-cess*’ and ‘*-ette*’ suffixes.

A detailed study by Pearce in 2008 (as cited in Baker, 2010b) examined the BNC from a somewhat different perspective. Pearce looked at the collocates of the lemmas of *man* and *woman* and studied which verbs collocated with *man* and *woman* when they occurred as subject or object. He found that women tended to take the object of verbs which denoted sexual violence, coercion and observation such as *rape*, *categorise*, *exhibit*, *monitor*, *regulate*, and *define*. Women were the subject of verbs which constructed them as irritating: *fuss*, *nag*, *cluck*, *taunt*, *annoy* and *berate*. On the other hand, men were both the subject and object of non-sexual violence verbs, collocating with words like *oppress*, *pounce*, *raid*, *ransack* and *betray*. Men were also the subject of seduction verbs like *bewitch*, *captivate*, *charm* and *flatter* (p. 10). While gender differences have been the focal point of many corpus studies, some have found similarities too. Rayson et al. (1997; as cited in Baker, 2010b) note that the differences these studies found only reflect tendencies not absolutes (p. 150), while Schmid (2003; as cited in Baker, 2010b) concludes that for men and women these tendencies do not intersect (p. 219).

More recently, Alghamidi’s corpus analysis of gender representation in video advertisements in the Arab context reveals that although the ads do not promote gender sexism, obscene connotations, or opposite gender relationship, they promote conventional notions of the male and female body, a conceptual and emotional image of each gender within the social limitations and ethical laws of the Arab world (Alghamidi, 2020, p. 46). Taking on a wider canvas, the present study aims to compare two corpora (the BNC and the Kolhapur Corpus) of two different cultures and demonstrate with collocational evidence the categorization of social identity and power distribution, the presence of sexism in language, and their cultural meaning while analyzing the adjective-noun collocations for different stages of marital relationships. It is a hope that such a study would further a greater understanding of sociocultural contexts and constructs in both L1 and L2 of language learners and teachers.

III. METHOD

For the purpose of this study, two corpora have been used: one, British and the other, Indian. Both the corpora are fully available online although full accessibility is granted only after a free account with a username and password is created. The British National Corpus (BNC), as detailed in their webpage (Version 3, BNC XML Edition), is relatively a very large corpus when compared to the Kolhapur Corpus (KC) of Indian English. The BNC has both written (90%) and spoken texts (10%) and it is a 100-million-word collection of samples that represent a broad cross-section of British English from the later part of the 20th century. The latest edition is the BNC XML Edition, released in 2007. The written part of the BNC contains extracts from “regional and national newspapers, specialist periodicals and journals for all ages and interests, academic books and popular fiction, published and unpublished letters and memoranda, school and university essays, among several other kinds of text” (BNC, 2009). The spoken part consists of “orthographic transcriptions of unscripted informal conversations, and spoken language collected in different contexts, ranging from formal business or government meetings to radio shows and phone-ins” (BNC, 2009).

The Kolhapur Corpus consists approximately of a million words of Indian written English dating from 1978. It is hosted by a web-based interface called CQPweb (Corpus Query Processor) developed by Andrew Hardie and Sebastian Hoffman of Lancaster University. The texts are selected from 15 categories, parallel to those of the LOB and Brown Corpora. It includes 500 sample texts under the following categories: “press reportage, editorial, and reviews; books on religion, skills, trades and hobbies, and popular lore; Belles Lettres; miscellaneous government documents, foundation reports, industry reports, college catalogue, and industry house organ; learned and scientific writings; general fiction; mystery and detective fiction; science fiction; adventure (western fiction); romance and love story; and humour” (Shastri et al., 1986).

A simple query for a particular word in both the corpora yielded the following information: the number of occurrences of a particular word in the entire corpora and their frequency per million words. However, while it was possible to get the list of collocates from particular word in the BNC through a simple query, it had to be done manually in the CQPweb. However, it was not difficult though by virtue of its comparatively smaller size. Despite being much smaller than BNC, the KC still remains as the only representative corpus of Indian English.

IV. RESULTS AND ANALYSIS

Does equal frequency mean equal representation of the sexes? It does not necessarily need to be so. Nevertheless, it can indicate, as in this study, how society views marital statuses and sexes representing it. Among the four pairs of nouns for marital relationships, the female nouns seem to be having a higher rate of representation than male nouns in terms of both occurrence and frequency (see Table 1). An interesting phenomenon that emerges from the query is about the data regarding *spinster* and *widow*. *Spinster* has lesser frequency than *bachelor* in both corpora. Both nouns refer to a state of ‘separation’ before marriage. However, the nouns referring to a state of ‘separation’ after marriage caused by death of one spouse have completely opposite data. *Widow* has a much higher frequency than *Widower*. It can reveal an interesting societal outlook. A widower is more likely to find a bride and enter into another marriage while the widow is less likely to enter into such a union. Therefore, references to a widow are more pronounced in written and spoken texts. This factor of differences in the frequency of occurrences for *widow/widower* and *bachelor/spinster* can be best explained by a quote from each corpus. In the BNC, we find that “a widower or divorced man was three times as likely to remarry as his female counterpart throughout the period” (GUW, 26); and in the KC “agriculture implies marriage and a bachelor or spinster does not make sense in rural India...” (KOL, J30).

TABLE 1
FREQUENCIES OF GENDERED NOUNS FOR MARITAL RELATIONSHIPS

Gendered Nouns	Number of Occurrences		Frequency per Million Words	
	BNC	KC	BNC	KC
bachelor	416	10	4.16	8.75
spinster	134	4	1.34	3.50
bridegroom	145	13	1.45	11.38
bride	1063	51	10.63	44.65
husband	10581	223	105.81	195.24
wife	16257	340	162.57	297.67
widower	158	5	1.58	4.38
widow	1510	14	15.10	12.26

V. SOCIAL IDENTITY AND POWER DISTRIBUTION

Power is not distributed equally in society. Certain sections possess and impose more power than others. The distribution of power between genders is often uneven. Men, in general, are considered to be physically stronger than women and as natural extension, a large share of wealth and economic and political power is held by men (Jutting et al., 2006). Such asymmetry is evident in the adjectives especially for the nouns connoting the marital status when the man and the woman are together: *bridegroom* and *bride*, *husband* and *wife*. A number of adjectives describing physical strength, violence and endurance are strongly associated with *bridegroom* and *husband* than *bride* and *wife*. They include *forceful*, *perfect*, and *eternal* (Table 3); and *brutal*, *irate*, *bullying*, *errant*, *morose*, *cruel*, and *gallant* (Table 4). Such patterns conform to the social expectation of the male of the species to be active, dominant, aggressive and strong. There are some interesting references to female dominance but usually portrayed in a negative sense. In the BNC, for instance, *domineering* is used for wife but the context is one of ridicule: “They became adept at portraying well-known types such as the domineering wife, her hen-pecked husband...” (A12, 1108). In the BNC, the adjective ‘*faithful*’ collocates with both *wife* and *husband*, but *unfaithful* only with the wife. Interestingly, *unfaithful* collocates only with *husband* in the KC: “...into an unfaithful husband and the arch tempter of the same woman whom he saved” (KOL, J61). This could be a social statement that in a strongly male-controlled society like India only the husband has the license to be unfaithful and not the woman.

Men are apparently stronger than women, and exercise ownership which is possibly the most obvious form of power, especially in a marital relationship. The female tendency as well as social representation is one of being recipients of the exercise of power by others, most importantly through sexual violence and categorization. The most spiteful of all adjectives to denote sexuality, reproductive status and character are reserved for the female. In the BNC, a *spinster* is *sex-starved*, *cold-hearted*, *love-starved*, *over-made-up*, *waspish*, *dried-up*, *nervy*, *repressed*, *jealous*, and *frustrated*; but a bachelor is *eligible*, *hard-eyed*, *happy-go-lucky*, *madcap*, *contented*, *elusive*, and *respectable* (Table 2). A *bride* can be *bartered*, *battered*, *miserable*, *starving*, and *tearful*; on the other hand, the *bridegroom* is *perfect*, and *eternal* (Table 3).

The KC does not seem to possess many adjectives for *spinster* and *bride*. The best possible reason could be what Madhu Kishwar says in an essay titled “Love and Marriage”, in the book *Off the Beaten Path: Rethinking Gender Justice for Indian Women*: “We are still heavily steeped in the old Indian tradition which holds that voluntary sexual abstinence bestows extraordinary power on human beings.... Our culture has the remarkable ability to provide special space and respect for women who voluntarily opt out of the sexual, marital role” (Kishwar, 1999; as cited in Trimberger, 2008). A *bride* too has no disparaging adjectives in the KC because in India marriage is highly valued and its purpose is family ties, not coupled happiness. Again, as Madhu Kishwar says in the same essay: “...[I]t takes much more than two people to make a good marriage” (Kishwar, 1999; as cited in Trimberger, 2008). But a wife is meted out a different type of treatment almost similar to the BNC. A wife is *mad*, *cheating*, *battled*, *abused*, *koel-throated*, *dependent*, *terrible*, and *pregnant* (Table 4). A widow in the BNC does not have good standing either (Table 5). She is *grief-stricken*, *distraught*, *disagreeable*, *despised*, and *hysterical*. The widow in the KC does not have many adjectives and this could

be due to a sociocultural factor: “Widows are often considered to be cursed, meaning they are thrown out by their families for fear of spreading their bad luck” (Gye, 2013). They are better left ignored.

TABLE 2
ALL ADJECTIVES REFERRING TO *BACHELOR* AND *SPINSTER*

Corpora	Only for <i>bachelor</i>	Only for <i>spinster</i>	Both
BNC	eligible, old, confirmed, lifelong, hard-eyed, happy-go-lucky, madcap, steadfast, emaciated, innocuous, hapless, agreeable, elusive, respectable, eternal, handsome, bored, cynical, agreeable, chaste, spotless	sex-starved, cold-hearted, love-starved, over-made-up, home-bound, waspish, gossipy, dried-up, nervy, bespectacled, patronized, archetypal, hearty, perennial, repressed, heterosexual, latent, ineffective, jealous, frustrated, helpful, artistic, formidable	elderly, lovely, eccentric, contented
KC	Confirmed	---	---

TABLE 3
ALL ADJECTIVES REFERRING TO *BRIDEGROOM* AND *BRIDE*

Corpora	Only for <i>bridegroom</i>	Only for <i>bride</i>	Both
BNC	forceful, nervous, perfect, deceased, eternal, handsome, potential	beautiful, lovely, intended, bartered, suitable, blushing, royal, future, jilted, radiant, unwilling, reluctant, battered, miserable, shy, troubled, desperate, hindu, prudent, starving, tearful, languid	prospective, new, young, future,
KC		beautiful, youthful, young, vivacious, hindu	prospective

TABLE 4
ALL ADJECTIVES REFERRING TO *HUSBAND* AND *WIFE*

Corpora	Only for <i>husband</i>	Only for <i>wife</i>	Both
BNC	second, dead, devoted, ideal, missing, deceased, debtor, handsome, wonderful, brutal, cuckolded, violent, erring, devastated, loyal irate, snoring, ailing, bullying, beloved, invalid, errant, unemployed, morose, lazy, bereaved, drunken, restless, cruel	pregnant, beautiful, dependent, lovely, beloved, divorced, dutiful, cheating, battled, mad, charming, captive, nagging, waiflike, boring, termagant, abused, unfaithful	estranged, devoted, former, future, loving, wedded, domineering, jealous, faithful
KC	introvert, aroused, dead, wedded, leper, loving, irate, gallant, unfaithful, bigamous, handsome, dumb, hen-pecked, neurotic	extrovert, cold, comely, invalid, beautiful frail, koel-throated, little, lovely, good, talkative, excellent, ambitious, ideal, devoted, terrible, pregnant	future

TABLE 5
ALL ADJECTIVES REFERRING TO *WIDOWER* AND *WIDOW*

Corpora	Only for <i>widower</i>	Only for <i>widow</i>	Both
BNC	sorrowing, fastidious, eccentric, mature	grieved, grief-stricken, distraught, tragic, ill-adjusted, guilt-stricken, grief-obsessed, disconsolate, mournful, disagreeable, predatory, despised, hysterical	elderly, foolish, childless, wealthy, lovely, importunate
KC	middle-aged	frustrated, young, poor, rich, paralysed	---

VI. SEXISM AND CULTURAL STEREOTYPES

Gender stereotypes, as ordered and culturally shared sets of belief about the characteristics of men and women, include information about physical appearance, attitudes and interests, psychological traits, social relations, and occupations (Golombok, 1994; as cited in Pearce, 2008). For man, stereotypical representations include traits such as competitiveness, adventurousness, independence, rationality and aggression. Physically, the stereotypical male is strong, rugged, and muscular. The woman is co-operative, gentle, dependent, emotional and sympathetic, which stereotypically means she is physically weak (Diekmann & Eagly, 2000; as cited in Pearce, 2008). Behaviours and traits associated with dominance and aggression are evident in the collocates of *husband* in BNC as well as KC, since being a husband and wife is the only shared period of marital relationship: *brutal*, *irate*, *lazy*, *drunken*, *bigamous*, and *restless*. Emotional intemperance, a feminine stereotype, is evident in the *wife*: *mad*, *nagging*, *terrible*, and *termagant*. Physical weakness and subordination of the female is evident from the following adjectives: a *spinster* is *home-bound* and *patronised*; a

bride is bartered; a wife is dependent, captive, and devoted; and a widow is ill-adjusted. Adjectives of appearance and sexuality are discriminatory especially between a spinster and a bachelor: a spinster is bespectacled and over-made-up, but a bachelor is handsome; a spinster is sex-starved and heterosexual and a bachelor, on the other hand, is chaste and spotless.

VII. CONCLUSION

According to Bradley (2007), gender, as a social construct, is established and reproduced in discourse. Texts, in fact, are products of discourse and a corpus analysis of such texts would certainly reveal culturally prominent patterns of representation (Pearce, 2008). This paper focusing on the collocates of marital relationships is an addition to a growing number of corpus-based gender analyses that have attempted to explore gender discrimination at multiple levels and to redress the subordinate status of the female. A comparative study of this nature can contribute to the process of absorbing the best in different cultures especially when it concerns people's roles in marital relationships. A society's tendency to over-focus on gender differences goes on to impact people's lives. Therefore, it is pertinent for a second language learner to understand and assimilate various socio-cultural factors that impact and define the target language. In this context, the following quote by Sunderland (2004) becomes appropriate: "I do not (have not been able to) abandon the idea of gender as premised on 'difference', nor do I wish to, since it is important not to lose sight of the ways in which notions of gender can adversely affect women's access to important linguistic resources and possibilities of expression..." (pp. 16-7).

From an applied linguistic perspective, a deeper understanding of the role of gendered adjectives in cultural contexts and social power-plays would help in effective language acquisition and use. As a natural extension, learning texts and contexts are hugely influenced by prevalent socio-cultural constructs, outlooks, motifs, and beliefs. Hamdan (2008) in his thesis titled, "*Analyzing Aspects of Gender in English Language Jordanian Basic Stage Curriculum from A Socio-Cultural Perspective*" analyzes in detail various gender-focused researches done on several ESL/EFL texts across the globe and makes an interesting observation: "The unrealistic portrayals of men and women, stereotypes involving social roles, occupations, relationships and actions as well as invisibility of female characters in many EFL texts reflect the unequal power that still exists between genders in almost all human cultures through the history of humanity" (pp. 50-1). It is no surprise that language textbooks reflect the social constructs and contexts of the target language. Therefore, it is necessary for language learners to have a broad sociocultural knowledge of their L2 and a comparative study and analysis of the gendered constructs and representations of their L1 and L2 contexts would be of immense help.

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Genre-Based Approach Implementation in Teaching Listening: A Case Study in Senior High School in Indonesia

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Abstract—Listening is a skill that is sometimes forgotten when learning a language. Although it may appear challenging, listening abilities can be improved over time if practiced regularly. This study aimed to see if the genre-based approach (GBA) could be used to teach listening. This study employed a qualitative design. The participants of this study were a teacher and 15 students of grade 11 (eleven) of Senior High school in Medan, Indonesia, consisting of nine males and six female students. The English teacher was chosen because she is a senior teacher who has applied 2013 curriculum and used genre-based English learning in grade eleven (11) students of an old high school in Medan. This study applied the data collection techniques by conducting classroom observation and interviews. The findings presented that the GBA with four cycles of learning model applied by the teacher was considered capable of helping students in listening learning. It can help students recognize text variations, vocabulary, and structures in the text, which were also students' provisions in the listening process.

Index Terms—teaching listening, GBA, students' ability

I. INTRODUCTION

Listening skill is essential to learning a foreign language (Cahyono, 2017; Diora & Rosa, 2020). It is a vital skill that requires sufficient concentration and attention. Attention of the listener could be observed through feedback (Zein et al., 2021). Scholars around the world variously conducted the researches dealing with this skill on the topic of teaching listening strategy (Fauzi, 2019; Fenyi et al., 2021; Ginting et al., 2019; Haloho et al., 2022; Herlina et al., 2021; Kasim & Luwiti, 2020; Kurnanika & Rachmijati, 2021; Sadeghi et al., 2014), students' difficulty in listening (Andika & Indah Sari, 2021; Anggraeni & Somba, 2021; Diora & Rosa, 2020; Jaya et al., 2021; Nadhira & Warni, 2021; Saraswati, 2018; Toni et al., 2021), teachers' difficulty in teaching listening (Aryana & Apsari, 2018; Ernita et al., 2022; Farhan et al., 2021; Lestari et al., 2021; Nushi & Orouji, 2020; Utomo et al., 2019), and lecturer attitude in teaching listening (Hidayah, 2018). According to Harmer (2007), listening is an active and conscious process of extracting information from speech to understand its meaning. It is one of the skills along with speaking, reading, and writing, which is most often neglected in second language learning (Krivosheyeva et al., 2020). It can be seen that (1) listening is not part of the exam (Ismail & Aziz, 2020); (2) schools pay more attention only to structure, writing, reading, and vocabulary (Lestari et al., 2021); and (3) schools also pay less attention to listening pedagogy in teacher training programs and other (Lestari et al., 2021). Thus, the teachers found some challenges in teaching listening as found in previous researches. That was due to the lack of knowledge and skills to teach effectively, seen from the difficulty in choosing teaching materials, innovative methodologies, equipment, media, or others. The teacher was also sometimes challenging to create the right listening atmosphere (Aryana & Apsari, 2018). As a result, students lose motivation in learning, especially in listening (Cahyono, 2017), making student learning outcomes not reach the specified target.

Listening is an active mental ability (Gilakjani & Ahmadi, 2011) to get meaning from the speaker. This is obtained through the language sounds converted into specific purposes. Nunan (1998) also argues that listening is an active decoding process and making meaning through verbal and non-verbal messages. This is why teaching listening is essential to foreign language teaching.

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The success of oral communication does not only come from speaking skills but also depends on the effectiveness of listening (Harmer, 2007). Even though language contact can also affect the successfulness of communication (Hanafiah et al., 2021), listening ability still plays significant role (Gilakjani & Ahmadi, 2011). This listening process, which is generally considered complex, requires prior knowledge of the language that will assist the learner in improving their skills (Mendelsohn, 1994). Based on the findings of the previous researches, the genre-based approach (GBA) can help acquire variations of initial knowledge based on the text as a provision for listening products (Cahyono, 2017; Gonz lez, 2021; Manzouri, 2015; Sadeghi et al., 2014). Genre-based approach will organize various kinds of texts by looking at the needs of students.

Genre is a technical term for a text type (Namaziandost et al., 2020; Yusuf et al., 2021; Zein et al., 2019; Zein et al., 2021). It refers to various kinds of discourse, spoken or written, representing literary aspirations. It can help students succeed in linguistic communication and equip them with social goals (Manzouri, 2015). The genre based approach (GBA) has the goal to inform readers about how to create texts that are effective for specific purposes within the context of actual, and deliberate language use (Arimbawa, 2012). This approach is very commonly used in writing, but not limiting its use in other skills. The genre-based approach is an attempt to communicate with readers to get better understanding the language patterns used. It is because genre-based learning helps students to be more critical and increase their awareness (Namaziandost et al., 2020), for example, the way of learning conveyed by Gonz lez (2021), teachers contextualize the situation of the text such as who the author is, what is the purpose of the text. Then, students will analyze and arrange the text and relate it to the acquired knowledge from textbooks and contexts.

There are four learning models cycles in text-based learning: *Building Knowledge of Field, Modeling of text, Joint Construction of the Text, and Independent Construction of Text* (Kartika-Ningsih & Gunawan, 2019). In building the context stage, it revolves around field knowledge, which will discuss language knowledge related to vocabulary or grammar. Also, some activities will carry out, such as reading aloud, watching videos, speaking, and others that involve various texts. In the modeling stage, it selects a genre text model to be taught and disassembled related to context and language. This will be done by following simple exercises to check students' understanding of the given model. Then, in joint construction of the text, this stage is carried out by collaboration between teachers and students in making genre products. This stage aims to make students understand the given model as a new topic guided by the teacher. In independent construction of the text, the last aims to make students work on assignments individually from the same genre as the given model. The students will produce a product that will then be consulted and edited regarding grammar, spelling, and so on through the teacher's help.

Based on the Ministry of Education and Culture in 2017, the purpose of teaching English in high school is to make students able to communicate interpersonally, transactional, and functionally in written and spoken contexts in text. Learning English does not explicitly set listening as a learning goal. So that the results of the education system produce good writers but still cannot have students who are proficient in listening skills even after studying for a long time (Ismail & Aziz, 2020).

It cannot be denied that listening skill is difficult to learn due to its complexity (Gonz lez, 2021). In the listening process, students need concentration and effort in understanding the accuracy in listening to the material, vocabulary, main points, and predicting something unknown (Cahyono, 2017). It also has several essential components, such as discriminating between sounds, recognizing words and understanding their meaning, identifying grammatical groupings of words, identifying expressions and sets of utterances that act to create sense, connecting linguistic cues to non-linguistic and paralinguistic alerts, using background knowledge to predict and to confirm meaning and recalling essential words and ideas. Although it looks complicated, it can still be developed with continuous practice (Ismail & Aziz, 2020).

Many researchers have also evaluated the effectiveness of genre-based teaching in improving language learning (Arimbawa, 2012; Cahyono, 2017; Gintings, 2020; Gonz lez, 2021; Kartika-Ningsih & Gunawan, 2019; Manzouri, 2015; Mastura et al., 2020; Nurlaelawati et al., 2020; Sadeghi et al., 2014). Based on the findings that have been found that the use of GBA can help students identify various text structures or certain types of texts, the students also begin to be able to explore different characteristics related to variations in genre texts. Then students are also actively involved in learning activities. The other research done by Cahyono (2017) investigates how to teach listening using GBA to tertiary students of the 3rd-semester students of the English department of Dian Nuswantoro University which is 30 students. The data was taken using several techniques: observation, students' interviews, and documentation of the students' texts. In his research, he found that the lecturer taught listening following four cycles of learning models using the GBA. The study results found that the lecturer successfully implemented GBA in teaching listening. Also, students thought that listening learning using GBA helped them understand the material easily because it is delivered in stages. However, the lecturer was required to improve their abilities and creativity in enhancing students' abilities in learning English. Contradictorily, Suharyadi and Basthomi (2020) in their study found out that GBA stages were not fully conducted by teacher. Instead, there were variations of GBA pattern in teaching process. In their recommendation, teachers need to be treated equally by providing them training and workshops specifically on GBA so that they can be enhance their readiness for better teaching process. About the reasons stated previously, this study attempts to see the implementation of GBA in teaching listening.

II. METHOD

This study employed a qualitative approach. Qualitative research is a type of social research that collects non-numerical data and seeks to interpret meaning from data related to social life in the study of the population. It was carried out to analyze and interpret the results of the subjects' answers (Polkinghorne, 1995). It is also designed to reveal meaning derived from information on actions or results from observations. The data obtained in qualitative research is descriptive, which is then interpreted by the researcher. The data collection method in this study was by conducting observation and interviews (question-and-answer). This method was used to directly capture various phenomena and circumstances in the field to obtain data. This study applied the data collection techniques by conducting classroom observation and interviews. Interviews were done one way to receive information related to students' opinions about English learning, specifically listening.

The researcher entered the classroom at the observation stage, listened, and observed the teaching listening process using GBA. The researcher did observations during two meetings. After that, the researcher conducted individual interviews by giving four questions to three students with different ability levels. This was done to find out students' opinions regarding using a genre-based approach in listening learning. The participants of this study were a teacher and fifteen students of grade 11 (eleven) of Senior High school in Medan, Indonesia consisting of nine males and six female students. The English teacher was chosen because she is a senior teacher who has applied curriculum 13, which is text-genre-based English learning in the grade 11 students of old high school in Medan. In this study, researchers used several instruments to obtain the valid data. The tools used by the researcher were classroom observation and students' interviews. Conducting classroom observations was done as the data related to implementing GBA in listening learning. Next, the students' interview was conducted by asking four questions to collect data related to students' opinions of teaching listening using GBA.

TABLE 1
RESEARCH INSTRUMENTS

Data	Instruments	Contents	Subjects
data collection	Observation	The process of teaching and learning and how the implementation of GBA affects the students' listening	One of the senior high school teachers and students in Medan
	Interview	The students' opinions related to the use of GBA in teaching listening.	One of the senior high school students in Medan

The instruments used in the observation were concerning the four cycles learning model using GBA, which was adapted from Kartika-Ningsih and Gunawan (2019).

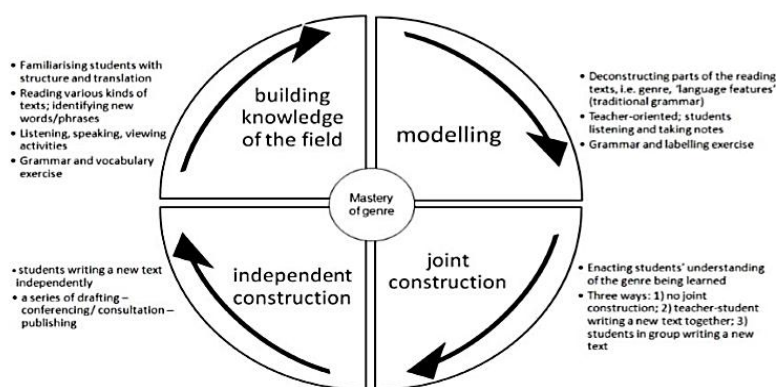


Figure 1 A model of Teaching/Learning Cycle Using GBA

1. Building Knowledge of the Field

In this stage, students built their knowledge about the specific topic to help them write. Students were particular texts and then encouraged to use sources to help them find, evaluate, and analyze information.

2. Modeling of Texts

This stage is done by building students' knowledge about the focus genre. Students will understand social functions, text structure, and linguistic elements in a text. For example, what is the structure of the text? What is the text's order? What tenses are usually used? What vocabulary is used?

3. Joint Construction

This stage invites students to work in groups or form a text in the chosen genre. In this collaborative task, discussions are carried out regarding the relevance of the text to social functions, text structure, and linguistic elements during the

writing process. In this case, students see that writing is a process that is carried out continuously through revising, improving, or rewriting.

4. Independent Construction

After completing the three previous activities, the teacher invites students to write individually and independently. The teacher performs the role of helping students be encouraged to write in the way that has been done before. It is also necessary to provide feedback as well as support individual students.

III. RESULT AND DISCUSSION

In collecting data by classroom observation, the researcher observed the use of the Genre-Based Approach in the classroom teaching, listening, and learning process. The author observed the learning by paying attention to the perfection of the activity and the model of learning cycle criteria adapted from Kartika-Ningsih and Gunawan (2019) that are: 1) building knowledge of the field; 2) modeling of texts; 3) joint construction, and 4) independent construction. Then the researcher described what activities the teacher did in the classroom in each cycle of the learning model using GBA.

The instrument used in the students' interview was four questions to 3 students; 2 boys and one girl who had different abilities in writing. The researcher asked questions related to the use of GBA in listening learning and how the use of GBA could affect students' development in listening. In presenting the data, the researcher explained in detail what learning activities were carried out based on each cycle of the learning model using GBA through observations that had been done, like how the teacher delivered the learning, how the sequence of activities was done, and how students' responses to the learning were. There was also a section on the interview results where the researcher told the students' opinions regarding listening learning by using the implementation of GBA. Lastly, the researcher concluded the findings obtained in the classroom observation and students' interviews. The observations in grade 11 students of senior high school in Medan showed that teachers had applied a GBA in teaching listening. It could be seen how the teacher followed the learning steps adapted from Kartika-Ningsih and Gunawan (2019).

In building knowledge of the field, the teacher started the lesson by greeting the students, talking, and introducing the learning material. This is the same as the teaching pattern obtained by Suharyadi and Basthomi (2020) at the BKoF to teachers in various schools of Indonesia that the teacher opens learning by greeting students, checking attendance, and introducing the topic to be studied. Then, on introducing the learning material, the teacher gave examples of narrative texts to students. The teacher chose a narrative titled "The Snow White and Seven Dwarfs." The use of the text at this stage stimulated students to read, listen, and speak. The first activity that students did was to read the narrative text for 2 minutes. Then, the teacher asked some students to read the text aloud in class so that other students could listen to it. After reading together, the teacher invited students to explore the reader by discussing and asking questions related to the contents of the text. Students would often be guided to identify unknown words or phrases (Kartika-Ningsih & Gunawan, 2019). After the teacher was sure that the students understood, the teacher briefly explained the text, including the social functions, the text structure, and linguistic elements in the text. This activity made students get background knowledge related to the topic (Cahyono, 2017).

In the modeling of text stage, students read and listened in the previous step to find out words, expressions, contexts, and characters in general of the narrative text (Suharyadi & Basthomi, 2020). Then, at this stage, the teacher provided a detailed explanation of the text's meaning and discussed the text's social functions, structure, and linguistic elements, such as orientation, complication, and resolution (Cahyono, 2017). This leads to more teacher-oriented learning, in which detailed genre text models are dismantled to train students' understanding (Kartika-Ningsih & Gunawan, 2019). Then, the teacher gave an example of another narrative text to be identified together. Unlike the previous one, students were not asked to do a quick read, but they took turns reading it aloud and then would be clarified by the teacher if there was a wrong pronunciation. The teacher also guided students who found difficulties understanding vocabulary or phrases in the text.

In the joint construction stage, after students understood the material presented by the teacher in the previous lesson, the teacher grouped the students into 2 or 3 for each group. At this stage, the teacher showed a video about a narrative entitled "The King and His Daughters", which has a duration of 3 minutes. Cahyono (2017) study also played a movie entitled "Ever After", which would be identified as related to linguistic features. Similarly, the students were asked to listen to the short film and then discuss it with their group friends to understand the meaning of the short film given and determine the parts that show orientation, complication, and resolution. The teacher played the short film twice. In the first one, students were asked to only listen to the video without doing anything related to writing and others, but students may start guessing the meaning of the short film. Then on the second run, students may write any idea of their guesses based on the activity. After that, each group discussed the text and rewrote stories based on group or joint discussions.

According to the model given previously, the teacher had a role in helping students stay on the right path in writing. At this stage, the teacher was the leader in writing, reviewing, and editing related to the student's offering of the product formed (Kartika-Ningsih & Gunawan, 2019). Students seemed to be more proficient in doing the tasks given by the teacher according to the instructions. After studying in groups in the independent construction stage, students had independent learning activities. Students were asked to listen to or watch a short film related to the narrative text. Then,

students wrote down the movies they listened to and watched using their language and listening comprehension. The writing that students did was the result of students' listening comprehension related to the narrative text because they also found any vocabularies and specific participants of the report (Cahyono, 2017). As before, the teacher guided the students in carrying out the learning activities and encouraged them to write according to the given model. Not only that, but the teacher also provided feedback on students' work. Feedback was given to the revision of grammar, spelling, and others (Kartika-Ningsih & Gunawan, 2019; Suharyadi & Basthomi, 2020).

Based on the four questions given by the researcher to students who had different abilities, three students stated that the implementation of genre-based in the classroom provided by the teacher could make it easier for the students to understand the learning material. The students also agreed that the previous lesson was well packaged and detailed. Learning with GBA was considered to help students add new vocabulary and provide various information related to fairy tales (Cahyono, 2017; Gonzez, 2021; Manzouri, 2015; Sadeghi et al., 2014). At first, students found some trivial difficulties in understanding and rewriting the texts quickly. However, students found it helpful because the teacher always ensured, guided, and repeated the things that students did not understand.

IV. CONCLUSION AND SUGGESTION

The genre-based approach is known as learning that is carried out to practice writing skills, but many theories have stated that GBA can also be used for other language skills. In conclusion, the GBA with four cycles of learning model applied by the teacher was considered capable of helping students in listening learning. This was supported by the results of interviews conducted by researchers that students could understand learning related to the text given well. Students could understand variations of texts and their structure which helped students in listening more effectively. The application of the GBA in listening learning can help students recognize text variations, vocabulary, and structures in the text, which were also students' provisions in the listening process. However, the researcher suggests teachers explore more about variations in learning by using GBA based on the conditions and abilities of students. In addition, teachers also need to check all the materials used in learning to look more interesting and increase students' motivation in learning, especially in listening learning.

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Baba's Death: Nour's Nostalgic Voice in Zyen Joukhadar's *The Map of Salt and Stars*

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Abstract—This article discusses how nostalgia functions as a successful tool of resistance in *The Map of Salt and Stars* (2018). The article examines the representation of nostalgia of a displaced character called Nour emphasizing how weather and place shape her homesickness. It also investigates how the character copes with her nostalgic experience in an attempt to construct her shattered personality. We contend that there is a link between nostalgia, memories, weather, and place using the concept nostalgia as outlined by Tim Wildschut, Constantine Sedikides, and Clay Routledge. This reading helps us better understand the narratives under discussion and comprehend the psychological development of diasporic individuals. Overall, the paper concludes that Nour's nostalgia is powered by her memories and weather, which enables her to resist the impact of the death of her father.

Index Terms—diaspora, nostalgia, displacement, weather, *The Map of Salt and Stars*

I. INTRODUCTION

In *The Map of Salt and Stars* (2018), Jennifer Zeynab Joukhadar reported the story of a Syrian family longing to return to America, after experiencing the catastrophes of the Syrian Civil War and moving between so many countries, namely Syria, Jordan, Egypt, Libya, Algeria, Morocco, and Spanish Ceuta. The girl suffers so many hardships among which outstands recalling the memory of her dead father. Interestingly, whenever she goes to a place, she mentions her father saying: “Mama once said the city was a map of all the people who'd lived and died in it, and Baba every map was really a story. That's how Baba was” (TMSS, 2018, p. 10). Nour recalls the day when her father was taken to the hospital emphasizing that he never came back. She says: “The whole hospital smells like bleach. It reminds me of the time after Baba died, when I had to go with Mama to the funeral home” (TMSS, 2018, p. 92). The speaker points to the association between the memory of her father and uncertain conditions of weather as well as certain objects. Accordingly, this paper discusses the association of Nour's longing to her father and her longing to return America.

Noteworthy here is that the author is American Syrian who has already published two novels, namely *The Map of Salt and Stars* (2018) and *The Thirty Names of Night: A Novel* (2020). Her first novel talks about nostalgia and how weather shapes the personality of the character. The story reports the life and the history of Nour who is a Syrian migrant moving between American and Syria without enough knowledge about her home country or any expertise to adapt to life there (Louati & Amrieh, 2022). Nour is a young Syrian American who returns to Homs, Syria to join a family gathering. Suddenly, she is thrown into a world of violence due to the Syrian Civil War, and her home gets destroyed by war. Bogdonoff (2020) confirms that the characters in the novel are described as going through a vivid world of horror due to their displacement in many countries, which causes the family to try to return to America, a plot that takes the reader into a deep meaning of emotional realities.

This article sheds light on the representation of nostalgia as a successful tool of resistance. Trying to theorize the term nostalgia, Wildschut et al. (2006) suggest nostalgia's function fall into two categories identifying two types. The former shows “the feasibility of manipulating in-the-moment feelings of nostalgia”. The later “offers vital preliminary support for the idea that nostalgia boosts social bonds, increases self-regard, and generates positive effect” (pp. 986-987). Commenting on Wildschut et al. words in relation to the novel, both ideas are relevant in the narrative, where Nour manipulates her nostalgic feeling toward the loss of her father and the protagonist's statue of remembering memories increases her self-regard.

As it is argued, nostalgia is thickly attached to the past and that creates the restoration of that particular past through memories and so on. In his unique book titled as *Nostalgia a Psychological Resource*, Routledge (2016) asserts that nostalgia is an operation that expresses belongingness which allows people to reshape their personal fulfilment experiences from the past. Thus, it is a restoration process. Nostalgia helps one's persona to ensure having an interpersonal success in which one thinks they are valued and loved by others. Nostalgia then has a vivid relation with the past and has a function as well. Also, Routledge maintains on Zhou's argument, considering nostalgia serves a social function. They propose that the statue of being lonely leads to feel nostalgic, which promotes social support and this feeling fixes loneliness. Thus, nostalgia indirectly emphasizes the function of belongingness.

Besides, Boym (2001) suggests that nostalgia is a feeling of loss and displacement, however it is a romance with each one's own fantasy. Therefore, each one has a nostalgic feeling, and it differs on to the other people depends on people's fantasies. These fantasies according to Boym are sentiments in the present concerning an unreachable past. In this context, the novel is about a present displacement while the character keeps thinking of the irreplaceable past. Thus, it is interesting to study the character's sentiments toward the past. Thus, this study is to confirm Routledge's words of belongingness and Boym's saying on nostalgia in association to novel's character. In the narrative, Nour feels alienated since she lost her father, she thinks of memories with him during her displacement. Also, Joukhadar's depiction of the weather throughout the narrative illustrates the consequences of the war. Thus, the study adopts a postmodern theoretical proposition found on nostalgia and its function in the character. Relying on reflection of Tim Wildschut, Constantine Sedikides, and Clay Routledge in the representation of nostalgia through interdisciplinary studies. The study additionally reflects on Willis H. McCann, Xinyue Zhou and Svetlana Boym thoughts in order to explain nostalgia.

II. LITERATURE REVIEW

In this regard, not much has been written about *The Map of Salt and Stars*. In the first study where Bogdonoff (2020) reviews the novel as refugee experience and fantasy adventure. He focuses on Nour's displacement with Rawiya he says: "In this way, Rawiya's adventure is subordinate to Nour's forced migration; it functions most obviously as a metaphor and a coping mechanism" (p. 274). On the other hand, Louati and Amrieh (2022) contend in their study that 'Things' in the novel are means to recovery process as they point: "Consequently, the person's journey towards coping with, and recovery from trauma can be achieved with the help of Things" (p. 179). The difference of this study from the previous ones is to fill the gap between nostalgia and weather, as it has never been done before in the novel. Additionally, it puts the research from a different angle, as nostalgia can be easily done in any critical study. Overall, the researchers will scrutinize the representation of nostalgia, especially from Svetlana Boym's thoughts.

The relationship of the present, past and future is apparent in contemporary novels. Su (2005) in his book affirms that every single author has struggled to the longing in association with the lost or imagined homeland. Therefore, the author's texts represent a 'strand' of contemporary Anglophone literature which increases lately in the century. Hence, the authors are living all cultures imbued by nostalgia. Relying on Su's quote, Joukhadar's protagonist feels nostalgic is apparent throughout the narrative. Again, Nour's goal is to return to home, but she is facing certain difficulties of war and displacement.

Also, in *Home Matters Longing and Belonging, Nostalgia and Mourning in Women's Fiction*, Rubenstein (2001) claims that plenty of authors conjure nostalgia or longing for home to allow their characters to confront, mourn, and revise themselves to things they lose in the world in novels. Rubenstein's claim is apparent in the novel, where Nour's displacement to make a return to home evokes her feeling of mourning and her relation to things. Consequently, Joukhadar's novel is suitable to this discussion where the character's displays a deep feeling of longing to home while confronting difficulties.

III. DISCUSSION

Joukhadar's *The Map of Salt and Stars* reports the return journey of Nour and her family. Retrospectively, Nour recounts the events while in their journey to mirror her feelings toward the death of her father. She starts her journey with her friend Rawiya and her mother, and whenever they are in a-country, she remembers her father, who passed away not long ago. As the novel continues, the family is shattered after the death of their father and their home is destroyed in Homs, Syria. Nour's nostalgic personality and her search and longing for a lost past, she says: "The winter before Baba went into the earth, he never missed a bedtime story. Some of them were short, like the one about the fig tree that grew in Baba's backyard when he was a little boy in Syria..." (TMSS, 2018, p. 10). Actually, Nour starts missing her father once the winter begins, she misses his presence and his night talks. In this regard, Van Tilburg et al. (2018) contend that weather evokes nostalgia, as for windy weather resembles what is going on. Likewise, in the context of the novel, one may discern that the wind in the novel as a symbol to war and political system in Syria at that symbolizes Nour's nostalgia. Nour's endeavor to resist the present, bringing together the past and her father's memories. At that point she says: "I should have known better: nobody's said much about Baba since the funeral. Baba is the ghost we don't talk about" (TMSS, 2018, p. 28). Nour's yearning to the incidents of the death of her father stayed in her mind. At the same time, she is questioning why the rest of the family does not share the same feeling as she.

The setting of the apartment, in the wintertime, and pomegranates season. Things were shattered, and they started remembering the death their father, which caused Nour a trauma and a cultural shock later in the story (Louati et al., 2022). As the protagonist is having a trauma, however she embodies a feeling of a positive feeling especially while moving from Syria to New York. She quotes: "Before Baba died, we hardly ever got calls from Syria, just emails. But Mama said in an emergency; you've got to hear a person's voice" (TMSS, 2018, p. 9). Nour describes the terrible circumstances and the difficulties to socialize in Syria. Joukhadar utilizes the image of terror and war and projects it on Nour and her family when their past overcomes their present. Nour notes, "It's been three months since we moved to

Syria, and Mama doesn't leave her tears on the pomegranates anymore. She doesn't leave them anywhere'' (TMSS, 2018, p. 11). Any story of Nour includes remembering the past to return to their home (Louati et al., 2022).

IV. NOUR'S NOSTALGIC VOICE

Van Tilburg's article 'Adverse Weather Evokes Nostalgia' studies the link between weather and its reflection on nostalgia. Also, viewing the weather that can shape human life depends on the time spent on sunny days or days of war and how they can increase positive mood. Contrastively, when one gets wet, catches a cold, and lives in windy climates can also boost negative mood (Van Tilburg, 2018). Nour's nostalgia accompanied with weather where the author repetitively mentions the weather, such as "thunder" (TMSS, 2018, p. 36), "fog" (TMSS, 2018, p. 48), "rain", "thunderstorms", "dust", and "clouds" (TMSS, 2018, p. 50), and "wind south" (TMSS, 2018, p. 54). Consequently, the weather in the novel shapes the personality of Nour, as well depicts the atmosphere of Syria during the war. In this regard, Nour is feeling nostalgic for her home and father, meanwhile she is resisting to return to New York. The absence of her father comes into account with the Anglophone narrative where the father is metaphorically related to roots and origins. In *Season of Migration to the North*, Salih (2009) discusses this particular issue where Mustafa Sa'eed is living like someone who is taking revenge, because he is fatherless.

Nour's relationship with her father differs from her relationship with her family members. Their journey of displacements fosters a sense of resistance. Throughout the narrative, Nour recurrently mentions 'Baba' to show the past and her connection with him. Nour says:

Sometimes I wonder if Mama and Huda and Zahra want to pretend his sickness never happened, that the cancer never rotted out of his liver and his heart. I guess it's like the spinning game: sometimes you'd rather be on any magic level but your own. But I don't want to forget him. I don't want it to be like he was never here at all' (TMSS, 2018, p. 27).

Commenting on Nour's saying, she is comparing herself to other family members. Also, she thinks of the moment when her father gets sick and her expectation of death as if never come to her mind. Therefore, the author sheds light on the father as he is important since he is missing in the whole trip, so the author puts their work in the context of the Arab Diaspora. By the end of the quote, Nour affirms her nostalgic voice that she won't forget him. This brings Boym's saying on nostalgia and how it differs from one to another where she points that every person has his own fantasy toward sentiments of the past.

In the history of the Middle East, particularly in Syria, the war affected the Syrian people around the globe. Since Nour is affected by the war, she keeps thinking positively of her father at the time they travel together, she says: "I think back to the time Baba crouched next to me on a wrinkled sheet of rock in Central Park and told me what a glacier was, and I imagine Abu Sayeed telling Baba the same thing" (TMSS, 2018, p. 46). Nour remembers their displacements with her father, as well talks that makes her yearning for the unreached past. Nour dreams of her father's shadow many times. She tells how her social life revolves around her father "But I can't imagine living between worlds like that. I've gone so far from New York that sometimes I can't imagine there are so many places out the world and tiny me and Baba on the other side of it" (TMSS, 2018, p. 52). This relationship fuels the nostalgic moments of Nour's experience every time she commemorates her father, it seems that she has plenty of journeys with him. All in all, Nour's story demonstrates the strong relationship she has with her father.

Between Jordan and Egypt, Nour's journey continues with her father remembering. In 'Nostalgia: The Gift That Keeps on Giving', Zhou et al. (2011) affirm the function of nostalgia stays as a shield versus the existential defies. In the novel, Nour yearns for her father's death. Also, she resists during her displacement, she points: "Is there a level I could reach if I ran fast enough, a level where Baba is waiting on the island of Manhattan with his arms open, calling to me from between the coin-operated spyglasses?" (TMSS, 2018, p. 136). Consequently, Nour's nostalgia is a shield to her resisting to the past. In the same way, Zhou et al. (2011) maintain that nostalgic recollections do not center only on family, friends, or partners; instead, it centers on life events such as vacations and reunions. In the narrative, the father, however, does not surrender to Nour on her voyage; rather, she travels with her family where she will not forget her vacations in Syria. As Nour notes: "I try not to think too much about the things we have lost-soft rugs...stuffed animals and photo albums with pictures of Baba we couldn't find in the rubble" (TMSS, 2018, p. 140). Evidently, Nour is touched by the things she loses, but in a positive way she is not overthinking of them. Zhou et al. (2011) in this context, affirm that nostalgia centralizes around life events and reunions. Similar to Boym's words where she maintains, nostalgia in the context of narratives is important where characters defeat. All in all, Nour is not able to stop overthinking of her father, because of plenty of memories and things in association to her father.

At the heart of all painful and nostalgic events, Nour speaks of her father very frequently on her way to Jordan. While in Amman, Nour pens: "My thoughts on Baba like a stray nail in a picnic table' this was on a day when she finally saw the sky" (TMSS, 2018, p. 155). Thus, the protagonist presents places and memories that keep herself yearning for the past. Additionally, Nour remembers few things remind her of father, such as a game. At that point she mentions: "There was a time when I was small and first played the magic spinning game that Baba taught me, that nothing I laid eyes on was less than extraordinary" (TMSS, 2018, p. 156). Here, Nour mourns for the time when she used to play with him. Therefore, Batcho (1998) in this context says that nostalgia is essential in developing maintaining or to restore a self-identity by weaving the threads of one's life past. Nour restores her sense of self-identity by remembering the

memories. And that is why she keeps thinking positively to achieve her return. Also, Nour is wearing a bracelet as to remind herself of her died father as Batcho states. Huda says: “The bracelet was from Baba’ lowering her eyes. It was her seventeenth birthday present” (TMSS, 2018, p. 201). Hence, Nour’s nostalgic journey will not end, that fact she thinks of the occasions, the little things, which helps her resist the nostalgic experience.

Thereafter, in Libya, Nour again highlights the bracelet and her memories with her father. She notes:

And whose room was Baba in every night, Zahra snaps, ‘telling stories? Would you trade that for a bracelet? Then she rubs the side of her head. ‘I shouldn’t say that,’ she says. ‘These past few months, I haven’t really been there. Baba’s dying ... it was like I crossed a bridge and couldn’t come back’” (TMSS, 2018, p. 219).

McCann (1941) states that nostalgic behavior is represented as the frustration of returning home. It is interesting to observe Nour’s past nostalgic memories with her father in connection with a bracelet. At the same time, Nour’s frustration always with returning to New York is apparent in the novel. On the way back, the character’s feelings are down because of their displacement between countries. Moreover, the protagonist feels the sadness inside, it also shows the uncertain condition of herself while the atmosphere is “dark” (TMSS, 2018, p. 227). The darkness brings Nour a sense of grief. At this point she says:

Can sadness be too heavy for God? Maybe God can bear it all, but I don’t know if I can. The world is a stone in me, heavy with Baba’s voice and the old clock tower and the man selling tea in the street. I want to believe things are supposed to be better, but I don’t have the words to say how (TMSS, 2018, p. 228).

In part four, Algeria and Morocco, Nour’s journey continues with her father’s memories in a “sunny” day (TMSS, 2018, p. 283). Nour’s nostalgia is deeply represented throughout the lines in the novel within people surrounding her. In this sense, Nour pins: “What’s the point? I shout. ‘Mama and Huda and Yusuf and Sitt Shadid and Umm Yusuf and Rahila are gone. They’re drowned, or shot, or dead, just like Abu Sayeed. Just like Esmat. Just like Baba’” (TMSS, 2018, p. 288). Similarly, as Routledge (2016) argues about the fact that being lonely and how nostalgia functions as a social supporter, Nour feels loneliness. The dialogue between Nour and Zahra revolves around the bracelet, Zahra says, “You sold it, Nour replies: Baba’s bracelet” (TMSS, 2018, p. 288). In here the things plays significant role specifically in this part, where the bracelet was given to Nour by her father which becomes a symbol reminding her of father.

In Ceuta, Nour describes a man in the sea; the image of the man reminds her of her father where she pens: “A tall man with a round potbelly comes out. His hair is thinning around his ears, just like Baba’s, and his eyes are wide and brown with long lashes” (TMSS, 2018, p. 340). To cope with this, a chapter entitled ‘Dangerous memories Nostalgia and the historical sublime’, Jacobsen et al. (2020) argue nostalgia is a form of memory, and it is a feeling which comes when affected by the past. Arguably, Jacobsen’s words are very applicable to Nour’s presence in Ceuta. She is a foreigner there; she does not even know their language. However, her father stays in her memory. Additionally, the moment she sees the water and says: “I lean over the water, and my face appears. Ripples stretch my eyes and nose. By a trick of the light, I see Baba’s face instead. ‘Ourselves?’” (TMSS, 2018, p. 349). This later shows Nour’s strong defeat of remembering memories boosts her self-regard in the present situations as Wildschut et al. (2006) note on nostalgia. Overall, the author skillfully, created a parallel between the setting and the weather to shape Nour’s nostalgic character.

V. CONCLUSION

Nour’s journey across countries while mourning her father's death shows resistance and fighting, which are represented as a form of nostalgia. Therefore, Nour’s nostalgia is powered by her memories and weather. In *The Map of Salt and Stars* (2018), the protagonist resists the displacement while she uses to think of memories she has with her father. To explain this issue, Joukhadar employs an array of detailed memories and things to enable the central character to make her way of return. Hence, Nour’s yearning for the past made her successfully resistant to her irreplaceable past. All in all, the nature of this study affirms that Joukhadar’s character journey of nostalgia and displacement empowers her. Moreover, this study highlights the importance of weather in affecting the character’s mood and memories.

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The Extent of Effective Learning Skills From Perceptions of Arabic Teachers at Primary Schools

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Abstract—This study investigated the levels of practising effective teaching skills by Arabic language teachers in the primary schools of Abha. The study also aimed to explore the variations in the levels to which Arabic language instructors use efficient teaching techniques according to experience and gender. The study sample included 183 Arabic language teachers from primary schools in Abha city, who were randomly elected. The study used a scale to measure planning skills, implementation skills, and assessment skills as an instrument to collect data. The results showed planning skills ranked first among effective teaching skills of Arabic language teachers, followed by evaluation skills in the second rank, while implementation skills were in the third and last rank among Arabic language teachers. However, the results showed the absence of statistically significant differences in the levels of using effective teaching techniques from the perspectives of Arabic teachers because of gender and years of experience.

Index Terms—effective learning skills, Arabic teachers, primary schools

I. INTRODUCTION

Our contemporary world is witnessing an accelerating scientific and technical revolution accompanied by changes in the various fields of life, the foremost of which is the field of the human building which keeps pace with these changes (Bold et al., 2017). As a result, educational systems have become unable to meet the requirements of the times. The reason for this, according to education experts, is the insufficiency of traditional teaching in increasing the skills and experiences of students (Molina et al., 2018a). A large percentage of students in various Arab countries are below the expected level in terms of their possession of basic skills. There is a general weakness resulting from several economic, cultural, and political factors. Despite the efforts made by teachers and state institutions, they did not achieve the desired results (Al-Khawaldeh, 2018). To address this shortcoming, there must be a treatment for the various factors affecting the educational process, including the quality of teaching provided to students, i.e. the method of teaching and learning, and making teaching effective and capable of making change (Molina et al., 2018b). Therefore, modern education emphasizes the necessity of diversity in teaching methods and methods to suit the needs of students and their level of mental and social maturity (Buhl-Wiggers et al., 2017).

Hence, all countries of the world have paid great attention to effective education based on the development of scientific thinking, observation, organization, concept formation, and awareness of the relationships between things (Bau & Das, 2017). Effective teaching also focuses on the positives of the learner and his active participation in the educational process by following modern teaching strategies that take into account the students' development level, needs, tendencies, and abilities (Evans & Yuan, 2017). Teaching methods have brought about great development in the educational process, as the variety of student levels requires us to use different teaching methods that correspond to these variables' qualitative information, skills, and behaviour (Cohen & Goldhaber, 2016).

Studies that have been conducted (Al-Khawaldeh, 2018; Al-Shuwaili, 2018; Alsilwy, 2020; Salman, 2020; Al-Ashhab, 2022) have shown the relationship between the teachers' skills and multiple capabilities, such as his ability to study the scientific material he teaches, in terms of providing later feedback to improve and develop educational performance as a guide and a major driver, and an important factor for building the human educational relationship between teachers and their students. Also, good planning processes and the good and proper attitudes of faculty member are not useful unless it is translated into effective classroom behaviours that can bring about meaningful change in students (Cattaneo et al., 2017).

The development of societies has led to the development of the educational thought prevailing in them, and with the development of this thought, the view of the teacher and the roles that he plays have evolved (Feld & Zolitz, 2017). The teacher is no longer a transmitter of knowledge, nor is he merely a link between the textbook and the minds of the learners (Feld et al., 2019). One of the recent trends in effective education that depends on the personality of the teacher and his extensive knowledge of his educational material and the skills he studies is that he can give information and help students master various educational skills to benefit their society and benefit from them in their daily lives (Carrell et al., 2018). The teacher is an important part of the process of education. The success of the teacher is an important

indicator in judging the educational institution and a major factor in classifying it and identifying its capabilities and capabilities to achieve the desired goals of society (Carrell et al., 2018).

The recent changes like the curricula require the teacher to play a new role, represented in his ability to choose teaching methods, activities, and appropriate educational and technological techniques, and his ability to motivate students to participate in the teaching process, provide an educational environment, and create a platform for communication and interaction between students (Pittinsky, 2016; Pittinsky & Montoya, 2016).

Thus, the creative teacher introduces situations in which students can work comfortably and independently and arrive at the facts on their own (Hilal & Demiralp, 2016). On this basis, the Arabic language teacher who deals with students and provides them with the most important language skills such as writing and reading skills and other skills through the use of methods and activities that attract students' attention helps them to engage in society, attract students' attention and increase their motivation towards studying Arabic (Blazar & Kraft, 2017). From the above and through a review of the educational literature, there was a lack of studies related to effective teaching in the educational field and at the level of the basic stage. Therefore, the need to conduct this study on effective teaching in general at the basic stage came as it is the basis for preparing the teacher and it is a fortiori that the faculty members possess the skills and principles of effective teaching.

Research Questions

This study attempted to answer the following questions:

- The extent to which Arabic language teachers practice effective teaching skills among primary school students in the Asir region?
- Does the extent to which Arabic language teachers practice effective teaching skills differ according to gender and experience?

II. LITERATURE REVIEW

As one of the few professions whose quality and expertise can be assessed via analysis and observation, teaching is a professional activity in that the teacher engages in thorough fundamental and primary operations to assist students in learning and teaching effectively (Duckworth et al., 2012).

According to Gershenson (2016), effective teaching relies on student initiative and active engagement in the learning process. As a result, learners become more active rather than passive in the new educational environment. They become more inclined to research than just receive information and memorize them (Kraft & Grace, 2016).

Ineffective teaching, the student's role in the learning process is activated, as the student is the main focus in the learning process positive for the learner, through which he researches using activities and resources available to him such as observation and conclusion, thus reaching the goal and the information he needs, using effective thinking strategies (Backes & Hansen, 2015). The teacher transitions from his conventional function to that of planner, guide, and supervisor of the execution of the educational process through effective teaching. To improve them and provide pupils with planned practical knowledge and skills, experiences, and skills, as well as desired values and directions, he employs many of his own personal, scientific, and technical talents, as well as a range of approaches and tactics (Gerchinson, 2016).

The primary role of the teacher in effective teaching is represented in the planning process to lead students, assist them in learning science, teach them the scientific method of thinking, employ the method of structured dialogue and discussion, teach them a writing style, and instil in them effective communication and communication skills, as well as how to overcome challenges using effective teaching strategies (Wetchasit et al., 2020). How to interact with all of the pupils, each of whom has various talents, interests, and ways of thinking, presents a challenge for the instructor (Rimm-Kaufman et al., 2015). Effective teaching methods vary according to the types of students, based on the difference and diversity of their understanding and assimilation and their effective integration into the educational process and the topic or educational situation (Rubie-Davies et al., 2014). Therefore, different strategies used in the teaching and teaching process need to be addressed, and here are the ones teachers should know:

- **Differentiated education strategy:** It aims to raise the level of all students and increase their abilities and takes into account the characteristics and experiences of the individual (Aldossari, 2018).
- **Survey strategy:** It means that the student does his best to obtain information that explains the problem and searches for solutions. This strategy focuses on connecting the learner with everyday activities (Aldossari, 2018).
- **Cooperative learning strategy:** This strategy depends on using the human factor and the interaction between individuals to create desired goals. Students here work in groups to perform tasks and several activities (Sharma & Saarsar, 2018).
- **Problem-solving strategy:** Problem-solving students gain information and life skills that they learn from facing different episodic situations. The teachers here motivate students to utilize their higher thinking capabilities to induce and conclude ideas (Kadir et al., 2020).

Effective teaching requires skills and principles that the teacher must possess to become successful in his profession because teaching is not just a transfer of information and knowledge, but rather an integrated personality-building

process that includes the formation of the individual's personality, and the organization of the mental, emotional and psychomotor structures of the student's personality, and this requires the teacher to know the educational goals and educational means teaching methods and assessment (Kim et al., 2019). The effective teacher is the person who seeks to provide the educational individual to the students, starting from the process of identifying the events through the process of collecting knowledge related to the new and organizing it according to a logical, sequential framework with what is required for this stage of information processing and verification of its authenticity to the logical conclusions related to the historical phenomenon and the issuance of logical judgments (Da'as, 2019). A solid educational structure that connects theory and practice must be built using three successful teaching techniques, which must be known by the instructor and put into practice (Maxmudovna, 2020):

- **Planning skill:** Teachers should be familiar with this skill because it is very important. It helps the teacher to exceed the limitations and provide better performance. Planning needs enough knowledge of the target group and the level of all students. For teachers to be effective in planning, they need to customize the content of the lessons to suit the needs of all students, which requires them to have a set of skills.
- **Implementation skill:** The teacher undertakes several activities and practices inside and outside the classroom, which are all classified as part of the implementation skill. These skills include establishing a good connection with students before the lessons and preparing the material for the lessons (Kim et al., 2019; Maxmudovna, 2020). The implementation also includes using the blackboard as an instrument to convey the content of the lessons. A chalkboard is a teaching instrument that assists the instructor in feeling satisfied with the outcome of his or her educational job. If the instructor uses the blackboard effectively in the classroom, that is half of the lesson. Using the blackboard implies integrating it into the educational process. The blackboard serves a variety of purposes, including providing pupils with a clearer understanding of the lesson's terminology, ideas, and definitions as well as removing the lesson's abstract elements that might make them bored (Da'as, 2019).
- **Evaluation skill:** The teachers have given it additional emphasis because it is the third talent a teacher must possess. This is mirrored in how lessons are taught in the classroom, as teachers are forced to concentrate on subjects that frequently come up in exams throughout class (Da'as, 2019).

Previous studies

Al-Khawaldeh (2018) assessed the level of application of principles of effective teaching by Jordanian primary school Arabic teachers from her perspective. The survey sample consisted of (60) Arabic teachers, teachers and teachers, (27) teachers, and (33) teachers and teachers. Researchers have developed research tools. A questionnaire containing the principles of effective teaching is divided into six areas. The findings showed that an Arabic teacher and her teacher practised the principles of effective teaching to a moderate degree. The results also showed the absence of statistically significant differences in levels of practice of the principles of effective education based on gender, except in the areas of motivation and skill development, values and tendencies where differences favoured teachers. For the scientific qualification variables, except for the development of skills, values, and tendencies, the differences were not the same, and the differences favoured postgraduate studies.

Al-Shuwaili (2018) determined the level to which social teachers taught efficient teaching techniques from the perspective of school principals. The study used the descriptive approach and a questionnaire as an instrument that included (28). The results revealed that the degree to which primary school teachers practice teaching skills is high. The findings also revealed that there are statistically significant differences in the degree to which primary school teachers practice effective teaching skills due to the gender variable.

Alsilwy (2020) examined how science teachers acquired effective teaching techniques from the perspective of the instructors and their managers in Taiz City. 25 supervisors and 45 teachers make up the study's sample. 44 skills divided into the categories of planning, implementing, and evaluating are given a questionnaire. The findings indicated that instructors' acquisition of effective teaching practices is moderate without supervisors and very high with them. Additionally, the findings indicated that instructors' and supervisors' acquisition of effective teaching about planning did not reach the level of significance. On the other hand, there is a degree of significance in favour of teachers' perspectives on implementation and evaluation.

Sleman (2020) examined the effectiveness of Arabic instructors in elementary schools in terms of their active teaching techniques (Central schools of Baqoubah- Diyala Governorate) (2017-2018). In the study, the researcher used a descriptive methodology, identifying a research population of (168) instructors and choosing a research sample of (30) teachers, made up of (15) male teachers and (15) female teachers. a questionnaire with four categories was used to gather the data (Planning, Workmanship, Implementation, and evaluation). The outcomes demonstrated that teachers of Arabic are aware of the value of active teaching techniques.

Al-Ashhab (2022) assessed the degree to which Arabic language instructors in the schools in the Hebron Governorate in Palestine employ effective teaching methods from the perspective of administrators and supervisors. The random stratified approach was used to choose the study sample, which consisted of (88) principals and (27) supervisors of the Arabic language at the Directorates of Education in the Governorate of Hebron. To collect data, the researcher prepared a questionnaire with six parts and sixty-three items. According to the findings, the Hebron Governorate's principals and administrators considered the usage of effective teaching methods by Arabic language instructors to be somewhat high. The participants ranked the ability to plan lessons as the most important and effective teaching skill of Arabic language

teachers, followed by the ability to manage people, a class and its environment, the educational installation, and finally the ability to implement. The assessment skill, according to administrators and supervisors in the Hebron Governorate, was the Arabic language teachers' least effective teaching strategy. While the results showed that there are statistically significant differences in the effective teaching strategies employed by Arabic language instructors that may be attributed to the traits (educational qualification, and directorate).

III. RESEARCH METHODOLOGY

Based on the nature of the data and information needed for this study, the researcher relied on the quantitative approach using the questionnaire to suit the nature of the study, which aims to collect, categorize, analyze and interpret data to derive indications and reach generalizable results.

A. Research Population and Sample

The population of the study included all 566 Arabic language teachers in the primary stage in Abha city. For this study, the sample from this population consisted of (226) Arabic language teachers. The participants of the study answered the questionnaire, which was administered to them. 183 Arabic language teachers responded and completed the answer to the study items. Table 1 shows a description of the demographics of the sample.

TABLE 1
PROFILE OF RESPONDENTS (N=107)

Variables	Category	N	%
Gender	Male	120	65.6
	Female	63	34.4
Years of experience	Less than 5 years	35	19.1
	5-10 years	116	63.4
	More than 5 years	32	17.5

Frequencies and percentages were calculated according to the variables of gender and years of experience to establish the demographics of the sample. Table 1 showed that male teachers made up the bulk of the sample (65.6%) while female teachers made up (34.4%) of the sample. Table 1 also showed that the majority of the sample (63.4%) has between 5-10 years of practical experience, while (19.1%) of the sample has less than 5 years, and (17.5%) of the sample has more than 5 years.

B. Instrument

The study reviewed the literature and previous studies such as Salman (2020) and Al-Ashhab (2022) which tackled the issue of the effective teaching and its skills, where a questionnaire was built in its initial form of (38) items, divided into three dimensions: planning skill, implementation skill, and evaluation skill.

(a). Instrument Validity

The instrument was given to a group of judges majored in education to verify its validity. The judges were asked to read the items of the study instrument and make their comments on it in terms of the suitability of the linguistic phrasing of the items, the appropriateness of the items to their dimensions, the deletion of similar items, and suggest what they see fit. After taking into account the arbitrators' observations, the questionnaire consisted of (30) items distributed over the same fields as before.

(b). Instrument Reliability

The reliability coefficient was calculated for the instrument using the alpha-Cronbach equation. This method is used to measure the reliability of the internal consistency for all items of the instrument and the most suitable one in the survey research. Table 2 shows the alpha-Cronbach coefficient for the dimensions of the study instrument and the instrument as a whole.

TABLE 2
TEST OF CRONBACH ALPHA

Dimensions	Value of Cronbach Alpha
Planning skills	0.746
Implementation skills	0.721
Evaluation skills	0.729
Total	0.747

Table 6 showed that Cronbach's alpha coefficients for the three domains ranged from (0.721) to (0.746), and the table showed that Cronbach's alpha coefficient for the instrument as a whole is (0.747). These values are appropriate and acceptable reliability coefficients according to Saunders and Townsend (2018), which indicate the validity of the instrument to achieve the objectives of the current study.

C. Data Analysis

The data obtained from the questionnaire was analyzed using the Statistical Package for Social Sciences was then used to statistically analyze the data (SPSS). The following are some statistical techniques:

- An independent t-test to look into the gender variable's impact on the outcomes.
- The Scheffé test for dimensional comparisons, in addition to one-way ANOVA: This test looks for a statistically significant difference in the estimations of Arabic language teachers' practice of effective teaching skills based on years of experience in the research population (Cuevas et al., 2004).

TABLE 3
CRITERIA TO JUDGE THE DEGREE OF IMPORTANCE OF TRAINING NEEDS

Mean	Decision
1,00-2,33	Low (L)
2,34-3,67	Moderate (M)
3,68-5,00	High (H)

IV. RESULTS AND DISCUSSION

To answer the question of the study, the mean score and standard deviations of the degree to which Arabic teachers practice effective teaching skills were extracted, and Table 4 illustrates this.

TABLE 4
MEANS AND STANDARD DEVIATION

N	Item	Mean	St. dev	Result
Planning skills				
1	The teacher prepares for the lesson	3.87	1.18	H
2	The teacher is aware of the contents of the educational material	3.85	1.19	H
3	The teacher is obligated to bring the best types of aids and means necessary to carry out the lesson	3.16	1.37	M
4	The teacher organizes the ideas that he presents to the students with cognitive schemas	3.15	1.34	M
5	The teacher calls for new ideas that can help him achieve his goals	3.78	1.27	H
6	Determines the best methods necessary to implement the lesson that he will present to the students	3.14	1.30	M
7	Determines the best assessment tools needed to implement the lesson he will present to students	3.54	1.24	M
8	The teacher is obligated to prepare the necessary treatment plans	3.57	1.25	M
Total		3.51	0.76	M
Implementation skills				
9	The teacher presents the course material in an interesting manner	3.25	1.28	M
10	The teacher relates the material to the student's experiences	3.23	1.26	M
11	The teacher asks thought-provoking questions	3.25	1.28	M
12	The teacher uses advanced and diverse teaching methods	3.27	1.25	M
13	The teacher diversifies in teaching methods and searches for new	3.32	1.23	M
14	The teacher searches for new educational strategies such as modern teaching styles, such as mind maps, and role-playing such as simulation and representation	3.27	1.28	M
15	The teacher encourages the students to actively participate in the class	3.28	1.28	H
16	The teacher motivates the students to learn	3.18	1.31	M
17	The teacher uses the board well and in an organized manner	3.25	1.32	M
18	The teacher takes into account the structure of the educational material during the presentation, from easy to difficult, from the tangible to the abstract, from the known to the unknown, from the whole to the parts, and from the simple to the complex.	3.33	1.36	M
19	The teacher uses methods appropriate to the student and the educational situation	2.32	1.26	L
20	The teacher uses the textbook in the classroom appropriately, using pictures, figures, tables, graphics, and maps	3.13	1.44	M
21	The teacher uses current events and elements of the local environment as learning resources inside the classroom	3.39	1.25	M
22	The teacher uses external readings related to the textbook material	3.23	1.36	M
23	The teacher closes his lesson with a quick narration of what has been explained	3.09	1.38	M
Total		3.19	0.59	M
Evaluation skills				
24	Teachers assess students with a comprehensive assessment (cognition, achievement, emotion) that reflects the student's reality in the educational situation.	3.55	1.62	M
25	The teacher diversifies the types of oral classroom questions	3.53	1.31	M
26	The teacher formulates oral, written, or performance questions	2.67	1.32	M
27	The teacher asks questions related to the subject that the student is learning	2.91	1.36	M
28	The teacher is objective in giving grades based on the actual level of achievement	3.66	1.38	M
29	The teacher uses the types of assessment according to time (introductory, formative, and concluding)	3.44	1.31	M
30	The teacher returns the exam papers on time	3.39	1.15	M
Total		3.31	1.31	M
Overall		3.33	0.46	M

The table reveals that planning skills ranked first with a mean score of (3.51) and a moderate degree of practice. The second rank was evaluation skills in the second rank with a mean score (of 3.31) with a moderate level of practice. The third rank was the implementation skills, which scored a mean score (of 3.19), and a moderate estimate of practice. The level of effective teaching skills was medium in general because of the teachers' varying experiences, specializations, and orientations, which affect the level of commitment and achievement. Also, the societal vision and its impact on the decline in the motivation of the student and the teacher, compared to the culture of change that began to crowd out and replace the scientific and practical thinking of individuals. In addition to the decline of the value system, which was an active engine to maintain the momentum of excellence in our schools in planning, implementation, and evaluation, to little work and little satisfaction. This outcome is in line with studies by Al-Khawaldeh (2018) and Al-Ashhab (2022).

Table 4 presents the results of the mean score of the planning skill, as item No. (1) which states "The teacher prepares for the lesson" obtained the first rank, with a mean score of (3.87), followed in the second rank by item No. (2) which states "The teacher is aware of the contents of the educational material" with a mean score of (3.92), and item No. (5) obtained the third rank, which states "The teacher calls for new ideas that can help him achieve his goals", while item No. (6) which states "Determines the best methods necessary to implement the lesson that he will present to the students" ranked last, with a mean score of (3.14). The lack of full commitment to the time as part of the planning is one of the main reasons for this result. Also, there is a need to increase cooperation between teachers in the technical and administrative aspects. In addition, there is a lack of full cooperation between students in many educational programs. Therefore, teachers should be aware of this issue and help students to work in cooperation with each other.

Table 4 also revealed that the degree teachers practice the skill of implementing teaching in Abha city was moderate. The mean score was (3.19), where item No. (21) which states "The teacher uses current events and elements of the local environment as learning resources Inside the classroom" obtained the first rank, with a mean score of (3.39), followed in the second rank by item No. (18) which states "The teacher takes into account the structure of the educational material during the presentation, from easy to difficult, from the tangible to the abstract, from the known to the unknown, from the whole to the parts, and from the simple to the complex" with a mean score of (3.33) and item No. (13) obtained the third rank, which states "The teacher diversifies in teaching methods and searches for new", while item No. (19) which states "The teacher uses methods appropriate to the student and the educational situation" ranked last, with a mean score of (2.32). The researcher attributes this to the fact that the material that is imposed on the teacher during the school term is so large that it is not commensurate with the time available for that, which forces the teacher to not achieve the lesson in the correct mechanism because he has less time than what is available for him to explain the material, in which he may have to implement the lesson to a degree that is not as it is required. In addition to the fact that the training courses held for teachers in most cases are theoretical and not applied, there are no living examples of lessons learned in the curricula.

Moreover, Table 4 showed that the evaluation skill among teachers was moderate, as the mean score was (3.39). Item No. (28) which states "The teacher is objective in giving grades based on the actual level of achievement" obtained in the first rank, with a mean score of (3.66), followed in the second rank by item No. (24) which states "The teacher evaluates the students a comprehensive assessment (cognitive, performance and emotional) that reflects their reality in educational situations" with a mean score of (3.55), and item No. (25) obtained the third rank, which states "The teacher diversifies the types of oral classroom questions", while item No. (27) which states "The teacher asks questions related to the subject that the student is learning" ranked last, with a mean score of (2.91). The teacher may practice the diagnostic technique at the beginning of the lesson, and tactics evaluation during the class, but due to the poor management of the distribution of time during the class, he may not be able to final evaluation in the correct manner. Also, the teacher relies on the test as the only way to evaluate the students, which makes the teacher return the paper to the student because he is committed to evaluating the student who delivered the paper at a specific time.

To answer the second question, the independent sample t-test and ANOVA One Way were used as shown in Table 5 and Table 6.

TABLE 5
GENDER-INDEPENDENT SAMPLE T-TEST

Variables	N	Mean	St.dev	df	t	Sig
Male	120	3.39	0.47	181	1.25	0.742
Female	63	3.30	0.45			

The table above shows the mean score of male teachers regarding effective teaching skills. The mean score was (3.33). On the other hand, the mean score response of female teachers was (3.30). Furthermore, the significance value for the two groups of gender was (0.742). This result indicates that gender has no significant effect on Arabic teachers' perceptions of effective teaching skills. The researcher attributes this result to the idea that all the teachings provided by the Ministry of Education include both males and females equally and that any decision will be dealt with, regardless of the person (male or female). This outcome is in line with a study by Al-Ashhab (2022).

TABLE 6
ANOVA TEST OF EXPERIENCE YEARS

Variable	Groups	Sum of Squares	DF	Mean Square	F	Sig
experience years	Between groups	0.497	2	0.249	1.183	0.309
	Within groups	37.80	180	0.210		
	Total	38.297	182			

According to Table 6, the years of experience variable does not affect the level of practising the skills. The significance value was (0.309), indicating that the year of experience had no statistically significant influence (0.05) on teachers' perceptions of effective teaching skills for Arabic language teachers at the primary level. The researcher attributes this result to the fact that teachers' opinions are similar in the mechanisms that they apply in teaching. Likewise, the obstacles facing public school teachers are similar to each other because most schools have similar environment. Most public schools follow the same instructions and procedures, and therefore, teachers will face similar circumstances. This outcome is in line with a study by Al-Ashhab (2022).

V. CONCLUSIONS

The purpose of this study was to determine the extent to which Arabic teachers used effective teaching skills among primary school students in Abha City. The results show that the level of effective teaching skills of Arabic teachers is generally moderate. As a result, among Arabic teachers' effective teaching skills, planning skills ranked first, assessment skills ranked second, implementation skills ranked third, and last among Arabic teachers. Based on the above, it turns out that schools need to encourage Arabic teachers to improve their professional development in new ways. Teachers could develop their skills in teaching to provide better performance inside the classroom. This will in turn reflect on the performance of the students and the school as a whole.

The study recommends providing teachers with more training courses in different skills. Administrators should encourage teachers to be aware of the importance of self-development, which will help the teachers perform their teaching tasks efficiently and effectively.

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Contesting Indonesian Plain vs Legal Languages: Analysis of Effectiveness on Indonesian Controversial Law

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Abstract—This study is motivated by the difficulty of laypeople to understand the language of law. The study aims to analyze the high complexity of the Indonesian legal language and to generate alternatives that are more effective and easier for the general public. This study has tried to offer a simpler legal language formula, especially in the controversial articles of the Job Creation Law. The data in this study are in the form of text obtained through the official website of the State Secretariat, namely: <https://jdih.setneg.go.id/Produk>. This study uses a text analysis framework developed by Bivins (2008) as the framework used to apply plain language to legal language. This study shows that the application of plain language in controversial articles of the Job Creation Law is quite effective, especially in the components of sentences, cross-references, voice, and word choice.

Index Terms—plain language, legal language, controversial article, job creation law

I. INTRODUCTION

Some studies reveal that it is difficult to understand legal language (Ahmad, 2017, pp. 153–154; Bivins, 2008, p. iii; Mukherjee et al., 2017, p. 2; Williams, 2015a, p. 184; Williams, 2004, p. 123). Williams emphasizes that legal language is linguistically unclear and most people do not understand it (Williams, 2004, p. 117). People often have to read a legal text more than once to understand the message. Things are more complicated if the text contains many foreign terms, long sentences, and other complexities affecting the reader's understanding (Mahadi & Sabaruddin, 1979). The fact shows that people's understanding of legal language is mostly at the minimum level. Whereas laws are made to regulate and organize human life within society to obtain certainty, benefit, and justice (Jalaluddin, 2011, p. 2). In addition, the law contains rules, conceptions, and actions based on the deliberation of law-making authorities. People must accept, understand, and obey the law (Mahadi & Sabaruddin, 1979, p. 31). In legal language, everything related to context should be stated clearly, covering all possibilities, ensuring nothing is left out to avoid ambiguity, misinterpretation, and misunderstanding (Dharmkar, 2018).

The public's discontent with legal language led to the birth of the Plain Language movement of the 1970s (Bivins, 2008, p. 4; Mukherjee et al., 2017, p. 1). It was a movement to make legal documents easier to understand by the general public. Some states, such as Australia, New Zealand, Scotland, and the United Kingdom currently advocate the use of plain language in the formulation of legislation. For example in the UK, the Tax Law Rewrite Project (TLRP) aims to rewrite tax laws in a simpler and more accessible format using modern language with shorter sentences (Mukherjee et al., 2017, p. 2). On March 24, 2005, Washington State Governor Christine Gregoire issued an executive order requiring all state agencies to follow simple language principles. These principles emphasize clear communication to the intended audience through the use of short sentences, logically organized information, and active forms (Bivins, 2008, pp. 6–7). The Plain Language movement has successfully changed the nature of legal documents in several countries and states, such as the United States-New York, Canada, Australia, the United States-Pennsylvania, New Zealand, South Africa, and Scotland (Williams, 2015, pp. 186–191). The fact shows that the use of plain language is effective in forming legal documents to be understood by the general public.

In the legal field, plain language has raised public awareness of the need to make legal issues and legal documents easier and accessible for non-experts (Williams, 2015, p. 183). Plain language is preferred by judges and other readers. They have tips on how to write in plain English and why you should. They have received complaints about poor legal writing (Wojcik, 2013, p. 6). According to the International Plain Language Federation (2021), plain language's

wording, structure, and design are so clear that the intended audience can easily find, understand, and apply the information.

Some of the efforts that have been made by the Plain Language movement include (1) shortening long sentences, (2) one sentence containing only a single idea, (3) placing subject and predicate close, (4) defining foreign terms, (5) no crossreferences, (6) use of words or phrases that express positive or affirmative forms, (7) use of active forms and first or the second person, (8) use of concrete verbs that show action (to reduce nominalization), (9) use of common words that are familiar to the audience and to avoid the use of unnecessary words (Bivins, 2008, pp. 84–85; Garner, 2013, pp. 21–60; Plain Language and Action Network, 2011, pp. 15–68; Sobota, 2014, pp. 23–26; Williams, 2004, pp. 117–123).

The efforts have succeeded to increase the reader's understanding of legal documents (Bivins, 2008, p. 129). Documents that use plain language techniques are effective in several ways: (1) better understanding for documents' readers, (2) preferred simple language, (3) faster information found, (4) easier document updated, (5) easier to be trained, and (6) more cost-effective documents (Baldwin, 1999). In addition, simple language embodies "good law" for society (Williams, 2015b, pp. 183–203).

Legal language studies have received a lot of attention. However, the main focus lies on its complexity and difficulty (Harkristuti, 2003; John, 2017; Hartini & Sudana, 2019; Mahadi & Sabaruddin, 1979; Susette, 2020). Only a few studies have mentioned plain language in the legal language (Bivins, 2008; Sobota, 2014; Williams, 2018; Williams, 2015).

For this reason, this study tried to examine the use of plain language in legal documents to improve the common people's understanding of legal products that in turn will be relevant to the efforts to improve the community's obedience to the law and order.

II. LITERATURE VIEW

A. Plain Language

Plain communication is defined by the International Plain Language Federation (2021) as "wording, structure, and design that are so clear that the intended audience can easily find the message, understand it, and use the information". A simple language makes communication easier, whether written or spoken (Wojcik, 2013, p. 3).

Plain language is more than a simplified language, or the elimination of legal language, jargon, and complex language. It is an approach to communication-based on audiences and the best method to convey an understandable message (Kinsella/Novak Communications Ltd, 2002, p. 1). Therefore, it can be concluded that plain language is a simple language aimed to facilitate a reader in understanding the content of a text so that the intended message can be conveyed effectively.

Plain Language movement seeks (1) to shorten long sentences, (2) to put one idea for one sentence, (3) to place subject and predicate close, (4) to define foreign terms, (5) not to contain cross-references, (6) to use words or phrases that express positive or affirmative forms, (7) to use active forms and first or second person, (8) to use concrete verbs that show action (to reduce nominalization), (9) to use common words that are familiar to the audience and to avoid the use of unnecessary words (Bivins, 2008, pp. 84–85; Garner, 2013, pp. 21–60; Plain Language and Action Network, 2011, pp. 15–68; Sobota, 2014, pp. 23–26; Williams, 2004, pp. 117–123).

The plain language movement has changed legal professions. Most law schools currently teach a simple style of writing law. Court rules, such as the Federal Rules of Appellate Procedure, have been rewritten to make it easier for lawyers and judges (Wydick & Sloan, 2019, p. 14).

B. Legal Language

Legal language is the language used to formulate and state law in a particular society (Mahadi & Sabaruddin, 1979, p. 50). However, legal language, as the language of legislation, aims to create order and justice to maintain public and private interests within society (Hadikusuma, 1992, p. 3). However, legal language is considered part of the modern Indonesian language. Therefore, its use must be clear, monosemantic, and meet the aesthetic requirements of the Indonesian language. Legal language is the language of laws and regulations that is used to maintain order and justice in society, as well as to defend public and personal interests (Bachari, 2020, p. 28).

Legal language is full of literal meanings and precise boundaries. It is expected that confusion can be eliminated and legal certainty can be obtained. The contents of the legal language in rules include rights and obligations to be obeyed and implemented by the whole community in the realm of law. Legal language is created following the development of current legal issues (Hartini, 2019b, pp. 18–19). The Indonesian legal language is Indonesian which is used in the field of law and does not leave the Indonesian language rules and requirements (Purnanto, 2006, p. 57). It can be concluded that the legal language is the language used in law to regulate the public interest within the society, nation, and state.

Every use of language, both spoken and written, by legal experts and practitioners, can be called legal language (Purnanto, 2006, p. 57). Based on the principle that Indonesian in the legal field is the most abstract, logical, clear, and comprehensive part of the national language, the language variety must also comply with the structure, spelling, and grammar of the Indonesian language rules. In other words, every linguistic provision that the standard language must

comply with in general must also be applied in legal or legislation language and used by legal experts (both theorists and practitioners).

The characteristics of scientific language, including legal language, among others, are (1) broad and exact to avoid ambiguity; (2) objective and suppresses personal prejudice; (3) to provide definitions of names, properties, and categories that are carefully investigated to avoid confusion; (4) unemotional and avoid sensational judgments; (5) tend to standardize the meaning of words, expressions, and also their presentation based on conventions; (6) scientific, not dogmatic or fanatical; (7) thrifty scientific style; (8) a more stable form, meaning, and function of scientific words than ordinary words (Moeliono in Saleh, 1988, p. 18).

The characteristics of legal language also include (1) the use of long sentences and complex grammatical structures, (2) passive and double negative sentences, (3) the use of French and Latin, and (4) ancient stylistics (Rahayuningsih, 2003, pp. 10–15). In other perspectives, the characteristics include clarity of meaning, unity of thought, directness, and formality (Ahmad, 2017, p. 147). As a result, the characteristics of legal language are distinct. Unfortunately, in reality, most people do not understand the meaning of the language contained in law due to the complexity of using the language.

III. METHODOLOGY

This study used a text analysis framework developed by Bivins (2008) and applied it to the plain language of a legal text. The data is the text of the Job Creation Law, also known as Omnibus Law, signed into law by President Joko Widodo on Monday, November 2, 2020. The law, which consists of 15 chapters and 186 articles, governs a wide range of issues, from employment to the environment. This study focused on the articles that are considered problematic and controversial in Chapter IV on Manpower. There are four articles selected as the sample of the research. They are Article 59 on contract workers; Article 77 on working hours; Article 78 on overtime provisions; and Article 79 on leave and rest rights because these articles are known as the controversial articles (Tempo. co, 2020b). The data were downloaded from a trusted page, <https://jdih.setneg.go.id/Produk>. After the data was downloaded, I identified controversial articles in the law. After that, the data is transcribed in word form by sorting it by clause. Then, the clauses are presented in a table containing the original text and the revised text. This is done to contrast before and after the application of plain language in these articles. This table was adopted from Bivins (2008). The following table compares the original article with the revised article.

TABLE 1
COMPARISON BEFORE AND AFTER THE IMPLEMENTATION OF PLAIN LANGUAGE

Original Text	Revised Text

The instrument used for the application of plain language in this legal language is the text evaluation rubric adopted from Bivins (2008, p. 84) as follows.

TABLE 2
TEXT EVALUATION RUBRIC
(Bivins, 2008, p. 84)

Element	Poor	Effective
Sentences	Long sentences can be found in the document.	Short sentences are used in the document.
	The sentences in the document have an unusually high number of subordinate clauses and/or conjoined clauses.	Each sentence expresses a single thought.
	In the sentence, large sections of text separate the subject and verb.	The subject and verb are close together in the sentence.
Cross-references and definitions	The document refers to definitions in another section.	In the context of the text, the document defines an unfamiliar term.
	The document refers to a different section or document.	There are no cross-references in the document.
Negatives	The document contains negative words or phrases and/or a series of negatives.	The document employs words or phrases that convey a positive or affirmative message.
Voice	The passive voice and third-person voice are preferred in the document.	The document employs active voice and either first- or second-person pronouns.
Nominalizations	The document includes verbs that have been transformed into nouns by the addition of suffixes such as "tion."	The document employs action-oriented concrete verbs.
Word choices	The document employs: <ul style="list-style-type: none"> • Archaic words and expressions like "to wit" and "said." • Words like "here in" and "there in" are used here and there. • Doublets and triplets, such as "indemnify and hold harmless," are common. • Formal phrases like "this honorable court" • Legalisms and lawyerisms like "pursuant to" and "subsequent to" 	The document avoids using unnecessary words and uses common words that the audience is familiar with.

On the rubric, Bivins focuses on analyzing the elements of sentence length, subordinate clauses and compound clauses, subject-verb positions, cross-references and definitions, negative-positive forms in sentences, the passive-active voice in sentences, use of the third person voice, and poor or unnecessary diction (Bivins, 2008, p. 74).

Thus, the data were analyzed through some stages. First, the sentence of the controversial article on the Job Creation Law was revised based on the rubric for evaluating the Bivins text. Second, the original article and the revised article were compared and analyzed. Third, the original article and the revised article were categorized based on the rubric, whether it is classified as bad or effective. Fourth, the effectiveness of the application of plain language was concluded.

IV. RESULTS AND DISCUSSION

This study analyzed the application of plain language to controversial articles of the Job Creation Law. They are Article 59 on contract workers; Article 77 on working hours; Article 78 on overtime provisions; and Article 79 on leave and rest rights. These articles must undoubtedly be understood by employers and workers/laborers. However, in reality, there are still many people who do not understand the contents of these articles (CNN Indonesia, 2020; Tempo. co, 2020a). Whereas readability has risen to prominence as a factor influencing the quality of a piece of writing or text. Texts that cannot express what their authors are thinking can lead to misunderstandings on the part of their readers. (Abdollahzadeh & Zolfaghari-Erdechi, 2012, p. 45). In addition, according to Novak and Gowin (1984) the reader is expected to derive meaning from the written text in addition to having oral proficiency, looking at graphic symbols from left to right, and decoding the printed symbols on a page (Alibabae et al., 2014, p. 3). It is for this reason that simplification of legal language is necessary to avoid misperceptions that harm many parties.

The use of simple language in legal documents has made the legal language easier to understand (Williams, 2015, p. 183; Bivins, 2008, p. 129; Baldwin, 1999). The same surely goes for the controversial articles of the Job Creation Law. This section describes how the article was changed to be simpler. The Bivins text evaluation rubric is used to implement the plain language. The first attempt is to improve the sentence elements.

Example: Article 59 paragraph 1

(1) *“Perjanjian kerja untuk waktu tertentu hanya dapat dibuat untuk pekerjaan tertentu yang menurut jenis dan sifat atau kegiatan pekerjaannya akan selesai dalam waktu tertentu, yaitu:*

- a. *pekerjaan yang sekali selesai atau yang sementara sifatnya;*
- b. *pekerjaan yang diperkirakan penyelesaiannya dalam waktu yang tidak terlalu lama;*
- c. *pekerjaan yang bersifat musiman;*
- d. *pekerjaan yang berhubungan dengan produk baru, kegiatan baru, atau produk tambahan yang masih dalam percobaan atau penajakan; atau*
- e. *pekerjaan yang jenis dan sifat atau kegiatannya bersifat tidak tetap.”*

(1) “A work agreement for a certain time can only be made for certain jobs which according to the type and nature or activities of the work will be completed within a certain time, namely:

- a. work that is once completed or temporary in nature;
- b. work which is estimated to be completed in a not too long time;
- c. seasonal work;
- d. work related to new products, new activities, or additional products that are still under trial or exploration; or
- e. work whose type and nature or activities are not permanent.”

Article 59 paragraph 1 has 7 clauses: (1) *“perjanjian kerja untuk waktu tertentu hanya dapat dibuat untuk pekerjaan tertentu; (2) pekerjaan tertentu yang menurut jenis dan sifat atau kegiatan pekerjaannya akan selesai dalam waktu tertentu; (3) pekerjaan yang sekali selesai atau yang sementara sifatnya; (4) pekerjaan yang diperkirakan penyelesaiannya dalam waktu yang tidak terlalu lama; (5) pekerjaan yang bersifat musiman; (6) pekerjaan yang berhubungan dengan produk baru, kegiatan baru, atau produk tambahan yang masih dalam percobaan atau penajakan; and (7) pekerjaan yang jenis dan sifat atau kegiatannya bersifat tidak tetap.”* This article uses long sentences. Even though, these 7 clauses can be changed to 1 clause. Table 3 describes the changes before and after the implementation of the plain language.

TABLE 3
COMPARISON BEFORE AND AFTER THE IMPLEMENTATION OF PLAIN LANGUAGE

Original Text	Revised Text
(1) <i>“Perjanjian kerja untuk waktu tertentu hanya dapat dibuat untuk pekerjaan tertentu yang menurut jenis dan sifat atau kegiatan pekerjaannya akan selesai dalam waktu tertentu, yaitu:</i> a. <i>pekerjaan yang sekali selesai atau yang sementara sifatnya;</i> b. <i>pekerjaan yang diperkirakan penyelesaiannya dalam waktu yang tidak terlalu lama;</i> c. <i>pekerjaan yang bersifat musiman;</i> d. <i>pekerjaan yang berhubungan dengan produk baru, kegiatan baru, atau produk tambahan yang masih dalam percobaan atau penajakan; atau</i> e. <i>pekerjaan yang jenis dan sifat atau kegiatannya bersifat tidak tetap.”</i>	(1) <i>Setiap pengusaha hanya membuat perjanjian kerja waktu tertentu untuk pekerjaan sekali selesai, sementara, tidak terlalu lama, musiman, produk dalam masa percobaan, dan tidak tetap.</i> (1) Every entrepreneur only makes a work agreement for a certain period for the work to be completed once, temporarily, not too long, seasonal, product in a trial period, and not permanent.

The example in table 3 shows that sometimes small changes to the wording of a document can affect its understanding (Bivins, 2008, p. 92). The revised text is to make the subject explicit, by adding “every entrepreneur” at the beginning of the sentence; changing the passive to active by changing the verb “*dibuat*” (be made) to “*membuat*” (make); combine the subordinate clause with the main clause; remove words that are not needed, such as “*dapat*” (can), “*yang*” (which), “*akan*” (will) and repeated phrases “*tertentu*” (certain), “*jenis dan sifat*” (type and nature), and “*kegiatan pekerjaan*” (work activities).

It is also correlated with the complexity of a text. The complexity of the sentence can be seen through the number of complex sentences in discourse, both written and oral. The more complex a sentence, the more complex the discourse or the more complicated the discourse. The complexity of the sentence can be seen also based on the number of clauses and the number of words. Sentence complexity based on the number of clauses is the number of clauses in a sentence that determines whether the sentence is a simple sentence or a complex sentence. On the other hand, the complexity of a sentence based on the number of words is the number of words in a sentence that determines whether the sentence is a simple sentence or a complex sentence (Suraningati & Mulyono, 2020, p. 2).

Likewise, the sentences contained in the controversial articles of the Job Creation Law have many sentences contained. This can be seen from the number of clauses. The following summarizes the comparison of the number of clauses before and after plain language is applied.

TABLE 4
COMPARISON OF THE NUMBER OF CLAUSES BEFORE AND AFTER REVISION

Article	Number of Clauses Before Revision	Number of Clauses
59	10	4
77	6	4
78	6	4
79	9	7

Table 4 shows that the application of plain language has succeeded in reducing sentence length. According to the Bivins text evaluation rubric (Bivins, 2008, p. 84), a text is “poor” if it contains a long sentence, contains too many subordinate clauses and/or compound clauses, and most of the text separates the subject and verb in the sentence. The text is said to be “effective” if it contains short sentences, each sentence expresses only one idea, and the subject and verb are placed close together.

The second attempt focuses on improving cross-reference elements and definitions.

Example: Article 77 paragraphs 1 and 2

(1) “*Setiap Pengusaha wajib melaksanakan ketentuan waktu kerja.*”

(2) “*Waktu kerja sebagaimana dimaksud pada ayat (1) meliputi:*

- a. *7 (tujuh) jam 1 (satu) hari dan 40 (empat puluh) jam 1 (satu) minggu untuk 6 (enam) hari kerja dalam 1 (satu) minggu; atau*
- b. *8 (delapan) jam 1 (satu) hari dan 40 (empat puluh) jam 1 (satu) minggu untuk 5 (lima) hari kerja dalam 1 (satu) minggu.”*

(1) “Every entrepreneur is obliged to implement the provisions on working time.”

(2) “The working time as referred to in paragraph (1) includes:

- a. 7 (seven) hours 1 (one) day and 40 (forty) hours 1 (one) week for 6 (six) working days in 1 (one) week; or
- b. 8 (eight) hours 1 (one) day and 40 (forty) hours 1 (one) week for 5 (five) working days in 1 (one) week.”

Article 77 paragraphs 1 and 2 indicate that there is a cross-reference, namely the phrase “*waktu kerja*” (working time), which in paragraph 1 refers to another part in paragraph 2. The reference to “*waktu kerja*” (working time) can be combined into one part so that no cross-reference is needed. Table 5 illustrates the refinement of cross-reference elements and definitions.

TABLE 5
REVISION OF CROSS-REFERENCE ELEMENTS AND DEFINITIONS

Original Text	Revised Text
(1) “ <i>Setiap Pengusaha wajib melaksanakan ketentuan waktu kerja.</i> ”	(1) <i>Setiap pengusaha wajib melaksanakan ketentuan waktu kerja yang meliputi 7 jam per hari, 40 jam per 6 hari atau 8 jam per hari, 40 jam per 5 hari.</i>
(2) “ <i>Waktu kerja sebagaimana dimaksud pada ayat (1) meliputi:</i>	(1) Every entrepreneur is obliged to implement the provisions on working time which include 7 hours per day, 40 hours per 6 days or 8 hours per day, 40 hours per 5 days.
<ol style="list-style-type: none"> a. <i>7 (tujuh) jam 1 (satu) hari dan 40 (empat puluh) jam 1 (satu) minggu untuk 6 (enam) hari kerja dalam 1 (satu) minggu; atau</i> b. <i>8 (delapan) jam 1 (satu) hari dan 40 (empat puluh) jam 1 (satu) minggu untuk 5 (lima) hari kerja dalam 1 (satu) minggu.”</i> 	

The revised text is to remove the “*waktu kerja*” (work time) cross-reference contained in paragraph 1 so that it does not refer to other parts (paragraph 2). Table 5 shows that the original text is categorized poorly because it uses cross-references that refer to other parts. The revised text is categorized effectively because it eliminates cross-references (Bivins, 2008, p. 84).

Cross-references can make readers stop and find cross-references that will distract readers and disrupt their reading patterns. This is why text that contains cross-references is categorized poorly. It is different if there are no cross-references. Readers will not stop and can find information in the same location (not separated in other parts), and this is considered more effective (Bivins, 2008, pp. 79–80).

The third attempt is a negative element. Based on the identification, the author does not find many negative expressions in the controversial articles of the Job Creation Law. Using the negative form that appears is not as bad as Bivins intended, but it is still effective.

Example: Article 78 paragraph 3

(3) “*Ketentuan waktu kerja lembur sebagaimana dimaksud pada ayat (1) huruf b tidak berlaku bagi sektor usaha atau pekerjaan tertentu.*”

(3) Provisions for overtime work as referred to in paragraph (1) letter b does not apply to certain business sectors or occupations

Article 78 paragraph 3 uses the negative form “*tidak*” (not). The use of the word “*tidak*” (not) in this article clarifies the statement of the paragraph that the provisions for overtime work are not applied to certain fields of business/work. This does not make the text bad. Thus, even though there is the word “*tidak*” (not), it is still considered effective.

The fourth effort is the voice element.

Example: Article 78 paragraph 4

(4) *Ketentuan lebih lanjut mengenai waktu kerja lembur dan upah kerja lembur diatur dalam Peraturan Pemerintah.*

(4) Further provisions regarding overtime work and pay are regulated in a Government Regulation.

Article 78 paragraph 4 uses the passive voice, seen in the use of the verb “*diatur*” (regulated). According to Bivins (2008, p. 84), documents with passive voice are poor documents; and documents with active voice are effective documents. Table 6 illustrates the correction of passive to active sentences.

TABLE 6
REVISED VOICE-PASSIVE ELEMENTS TO ACTIVE

Original Text	Revised Text
(4) <i>Ketentuan lebih lanjut mengenai waktu kerja lembur dan upah kerja lembur diatur dalam Peraturan Pemerintah.</i>	(4) <i>Peraturan pemerintah mengatur ketentuan lebih lanjut mengenai waktu kerja lembur dan upah kerja lembur.</i>
	(4) Further provisions regarding overtime work and pay are regulated in a Government Regulation.

Points of improvement include (1) the changing of the passive verb “*diatur*” (regulated) to the active verb “*mengatur*” (regulate); (2) shifting the position of the phrase “*peraturan pemerintah*” (government regulation), which was originally in a complementary position to being the subject; and (3) shifting the position of the sentence “*ketentuan lebih lanjut mengenai waktu kerja lembur dan upah kerja lembur*” (further provisions regarding overtime work and pay), which was originally in the position of the subject becomes in the position of the object.

Passive sentences usually omit actors in the sentence. This tends to make sentences difficult for the readers to determine who and what action to take. The use of passive voice is allowed for some reasons but documents that use too much passive voice tend to be rated poorly. On the other hand, documents that use active sentences are rated better because they use concrete verbs so that the actor appears in the sentence. It allows the reader to immediately know who did the action (Bivins, 2008, pp. 80–81). To make it easier for readers to understand a passage, it is better to change the passive sentences to active sentences.

The fifth effort is the element of nominalization. The primary function of nominalization in modern scientific practice is thus to provide an efficient and easily referable description of complex physical processes (Jalilifar et al., 2014, p. 36). Based on the identification, controversial articles of the Job Creation Law have used action verbs in their predicates like the verbs “*memberi*” (give), “*meliputi*” (cover), “*diatur*” (regulated), “*dibuat*” (made), “*diadakan*” (held), and “*berlaku*” (applies). The emergence of nominalizations such as “*perjanjian*” (agreements), “*ketentuan*” (provisions), “*peraturan*” (regulations) are nominalizations contained in the subject or object. They are not contained in the predicate, and no correction is needed. Therefore, it can be said that the nominalization element is considered effective.

The sixth attempt is the word choice element.

Example: Article 79 paragraph 4

(4) “*Pelaksanaan cuti tahunan sebagaimana dimaksud pada ayat (3) diatur dalam perjanjian kerja, peraturan perusahaan, atau perjanjian kerja bersama.*”

(4) “The implementation of annual leave as referred to in paragraph (3) is regulated in a work agreement, company regulations, or collective work agreement.”

Article 79 paragraph 4 contains words that are legalism and lawyerisms as well as unnecessary words, namely “...sebagaimana dimaksud pada ayat ...” (“...as referred to in paragraph ...”). It indicates that this article has poor word choice (Bivins, 2008, p. 84). Table 7 describes improvements to the word choice elements.

TABLE 7
REVISION OF WORD CHOICES ELEMENTS

Original Text	Revised Text
(4) <i>Pelaksanaan cuti tahunan sebagaimana dimaksud pada ayat (3) diatur dalam perjanjian kerja, peraturan perusahaan, atau perjanjian kerja bersama.</i>	(4) <i>Perjanjian kerja, peraturan perusahaan, atau perjanjian kerja bersama mengatur pelaksanaan cuti tahunan.</i>
	(4) Work agreements, company regulations, or collective work agreements regulate the implementation of annual leave.

The corrected text removes words that are legalism and lawyerisms and eliminates unnecessary words in article 79 paragraph 4, namely eliminating phrases “...*sebagaimana dimaksud pada ayat...*” (“...as referred to in paragraph ...”). The omission of the phrase does not cause confusion of meaning/intention because the main point of this article is the regulation regarding the implementation of annual leave, not paragraph references, so eliminating unnecessary phrases/words is considered more effective (Bivins, 2008, p. 84; Williams, 2004, p. 120).

This analysis shows that legal documents tend to use long and complex sentences and rarely use short sentences. The majority use of passive sentences, as if repeated, and words that are not needed can confuse readers and writers (Sobota, 2014, pp. 23–25). Therefore, the application of plain language is very necessary. Plain language can be applied to various documents that have a language component and focus on communication purposes (Balmford in Bivins, 2008, p. 7). The application of plain language to legal documents can clarify the intent and the reader does not need to read it over and over again or wonder about the author’s intention. In addition, readers can quickly find the information they need (Bivins, 2008, pp. 7–8).

This study indicates that legal practitioners must realize the importance of linguists’ contribution in the preparation of legal documents because linguists’ involvement can contribute principles and rules of the Indonesian language to avoid imperfections of the Indonesian legal language. Both spoken and writing legal opinions can be resolved (Bachari, 2020, p. 31). Law Number 12 of 2011 Chapter III on the Variety of Languages of Legislative Regulations Article 242 confirms that the language of laws and regulations is governed by Indonesian grammar rules, which govern word formation, structure, writing techniques, and spelling. However, legal language and regulations have a style that is distinguished by clarity of understanding, directness, standardization, harmony, and adherence to legal requirements principles, both in formulation and writing methods. Thus, linguists can be involved in the preparation of legal documents.

In addition, legal practitioners have a tendency to maintain the uniqueness of the legal language without considering the community's understanding because laws are made to regulate and organize life in a state so that the people governed by the law obtain certainty, benefit, and justice in life (Jalaluddin, 2011, p. 2). If the legal language confuses the public, of course, the community will be harmed even though they are the ones who are bound and burdened with the obligation to comply with the legal documents produced (Murniah in Ahmad, 2017, p. 154). Thus, the legal language must be made easy. All people must understand the rules. It is not intended exclusively for people who study it (Kurniawan in Hartini, 2019a, p. 70).

V. CONCLUSION

Based on the analysis, it is possible to conclude that the contentious articles of the Job Creation Law contain two effective elements: negative and nominalization. The other four elements (sentences, cross-references, voice, and word choice) are still in the poor category. Overall, these articles still use long sentences, have many subordinate clauses, contain cross-references, tend to use the passive voice, and bring up the words legalisms and lawyerisms and unnecessary words. The application of plain language to the four elements shows significant effectiveness. Therefore, the use of plain language should appropriately be promoted in the Indonesian legal language.

In addition, the application of plain language does not escape the use of linguistics, such as the use of sentences, choice of words, use of spelling, etc. It indicates that it is necessary to involve linguists in the preparation of legal documents to achieve effectiveness for the sake of overall law enforcement.

This study still needs to be developed further, especially regarding the validation of legal experts and readers’ understanding before and after the text is corrected. For further studies, there are some suggestions. First, expert judgment is needed, especially from legal drafters to ensure that the text corrections made do not go out of context/meaning. Second, readers, especially entrepreneurs and workers, should respond to find out the understanding of the text before and after it has been revised.

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Figurative Language Used by Australian Facebookers During COVID-19 Pandemic

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Abstract—This study investigated the metaphorical speech acts used by Australian commentators on Facebook during COVID-19. The sample contained 50 Facebook comments that were analyzed qualitatively. The study adopted Searle taxonomy of speech acts, namely, directive, assertive, expressive, commissive, and declarative. This helped in identifying the different functions of the metaphorical speech acts. Moreover, Austin taxonomy of speech act forms, namely, locutionary, illocutionary, and perlocutionary, was adopted. The findings revealed that the most common types of metaphors that were used by the Australian commentators were war and conflict metaphors, followed by psychological status metaphors and irony metaphors. The study found that war and conflict metaphors were the most commonly used forms of speech by the commentators. This is in alignment with the literature that also highlights how the advent of a crisis, such as COVID-19, results in excessive use of war and militarized metaphors. The study found that the most common speech act was directive, while expressive was the least common form used by Australian commentators during the COVID-19 pandemic.

Index Terms—speech acts, Austin, COVID-19, Australian facebookers, war metaphors

The Oxford Dictionary defines figurative language as a form of language that employs different figures of speech, especially metaphors (Oxford Dictionary, n.d.). This makes figurative language appear to be in opposition to the literal language and is thus associated with a metaphorical meaning (Dobrovolskiy & Piirainen, 2018). This form of language is often used to create meaning, association, or an image. The origin of figurative language extends beyond the idea of literal meaning. The definition of the term comes from the mid-19th century and comes from an old French word, "figurative" (Honeck & Hoffman, 2018). That translates to being "metaphorical", while it has been used since the 14th century, when the word "figurative" first appeared in the English language. The use of figurative language indicates the use of communication that is not easily understood and is also linked with the complexity and the abstract nature of the statement. The use of language and its evolution to communicate meaning have not been static throughout history (Minda, 2021). The use of language is associated with feelings where language becomes a vehicle for communication. Figurative expression can aid in better understanding a person's emotions (Branagan et al., 2020).

Figurative expressions were classified by Taylor in 1981 into three prime categories. These include comparison and substitution; representation by substitution; and contrast by discrepancy and inversion (Andimara et al., 2020). The first category, comparison and substitution, is inclusive of metaphors, similes, metonymy, allusions, allegory, and analogy. The second category, that is, representation by substitution, is inclusive of symbols, personification, and synecdoche. The contrast by inversion and discrepancy category includes overstatement, paradox, oxymoron, and irony (Honeck & Hoffman, 2018). Personification is another form of literary device that is used to describe a non-human abstraction acting like a human (Wead, 2018).

Hence, it is used to provide an inanimate object with individual characteristics that are human. Another form of figurative speech tool is the use of metonymy. This is a figure of speech when a word that is closely associated with another word is used for expression and communication (Barcelona, 2019). Symbolism is one of the most commonly used figurative speech styles that is used to point to the ideas of a person (Wead, 2018). These can be presented as a focus on an individual object, image, person, or sound. On the other hand, irony is a form of figurative speech in which the opposite meaning of the words is used, in both the dictionary sense as well as the contextual sense. Hence, it is used for the presentation of an alternative meaning and the true meaning (Andimara et al., 2020).

Research has been conducted on metaphors for a long time and considered from different perspectives (Ibarretxe-Antuano, 2019). Many philosophers have argued that language is literal (Weiland et al., 2014). At the same time, many cognitive linguists have presented an argument that metaphors are important and are not marginal. Hence, the use of language and its forms can be explained through a pragmatic approach (Kövecses, 2019). Pragmatism is associated with utterances that are meant for highly specific events. It is also associated with dealing with the effect of the context (Abdullayeva, 2022). The idea of pragmatism explores what is embedded in communication. Hence, it is associated with the conversational implications that can be elicited from speech. The nature of metaphors has been studied through different times and perspectives and has also been used through different philosophical underpinnings of literature (Shaykhislamov & Makhmudov, 2020).

Implicature is used as a means to cover what is conveyed or implied other than what is being said. Hence, it is used as a means to express what the speaker is trying to say other than what the person is trying to say (Zufferey et al., 2019). Furthermore, implicature is classified into conventional implicature and conversational implicature. Conventional implicature is determined through the use of the conventional meaning of the words that are used in communication. Hence, it is linked with non-truth conditional inferences that are not derived from pragmatic principles such as maxim (Shaykhislamov et al., 2020). Rather, these are linked to a specific expression or specific item. Conversational implicature, on the other hand, is derived from a general principle of conservation. A generalized conversational implicature can occur in the absence of a specific context or scenario (Zufferey et al., 2019). At the same time, a particularized conversational implicature arises only in the context of a specific situation and is not normally used in conversation. Implicature by itself is part of the pragmatic sub-discipline of linguistics (Cutting & Fordyce, 2020).

Another essential component of pragmatics is the theory of speech act theory (Taguchi, 2019). This theory is a subfield of pragmatics and studies how different words are used not only for the communication of information but also to carry out actions (Siemund, 2018). This theory was developed by Austin and later advanced by Searle. Speech acts are alternatively known as communicative acts. They convey the intended language function and are crucial for linguistic analysis. The speech acts during the COVID-19 signage have been associated with relational work.

This study seeks to answer the following research questions:

- How have Australian Facebook users referred to vaccinations for COVID-19 as weapons in the fight against the pandemic?
- In what ways has Facebook messaging concerning the COVID-19 pandemic been depicted as a conflict whose triumph is entirely dependent on the use of vaccines?
- To what degree has the Facebook platform persuaded people that the epidemic was defeated in Australia after producing and administering vaccines?

I. LITERATURE REVIEW

A. Introduction

A literature review is defined as a document that can help in understanding the existing literature, theories, and frameworks in alignment with the research question developed (Paul & Cirado, 2020). This is crucial because it helps in establishing a basic understanding of the research subject and helps provide more clarity on the research problem (Snyder, 2019). In this section of the thesis, the theoretical framework and policies are assessed. It provides outlines of the studies undertaken on metaphors and speech acts. A correlation in context with the use of metaphors in social media will also be outlined and summarized, and the association between the use of metaphors and the COVID-19 pandemic will also be explained.

B. Theoretical Review

"The use of language by cognitively independent individuals in the activity of living with each other in a medium" is perhaps the most comprehensive definition of "communication." Only near the conclusion of this paper will this definition make sense (Valian, 2015). Let me begin with a definition that uses fewer new terms: "Communication is any process of sending patterns from one system to another or between the pieces of a system, thereby spanning diverse locations, times, and forms." Reproduction, agreement, consensus, or success are not required outcomes of communication. It has the potential to cause confusion, conflict, complementary reality constructs, and the emergence of new language forms (Wells, 1994). The existence of some medium that accounts for the process of transformation from one into the other is required for communication to take place. Communication, in this sense, is not restricted to the social realm (Niesen, 2018).

Language is a social product as it is used to conduct social actions (Ellis, 2019). The theories of pragmatics are in alignment with the theories of semantics. These studies are associated with aspects of meaning as well as syntax (Belligh & Willems, 2021). This helps in examining the sentence structures, relationships, and principles. Pragmatics is used for developing an understanding of systematic relations that are intended and that are applied based on the examination of inferences that can be made into a sentence in reference to the utterance. The three components of pragmatics are associated with form, content, and use. It is through pragmatics that a metaphor is defined as a speech act (Amoussou & Allagbe, 2018). The speaker uses signs or indications to create new meaning through an ideal structure or paradigm that is intentional and lacks literal meaning.

According to Leech (1983), pragmatics, by itself, is classified into two branches. These include sociolinguistics and pragma-linguistics. Metaphors appear as an application of pragmatics. The primary goal of a pragmatic account of a metaphor is to explain how a metaphor is understood and how it addresses a construct or an interpretation in communication (Culpeper et al., 2018).

(a). Theoretical Framework

The current study is based on two aspects of speech act metaphors. These include the function of speech acts and speech acts (Prihodko, 2018). In the simplest of terms, a speech act can be defined as an utterance that serves the function of communication. This is associated with the words used by the speaker and their impact. The speech act

theory is a part of pragmatics. Speech acts and pragmatics are associated with actions and utterances. The speech act is classified into five categories. These include declarations, expressive, assertive, directives, and commissives. The declaration in a speech act is defined as an act that proposes content in association with reality. It is a type of illocutionary act. This helps in bringing about a change in the external environment (Rais & Triyono, 2019). The second form of speech act is the expressive speech act, which is defined as a form of speech act in which the speaker presents or expresses an attitude or feeling about something. This is important as it cannot be separated from humans in a daily conversation. The third type of speech act is the assertive, which is defined as a type of illocutionary speech act in a statement where the goal is to suggest, report, inform, express, show, or explain something. The fourth form of speech acts is directives (Haucsa et al., 2020). The directive speech act is defined as a reason that aims to bring the truth out of propositional information. This information or content is present in the directive speech act. The fifth type of speech act that is present is the commissive, which is the kind of speech act in which the speaker presents himself or herself in commitment to future action. This expresses the intention of the user for future action. The commissive can be negative or positive (Rais & Triyono, 2019).

The use of metaphors is associated with the use of strong frames that can help in guiding action rather than just the simplistic use of language. Hence, when a metaphor becomes a structure, it impacts how an individual think about the topic and how the action and interaction are shaped (Simon & Camargo, 2021). The use of war metaphors falls within the theoretical framework of rhetoric. In the understanding and application of rhetoric, there is a tradition that metaphors are used to change the understanding of public events and to generate a response according to them. For example, one of the common metaphors that George Washington Bush used to make frequently was that of "hunting." This removed the status of the individuals as combatants, dehumanized the enemy, and justified the killings. He also used terms such as "savages" for the people of Iraq and "civilized" for the allies of the United States, implicating a meaning to justify his actions of war. These terms are used in rhetoric with the application of metaphors as they help the creation of a mass alignment with the idea (Matthews et al., 2019).

(b). *Studies on Metaphors*

From the beginnings of conceptual metaphor theory to the present day (Gibbs Jr., 2011). For example, Lakoff and Johnson's famous book (1980) opens with a discussion of the well-known "Argument is War" map. Lakoff and Johnson write that "this metaphor is represented in our everyday language by a broad range of idioms. Metaphor research is increasingly understanding that every language community is made up of various speakers, each with their own set of experiences and interests, and that we cannot presume a common, unchanging set of conceptual structures. A recent study has looked at various genres and registers and found that linguistic metaphors differ significantly even when the subject matter of the texts is closely similar (Deignan et al., 2013). This suggests that various groups of individuals use distinct conceptual metaphors for the same issues, and that we use different conceptual metaphors when speaking or writing for different audiences or at different degrees of formality. Many academics struggle with the idea of conceptual metaphors, which has gotten worse in recent years. Even the most skeptics will appreciate the fact that generalizations can be identified in language metaphors and that these generalizations appear to be capable of generating innovative metaphors and likely framing worldviews (Hatim & Masons, 2014). These considerations are critical for all metaphor researchers, regardless of their commitment to conceptual metaphor theory (hence CMT). While CMT's inventive leap was well-deservedly exciting, scientific rigour trailed behind creativity for a time. The work of Steen and colleagues, among others, has demonstrated that, as in other scientific fields, methodologies must try to be rigorous and repeatable, while corpus and text analysts' contributions point the way ahead (Deignan et al., 2013).

(c). *Studies on Speech Act of Metaphors*

In speech, three main views of metaphors have been identified. These include reporting of anomalies, interactionists, or comparisons (Saragi et al., 2019). The view of anomaly asserts that there is a dissimilarity between the semantic features of metaphors and the vehicle (Wijana, 2021). In the theory of linguistics, this is identified as the selection restrictions that are violated in cases when the vehicle fails to fall into an exclusive category that is defined and determined in the range of the recipient of the message. Hence, the sentences are then perceived as anomalous and create tension. In contrast, the approach of comparison is used when the recipient comprehends a message in the form of a metaphor (Sbis à 2018). The meaning thus establishes a similarity between the two subjects under study. The third type, which is the interactionist type, asserts the presence of both similarity and dissimilarity in the vehicle and the topic of metaphors. However, this approach also denies the presence of a simple relationship between the two (Wijana, 2021).

(d). *Studies on Speech Acts*

Linguistic acts are present in all forms of linguistic communication. Words, symbols, sentences, or some type of token of all of these were formerly thought to be the very fundamental units of communication, but speech act theory claimed that production or issuance of words and symbols are the basic units of communication (To et al., 2015). This issue takes place during the delivery of a speech act. The significance of these fundamental elements was viewed as the foundation for mutual understanding between people who tried to express (MacArthur et al., 2010).

In *How to Do Things with Words*, the Oxford philosopher J.L. Austin established the speech act theory, which was subsequently developed by the American philosopher J.R. Searle. It takes into account how many utterances are spoken

to accomplish locutionary, illocutionary, and/or perlocutionary activities (Petrey, 2016). Speech act theory is studied by many philosophers and linguists in order to better understand human communication. From a strictly first-person perspective, part of the delight of pursuing speech act theory is becoming more and more aware of how many shockingly varied things we do when we communicate with each other. According to Searle, speakers can only reach five illocutionary points on propositions: assertive, commissive, directive, declaratory, and expressive (Mabaquiao Jr., 2018). When speakers represent how things are in the world, they achieve the assertive point, the commissive point, the directive point when they try to persuade listeners to do something, the declaratory point when they do things in the world solely by saying that they do, and the expressive point when they express their feelings about objects and facts in the world. Some argue that Austin and Searle's method was mostly based on their intuitions, focusing mainly on isolated phrases from their context of use (Burkhardt, 2010). In this light, one of Searle's suggested typologies' major problems is that a concrete speech act's illocutionary power cannot take the structure of a sentence as Searle characterized it. The hearer is viewed as a passive participant in speech act theory. The illocutionary power of a given speech is influenced by its linguistic form as well as insight into whether the requisite felicity conditions—not least in connection to the speaker's ideas and feelings—are met. As a result, interactional features are overlooked (Van Eemeren & Grootendorst, 2010).

(e). Studies on Metaphors in the Context of Social Media

The use of metaphors in social media has been primarily associated with social media engagement strategies (Seering et al., 2022). It is important for social media content producers to understand the motives of the consumers in order to derive a focal interest. The motive of the special media used by the content producers is to reach the subconscious elements of the consumer's minds. The use of social media metaphors is associated with the various social actors, making metaphors integral to the landscape of digital media studies (Wyatt, 2021).

Metaphors are used heavily in the process of marketing. In social media campaigns, the use of metaphors is associated with persuasive communication. These metaphors in the social media landscape can be either explicit or implicit. The use of metaphors is associated with several components and benefits (Landau et al., 2018). These include the gaining of customer attention, comparison elicitation and imagery evocation. This research focused on the frequently used and recurring early metaphors that were used to illustrate evocative power to the recipients. This study used the data analytics approach and identified how the use of metaphors has been consistent and is one of the core needs for digital media campaigns and social media content (Wyatt, 2021).

The use of metaphors in social media campaigns has multiple benefits. People become so accustomed to repeating the same terms and expressions in the same ways that they lose track of what they mean (Cheney et al., 2010). Creative authors have the ability to make the mundane exotic and bizarre commonplace, a sobering existence. This helps engage more people with the content on social media. According to Magnifico (2010), when readers or listeners come across a phrase or term that cannot be translated literally, they are forced to think—or rather, they are given the opportunity to ponder. When the producer writes something like "I'm frustrated" or "The air was frigid," he is giving the readers nothing to do except wonder, "So what?" If one says, "My objective was Hiroshima after the bombing," the viewers will be able to "consider and pick from a variety of interpretations" (Tedlock, 2011).

Politicians commonly use metaphors to communicate ideas, show events, and explain concepts (Charteris-Black, 2011). Sometimes such a rhetorical strategy is intentional, and sometimes it is not. Nonetheless, their influence on public political discussion should be investigated. Rhetorical settings will define the nature of certain key societal problems. Landau et al. (2010) suggest that metaphors may inadvertently influence public opinion by diverting attention, channeling fears, and even constructing phantom opponents within bigger political narratives (Landau et al., 2010). When metaphors are used to help build specific worldviews, they become ideological, providing a framework within which we may grasp the world and justify our collective identities and behavior. What's interesting about these ideological metaphors is that they frequently go unreported because the ideologically misled group considers them "acceptable" comparisons. The target audience must feel that a metaphor validates their deep-seated beliefs or that the rhetorical strategy's user has "expressed their thoughts" for a metaphor to be "appropriate". However, it is by analyzing such analogies that we can gain a better understanding of how such a system works and uncover its ideological foundation (Van Hulst & Yanow, 2016).

(f). Studies of Metaphors During COVID-19 Pandemic

The use of warlike metaphors was seen in journalism and headlines. The Globe and Mail newspaper asserted that the pandemic had to be fought "like a war" (Rajandran, 2020). The imagery associated with wartime is compelling and identifies the COVID-19 virus as its enemy. The strategy is defined. That is, to "flatten the curve" and to save the economy. The warriors of this war have been pointed out and are referred to as the healthcare professionals (Hanne, 2022). Individuals who have isolated themselves in their homes are being defined as people on the home front. The traitors of this war are the people who violate these rules. The use of war metaphors by the government and policymakers in times of pandemics is not novel. These metaphors are focused and are associated with war rhetoric. This categorization of people in the war rhetoric leads to the classification of people in a highly insidious way. Donald Trump identified the virus as the "China Virus" (Semino, 2021). As the number of cases grew, health services scrambled to adapt, and the economy shut down in 2020, our entire world shifted to flatten the curve. Back then, the

outbreak was described as an armed struggle in vocabulary. Patients were "warriors on the battle lines", while doctors were "struck with sickness". Personal protective equipment (PPE) and ventilators were being "mobilised supply chains" by the federal government from the "national stockpile". The Defense Production Act was used by the administration to produce more medical supplies (Wicke & Bolognesi, 2020). In medicine, biomilitary metaphors have long been employed. Traditional Chinese medicinal texts, which date back to the 2nd century BCE, utilize comparable terminology. In the twentieth century, disease has been linked to battle in films such as *Victory with Vaccines*, *The Battle Against Bacteria*, and *Crusading Doctor*. 2 President Nixon declared a "war on cancer" in 1971 with the National Cancer Act, hoping to find a "magic bullet". According to the findings, the fighting metaphor not only appears in the speeches under consideration but also acts as the text's primary organizing subject, creating the backbone of its arguments and rhetorical methods (Rajandran, 2020).

II. METHODS AND PROCEDURES

A. Introduction

The purpose of the chapter is to present the tools used in collecting the data and the data analysis for this study.

B. Research Design

This research follows a qualitative research design in which the data will be collected from the Facebook comments posted on the pages of news sites in Australia on the posts associated with COVID-19. This chapter highlights the tools that were used for the collection of data and the methods used for the analysis of the research.

C. Population and Sample of the Study

Different sampling methods can be used in research for the selection of participants. This thesis will follow a purposive sampling approach (non-random sampling type), which is defined as an approach in which the individuals in the research are selected based on research interests (Etikan et al., 2016). This is associated with the consideration of the researchers. Purposive sampling is also known as judgmental sampling or selective sampling and is classified as a non-probabilistic method of sampling. This method has been selected for the completion of this research as it is associated with several benefits (Campbell, 2020). First, purposive sampling is an efficient way to identify the target population and then collect suitable data. It also helps in the identification of the best suited participants and helps in the elimination of noise from the research outcomes. Further, it also helps in the collection of suitable data from the research, helps in the identification of the data from a small population of interest, and helps in achieving valuable outcomes (Litosseliti, 2018). It also helps in gathering suitable responses and allows targeting towards a niche demographic population for the study. The approach is also associated with some limitations that need to be taken into consideration to ensure a robust research approach. The limitations of purposive sampling in research can lead to invalid inferential statistical procedures. This is associated with the exclusion of subgroup populations from the research approach. The use of this method can also result in a risk of bias and impact the research outcomes. To be included in the study, individuals who had commented on Facebook posts related to COVID-19 were included in the study. Individuals belonging to all social, cultural, ethnic, and economic backgrounds were included in the analysis (Lester et al., 2014).

D. Research Setting

The study was conducted through an online medium, that is, through Facebook.

(a). Instruments of the Study (Research Tools)

A research instrument is defined as a tool that is used for the collection of data, measurement of data, analysis, and assessment of its findings. Therefore, research instruments can act as a tool to direct the process of research (Walliman, 2010). That is, the comments on Facebook that were already made were taken into compilation of this research and its findings. Hence, in this study, the research instrument tool that will be applied will be observation. The observation method is one of the most commonly used in research in the context of behavioral sciences. Observations by themselves can be classified into different approaches. These include participant and naturalistic observations; case studies; structured observations; and archival research. This study falls under the category of archival research. Archival research is the research approach in which the information is collected and assessed from the data archives. In the current context, the archive of Facebook comments acts as a data archive for the research (Stockemer et al., 2019).

The researcher in the study plays an essential role from the very beginning of the research, till the collection of data, the analysis of the findings, and till the final conclusions. In this study, the role of researcher is associated with the identification of metaphorical speech acts, the identification of the speech types and their functions, and understanding the connotation of these metaphors.

(b). Participants

The sample was collected only from one source, that is, Facebook. The topics were selected by screening the comments manually. A total of 50 Facebook comments were identified and have been included in this research for further analysis.

(c). *Data Collection*

The collection of data was done through online websites and news sources for research and compilation of the information available on Facebook. The Facebook comments that were made in context of COVID-19 incidence and measures associated with its prevention and control were included in this study.

(d). *Data Analysis*

The process of qualitative data analysis is a complex and intricate process. For this research, thematic analysis of the qualitative data was proposed. Thematic analysis is defined as a method in which a data set is subject to identification, analysis, and reporting of the patterns in the data (Hancock et al., 2010). Hence, thematic analysis is often associated with the description of data but is also used for interpretation of the process through selection of codes and the construction of individual themes that emerge from the data. Thematic analysis is a suitable approach as it is one of the simple yet comprehensive methods that can be used for the analysis of data. It is also a suitable approach when the researchers have to summarize the data and identify its key findings, making this one of the foundational methods for data analysis and interpretation.

To minimize the bias and ensure objective application of the analysis approach, one finds it also important to focus on minimizing the limitations and risks of biases in the study. One of the primary pitfalls in the thematic study approach is the failure to describe the assumptions that can impact the analysis. Focus should also be laid on the development of coherence between the research findings and the existing literature (Lester et al., 2014).

1. *Identification*

The first step of thematic analysis is identification. In this step, the researcher has to identify the raw data of metaphorical speech and classify the same in accordance with the taxonomies of the speech act. Therefore, the researcher has to omit the words or utterances that are not associated with a metaphorical expression in the research. The classification developed by Searle (1979) will be used in the study. The process of identification is based on an analysis that can help in the selection of suitable speech statements for analysis. This is the prime step and is thus essential as it is based on the accurate identification of the speech and the methods for the research.

2. *Coding*

The first step is to familiarize yourself with the data (Javadi & Zarea, 2016). The second process of data coding is to generate initial codes. The third step in the process of data coding is to search for common themes. The next step is to review the themes, followed by the definition of the themes and the development of their names. Finally, the sixth step is to produce the findings based on the coded data. These steps will be applied in the process of thematic analysis and data coding of the Facebook comments included in this research (Guest et al., 2012).

3. *Interpretation*

In this step of data analysis, the researcher focuses on the interpretation of the study (Guest et al., 2011). The datasheet was used in this step for the identification of speech functions and the types of speech acts. This was applied in the research in the context of the comments of the Facebook commentators.

4. *Discussion*

The discussion process in the analysis is based on the interpretation of data and identification of the research (Hanks, 2018). This process of discussion is based on the identification of suitable research outcomes based on the interpretation of data and its findings.

III. FINDINGS AND DISCUSSION

This section highlights the findings from the data collected by the researcher. The first theme of the research is associated with the identification of metaphors used in Facebook comments by the users on posts associated with COVID-19. The second theme that this research will focus on is the identification of the type of metaphorical speech act as classified based on the works of Austin (1962) in the taxonomy of the speech types. The third theme that this thesis aimed to answer was based on the classification of the comments based on utterances as described in the work of Searle's taxonomy of speech acts.

A. *Metaphorical Speech Acts Posted Among Australian Social Media Commentators on Facebook*

A total of fifty Facebook comments were identified as being posted by the Facebookers. It was mandated that the comments that were included in the study were associated with the posts associated with COVID-19, disease prevention, vaccination, and any other form of COVID-19 information. The findings indicated that most of the comments that were posted in the context of the use of war metaphors. A negative connotation was associated with a large section of comments, indicative of the individual sentimental perception among the masses regarding the illness. The second commonality of comments was associated with a positive sentimental value and with a focus on the need to combat the virus. Based on the nature of different comments that were identified, they were classified into three categories: war and conflict metaphors which composed 60% from the whole data, psychological status 32%, and irony metaphors were 8%.

Theme 1: War and Conflict Metaphors

The use of war and conflict metaphors was dominant and pervasive in the population.

TABLE 1
WAR AND CONFLICT METAPHORS USED BY AUSTRALIAN COMMENTATORS ON FACEBOOK

S. No.	Metaphor	Keyword
1	Their power is derived from your compliance	Power, compliance
2	Time to focus on orchestrated war, well done sheep.	orchestrated war, sheep
3	There is more freedom in prison	Freedom, prison
4	Hiding from the war!	Hiding, war

The first metaphor analyzed in this research is, "*Their power is derived from your compliance*". Based on the taxonomy of speech acts, this metaphor is an example of a locutionary speech act where the power dynamic between the general population and the masses is being derived. The illocutionary aspect of the speech taxonomy is that it focuses on the act of compliance by people. The perlocutionary element of the statement is aligned with an intention to agitate the readers. According to the Searle classification, the nature of this statement is declarative.

The second metaphor to be analyzed in this research is, "*Time to focus on orchestrated war, well done sheep*". Based on the taxonomy of speech, the locutionary aspect of the speech asserts the classification of war in context with the situation of COVID-19. The illocutionary aspect of speech is associated with the act of running away or avoiding. The perlocutionary aspect of this speech is indicating an impact on the readers as a form of intimidation and disclaiming. Based on the classification of Searle, the nature of speech is assertive.

Theme 2: Psychological Status Metaphors

This section is concerned with identifying metaphors that reflect the psychological state of the Australian commentators.

TABLE 2
PSYCHOLOGICAL METAPHORS USED BY THE AUSTRALIAN FACEBOOKERS

Synod.	Metaphor	Keyword
1	It's not a bleak picture at all. Stop overdramatizing.	Bleak, overdramatizing
2	Report the truth, stop fear mongering.	Fear mongering, Truth
3	It does not end, just delays and spaces out.	Delays and spaces out
4	Way to ham up the fear	Fear

The first metaphor to be analyzed in this research is "*It's not a bleak picture at all. Stop overdramatizing*". The locutionary aspect of this speech asserts that information about COVID-19 is not bleak and hence, the situation should not be hyped or overdramatized. The illocutionary assessment of this speech is associated with the act of being terrified or scared of the situation. The perlocutionary aspect of this statement is associated the impact on the people's thinking regarding perceptions associated with COVID-19. The nature of the speech is to inform making it an assertive speech act.

The second metaphor to be analyzed in this research is "*Report the truth, stop fear mongering*". The locutionary assessment of this statement reveals that the speaker wants the government and the new site to present information that is factual. The illocutionary aspect of this statement is indicative of act of denial towards the information that is presented along with an intention to order the information posters to present only a certain kind of information. The perlocutionary aspect of this statement asserts an impact on the audience asserting that the information included in the post is unreliable. Based on the classification of Searle, this statement is an example of directive speech.

Theme 3: Irony Metaphors

The purpose of irony metaphors is to express an irony in content.

TABLE 3
IRONY METAPHORS USED BY AUSTRALIAN FACEBOOK COMMENTATORS

Synod.	Metaphor	Keyword
1	Political healthcare at its finest	Political, finest
2	Can't people see through the lies?	Lies
3	Let me guess it is the most deadliest one yet	Deadliest
4	Everyone freaks out when the number is high and also when they are low. There is no pleasing to you.	Freaks, pleasing.

The first metaphor to be analyzed in this research is the statement, "*Political healthcare at its finest*". The locutionary assessment of this statement asserts that the politics in the healthcare system is harming the system. The illocutionary aspect is that of mismanagement. The perlocutionary assessment of this statement is linked with lack of trust and denial of reliability on the existing system. Based on the classification by Searle, this statement can be classified as an example of an assertive speech act.

The second metaphor to be analyzed in this research is "*Can't people see through the lies?*" The locutionary analysis of this metaphor reveals lack of understanding of the development and imposition of COVID-19 norms on the people. Further, the illocutionary aspect of the statement is associated with disclaiming and the perlocutionary aspect highlights

disbelief and mistrust. According to Searle’s classification, this statement can be classified as an example of assertive speech act.

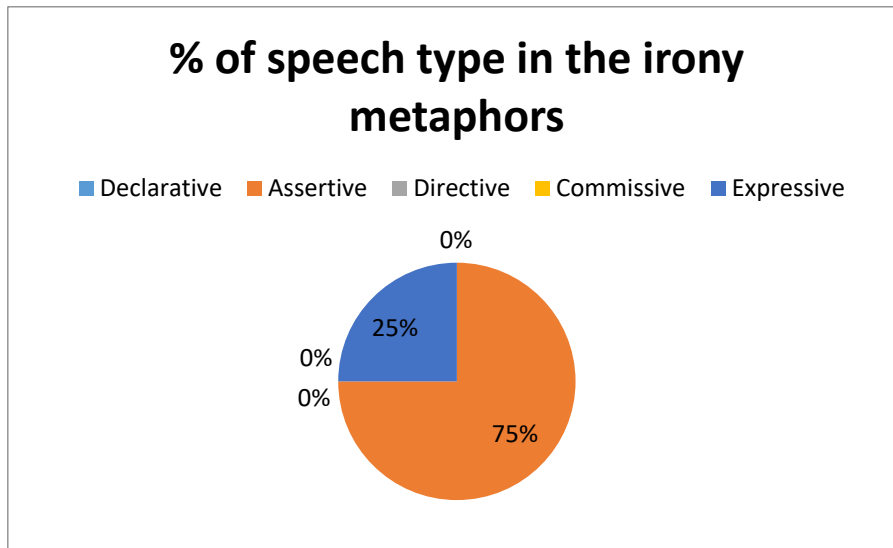


Figure 1 Different Types of Speech Functions Identified Through the Facebook Comments Classified as Irony Metaphors

The assertive speech acts were the most common types of speech in irony metaphors, followed by declarative speech acts. Directive, commissive, and expressive speech acts were not reported or found in the case of irony metaphors.

B. Functions of Metaphorical Speech Acts Posted by Australian Commentators on Facebook

According to Searle (1979), the taxonomy of the speech act functions includes the directive speech act, assertive speech act, commissive speech act, declarative speech act, and expressive speech act. Of the fifty metaphors classified and analyzed in this report, the findings indicated that the most common types of metaphors were associated with assertive speech acts, followed by directive, commissive, and then expressive and declarative.

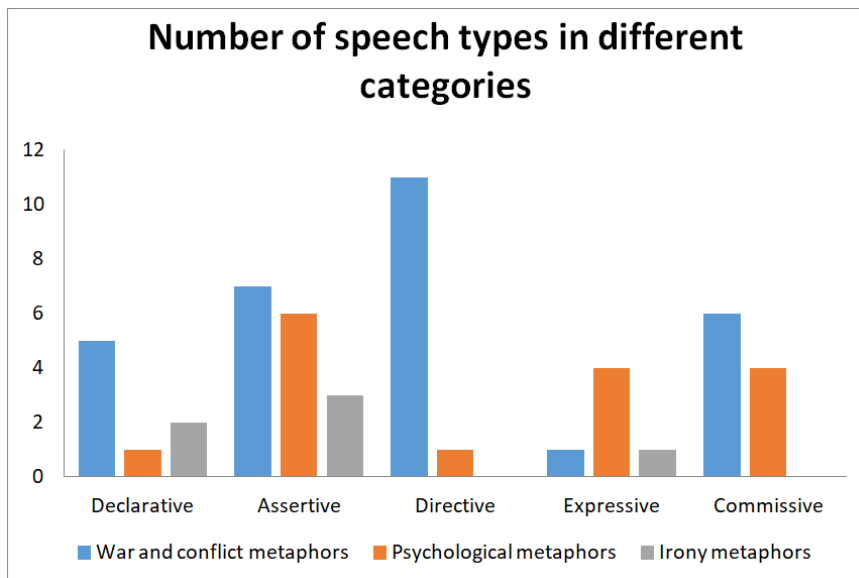


Figure 2 Presence of Different Kinds of Speech Metaphors

C. Discussion and Conclusion

Based on the analysis of Facebook comments posted by the Australian commentators, one can assert that the most common forms of metaphors that emerge from the text are war and conflict metaphors. Another common form of metaphor that was used in the Facebook comments were the psychological status metaphors, followed by irony metaphors. The use of metaphors is linked with intractability. The use of war metaphors extends closely into the discourse of politics. The use of war metaphors is linked with political campaigns. The use of war metaphors is closely linked to its extensive use in times of crisis. The findings of this research are thus in alignment with the existing literature that highlights how the incidence of the COVID-19 pandemic affects the individual thought process that is

reflected in the statements made by the Facebook commentators.

The majority of metaphors that were identified in this research were war and conflict metaphors.

The second common form of metaphor that was used by the Facebook commentators in Australia was the psychological metaphor.

The third form of metaphor that was commonly used by the Facebook commentators was the irony metaphor.

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Utilizing of Codeswitching in English Language Classrooms in Sudanese Schools: Teachers' Perspectives

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Abstract—This paper aims to examine the Sudanese teachers' Viewpoint on using code-switching (CS) in Sudanese English language classrooms. The researchers have applied an analytical and descriptive approach. A questionnaire for teachers of the English language has been employed as the principal instrument for gathering the data related to the research paper. Then, qualitative and quantitative instruments are used. The researchers find out that most teachers have positive attitudes regarding the usage of code-switching. Considering these results, the investigators propose that the teachers employ it as a technique in English language classes since they have encouraging attitudes regarding the usage of code-switching in English language lessons.

Index Terms—Sudanese schools, EFL, teacher's attitudes, codeswitching, teachers' perspectives

I. INTRODUCTION

The living conditions changes, which result from phenomena like civil wars around the world, globalization, and economic crisis, are one of the reasons behind the different types of people migration, resulting in multilingual societies. The result of this matter is a situation in which both learners and educators are essentially linked in their relationship, and for these reasons, individuals have started investigating plans to deal with these issues in certain schools. The study includes many various aspects including education and development, material development, teacher, and methodology.

Several social complications are observed. For example, numerous code-switching (CS) is greatly possible. From an educational point of view, it is noticed that language learners and teachers switch their codes in the classroom. Code-switching may happen for several reasons. For example, "*a person might shift to a different language to show the listener that he is a member of his group and that he is sharing with him/her the same origin*". Language is a transporter of culture and racial identity in such a situation. This leads to multiculturalism even inside the classroom.

Lately, great attention has been given to studying the relationship between code-switching and teaching the English language in multilingual classrooms. For what is stated above this research will be about the viewpoint of Sudanese teachers toward using code-switching in ELT in multilingual classrooms.

A. Methodology

The researcher follows the analytical descriptive method. A random sample of thirty English-language teachers was chosen to represent the study population; the teachers are working in Sudanese schools. They responded to the questionnaire which investigates their opinions and views. Then, an analysis is made based on the data obtained. Finally, the data is evaluated quantitatively and qualitatively using the SPSS program.

B. Participants

The sample of this research is 30 Sudanese English language teachers teaching at Sudanese schools. They are 20 male and 10 female teachers from Kassala State, Darfur State, and Northern State, with experience that ranged from 1 year up to more than 10 years. The teachers' qualifications are 3 BA, 25 MA, and 2 Ph.D. holders.

C. The Question of the Study

This research plans to answer one question: What are the viewpoints of Sudanese English language teachers toward using code-switching regarding ease of use, usefulness, behavioral intention, and subjective norms in addition to their attitudes towards it?

D. Hypotheses

The researchers assume that:

- EFL teachers have a positive viewpoint toward utilizing Code-Switching in their classroom.
- Using Codeswitch in English language classes makes teaching easy and useful.
- Students prefer teachers who code-switch in classes.
- Teachers and learners have positive attitudes toward using codeswitch in classes.

E. Significance of the Study

This investigation is important because it concentrates on the use of code-switching in teaching English in multilingual classrooms. Unsatisfactory research attempts are being made in Sudan to get some solid assumptions as to the significance of the role of code-switching in improving the skills of the students in the language; much of the studies focused on the reasons for the problems of language learning. Thus, this research is an application of a code-switching approach that supports learners to develop better interaction skills.

F. Objectives

This paper aims to identify the teachers' viewpoint toward using code-switching in multilingual classrooms in Sudanese schools regarding ease of use, usefulness, behavioral intention, and subjective norms in addition to their attitudes towards it.

II. LITERATURE REVIEW

This study is entitled "*Using of Codeswitching in English Language Classrooms in Sudanese Schools: Teachers' Perspective*", therefore, it is reasonable that this part is restricted to the theoretical part with reverence to the research topic which constitutes the general framework of this paper. This part is the backbone of the paper that clarifies the concept of code-switching.

The term *code* is a neutral term that is used to describe the way of communication between two or more persons. The reasons behind the use of a certain code at a certain time are interesting. For example, some individuals prefer to use one code instead of another, and according to Ali (2021):

They (the persons) sometimes choose to utilize a code developed from two other communication systems by shifting back and forth between the two or mixing them. Moreover, the different options will have different social meanings affected by the factors that lead to the choices people make.

The following is a concise discussion of some sorts of bilingual situations in which code-switching is regarded as an issue that needs considerable clarification.

A. Philosophical Dimension

According to Bokamba (1989), "code-switching emphasizes a bi/multilingual speaker's use of language from one grammatical system to another. Code-switching refers to the combination of internal utterances in unintegrated linguistic forms from two or more languages".

Gluth (2008) thinks that "some grammatical constraints govern using codeswitching related to the languages that are used and that it does not take place merely at any point of the sentence". Therefore, the ease of the bilingual speaker is assessed largely by his accurate use of the two languages' rules of grammar.

Code-switching, also called code-mixing, has different types in conversation like inter-sentential (between sentences) and intra-sentential (in one sentence). Code-switching can rise from personal preference; besides, it can be used as the main indicator of identity for several speakers who need to use more than one language. Gal (1988) claims that "codes switching is a strategy used to destroy group, to establish or to cross boundaries; to change, evoke, or create interpersonal relations with their obligations and rights".

B. Code-Switching as a Tool for Expressing Solidarity

Zentella (1981) describes code-switching as: "*The ability of bilinguals to alternate between the languages in their linguistic repertoire is generally referred to as code-switching*". Romaine (1995) sees code-switching as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or sub-systems". Fallis (1981) describes code-switching as: "Code-switching may be defined as the alternating use of two languages at the word, phrase, clause, or sentence level". While Van Lier (2015) thinks that "code-switching is neither meaningless nor random; besides it does not necessarily reflect a language deficit".

Scholars have various viewpoints about code-switching. For instance, Blom and Gumperz (1972) examined code-switching concerning social relationships between speakers, but Rayfield (1970, p. 56) explains the occurrences of code-switching "as a personal rhetoric device which is used both to add color to the speech and to emphasize a given statement". According to Fallis (1981), code-switching has various purposes, for example, it can also indicate that they react to changes in their setting, or they mark their identities. It may be used as a means of reflecting social information. According to him "code-switching can perform to express solidarity or intimacy between bilingual speakers". For Romaine (1995) code-switching is "a communicative option available to a bilingual member of speech community on

much the same basis as switching between styles or dialects is an option for the monolingual speaker". This shows the co-occurrence of the definition of Weinreich (2003) who examines various reasons for lexical innovation in L1. Auer (1995), supporting Romaine, describes code-switching "as a robust discourse strategy where code-switches (at least for skilled bilinguals) can indicate the change of participant, parenthetical comments, or topic shift, along with other discourse features". This is the reason for Blommaert's (1992) point of view that the study of code-switching is "a type of social historiography, in which the object of inquiry is fundamentally historical in nature, and we cannot hope to explain code-switching behavior purely in linguistic terms".

In these definitions, code-switching is counted as a personal rhetoric device, communicative options of bilinguals, and the ability of bilinguals. It has not been thought of as meaningless or random; in the past, it has been considered a matter of competency in one or both languages.

C. Rate of Code-Switching

Code-switching largely happens in bilingual/multilingual societies where languages meet like in Sudanese society. It is essential in a study on code-switching to differentiate between pragmatic and conceptual factors of code-switching.

D. Code-Switching Practices

Gumperz's (1972) study distinguished between two types of code-switching practices: situational and metaphorical.

(a). Situational Code-Switching

According to Gumperz, "It is the type of switching that results from the change of the participants, the situation, and the activity type in addition to the change of the setting which leads to the change of the language".

(b). Metaphorical Code-Switching

It is a form of linguistic behavior in which the speaker switches languages to reach a certain effect of communication, though the setting and the participants do not change.

After discussing some aspects of code-switching the following part will be the discussion of the data obtained through the questionnaire.

III. DISCUSSION

This part presents the discussion of the data from the questionnaire that is distributed to thirty Sudanese English-language teachers. The teachers are in Sudanese schools in different parts of Sudan. The questionnaire items are analyzed statistically to determine the teachers' attitudes toward the phenomenon.

The analysis of the questionnaire will be divided into five parts, the first part concerns (the easy usage of codeswitching) which is the subject matter of statements 1- 4, and the second part concerns the Usefulness of Code-switching (CS) in statements 5 – 8, the third part concerns Behavioral intentions of Code-switching in statements 9 – 12, part four concerns Subjective norms of Code-switching (CS) in statement 13 – 17, and the last part concerns (An attitude towards the code-switching (CS)) in statements 18 – 22.

The below tables support the discussion.

TABLE 1
EASY USAGE OF CODE-SWITCHING (STATEMENTS 1-4)

	Statement	SA	A	N	DA	SDA
1	It is easy for multilingual students to interact through CS	3	14	3	6	
		10%	47%	10%	20%	13%
2	The implementation of the multilingual style of teaching is easy in an EFL classroom.	13	10	3	2	2
		44%	33%	10%	6.5%	6.5%
3	CS is an easy way of explaining in a multilingual classroom.	18	10	1	1	0
		60%	34%	3%	3%	0%
4	CS is an easy way to explain scientific information to students.	17	10	2	1	0
		57%	33%	7%	3%	0%

Statement 1: It is easy for multilingual students to interact through CS.

The table shows that 3 participants (10%) choose *strongly agreed* with the idea "It is easy for multilingual students to interact through CS"; 14 participants (47%) *agreed* with the statement; 3 participants (10.0%) were *not sure*; 6 participants (20%) *disagreed*, and 4 participants (13%) *strongly disagreed*.

Statement 2: The implementation of a multilingual style of teaching is easy in an EFL classroom.

It is clear from the table that 13 participants (44%) *strongly agreed* with "The implementation of a multilingual style of teaching is easy in EFL classroom.", 10 participants (33%) *agreed* with the statement, 3 participants (10.0%) were *not sure*, 2 participants (6.5%) *disagreed*, and 2 participants (6.5%) *strongly disagreed*.

Statement 3: CS is an easy way of explaining in a multilingual classroom.

It is observed from the table that there are 18 participants (60.0%) who *strongly agreed* with "CS is an easy way of explaining in a multilingual classroom", 10 participants (34%) *who agreed* with that, and 1 participant (3%) who were *not sure*, 1 participant (3%) who *disagreed*, and 0 participants (0%) who *strongly disagreed*.

Statement 4: CS is an easy way to explain scientific information to students.

It is noticeable from the table that there are 17 participants (57%) who *strongly agreed* with "CS is an easy way to explain scientific information to students", 10 participants (33%) *who agreed* with that, 2 participants (7%) who were *not sure*, 1 participant (3%) who *disagreed*, and 0 participants (0%) who *strongly disagreed*.

TABLE 2
THE USEFULNESS OF CODE-SWITCHING (STATEMENTS 5-8)

	Statement	SA	A	N	DA	SDA
5	CS enhances teaching performance.	15	13	1	1	0
		50%	44%	3%	3%	0%
6	CS allows the teacher to accomplish teaching assignments efficiently.	10	12	4	3	1
		33%	40%	10%	13%	3%
7	The use of code-switching can enhance the student's understanding	10	12	3	4	1
		33%	40%	10%	13%	4%
8	CS increases the communicative process efficiency of the multilingual/bilingual teacher.	6	12	3	8	1
		20%	40%	10%	27%	3%

Statement 5: CS enhances teaching performance.

It is quite clear from the table that 15 participants (50%) *strongly agreed* that "Code Switching enhances the teaching performance", 13 participants (44%) *agreed* with that, 1 participant (3%) was *not sure*, 1 participant (3%) *who disagreed*, and (0) participant (0%) *who strongly disagreed*.

Statement 6: CS allows the teacher to accomplish teaching assignments efficiently.

From the table, it is found that there are 10 participants (33%) *strongly agreed* with "CS allows the teacher to accomplish teaching assignments efficiently.", 12 participants (40%) *agreed* with the statement, 4 participants (14%) were *not sure*, 3 participants (10%) *disagreed*, and 1 participant (3%) *strongly disagreed*.

Statement 7: The use of code-switching can enhance the student's understanding.

From the table, it is noted that 10 participants (33%) *strongly agreed* with the statement "The using of code-switching can enhance the student's understanding", 12 participants (40%) *agreed* with the statement, 3 participants (10%) who were *not sure*, 4 participants (13%) *who disagreed*, and 1 participant (4%) *who strongly disagreed*.

Statement 8: CS increases the communicative process efficiency of the multilingual/bilingual teacher.

From the table, it is noticeable that there are 6 participants (20%) who *strongly agreed* with "CS increases the communicative process efficiency of the multilingual/bilingual teacher.", 12 participants (40.0%) *agreed* with the statement, 3 participants (10%) were *not sure*, 8 participants (27%) *disagreed*, and 1 participant (3%) *strongly disagreed with the statement*.

TABLE 3
BEHAVIORAL OBJECTIVES OF CODE-SWITCHING (STATEMENTS 9-12)

	Statement	SA	A	N	DA	SDA
9	Code-switching must be used for teaching in EFL classrooms.	10	8	3	8	1
		33%	27%	10%	27%	3%
10	The bilingual teacher must make an aware attempt to code-switch in the classroom.	10	16	2	1	1
		33%	53%	7%	3.5%	3.5%
11	The Code-Switching behaviors must be supported among the students.	6	15	3	4	2
		20%	50%	10%	13%	7%
12	Purposeful Code Switching must be encouraged in multilingual classroom speech.	8	8	3	8	3
		27%	27%	10%	26%	10%

Statement 9: Code-switching must be used for teaching in EFL classrooms.

From the table, it is observed that there are 10 participants (33%) of the sample *strongly agreed* with "Code-switching must be used for teaching in EFL classrooms.", 8 participants (27%) *agreed* with that, 3 participants (10.0%) were *not sure*, 8 participants (27%) *disagreed*, and 1 participant (3%) *strongly disagreed*.

Statement 10: The bilingual teacher must make an aware attempt to code-switch in the classroom.

In the table, it is clear that 10 participants (33%) *strongly agree* with "The bilingual teacher must make an aware attempt to code-switch in the classroom.", 16 participants (53%) *agreed* with that, 2 participants (7%) were *not sure*, 1 participant (3.5%) *disagreed*, and 1 participant (3.5%) *strongly disagreed*.

Statement 11: Code-Switching behaviors must be supported among the students.

From the table there are 6 participants (20%) *strongly agree* with "The Code-Switching behaviors must be supported among the students", 15 participants (50%) *agreed* with the statement, 3 participants (10%) were *not sure*, 4 participants (13%) *disagreed*, and 2 participants (7%) *strongly disagreed*.

Statement 12: Purposeful Code Switching must be encouraged in multilingual classroom speech.

In the table, it is realized that 8 participants (27%) *strongly agreed* with "Purposeful Code Switching must be encouraged in the multilingual classroom speech", 8 participants (27%) *agreed* with the statement, 3 participants (10%) were *not sure*, and 8 participants (26%) *disagreed* 3 participants (10%) *strongly disagreed*.

TABLE 4
SUBJECTIVE NORMS OF CODE-SWITCHING (STATEMENTS 13-17)

	Statement	SA	A	N	DA	SDA
13	CS is a needed practice in the EFL classroom speech.	3	14	3	6	4
		10%	47%	10%	20%	13%
14	Students do agree with bilingual conversational patterns.	13	10	3	4	0
		44%	33%	10%	13%	0%
15	The first language assists in accomplishing communicative skills in the EFL classroom.	6	12	3	8	1
		20%	40%	10%	27%	3%
16	Using Code Switching makes students proficient in bilingual/multilingual situations.	17	10	2	1	0
		57%	33%	7%	3%	0%
17	Students believe that bilingual instructors can increase their motivation for learning English.	10	16	3	1	0
		33%	53%	10%	4%	0%

Statement 13: CS is a needed practice in the EFL classroom speech.

It is clear from the table that there are 3 participants (10%) who *strongly agree* that "CS is a needed practice in the EFL classroom speech.", 14 participants (47%) *agreed* with the statement, 3 participants (10%) were *not sure*, 6 participants (20%) *disagreed*, and 4 participants (13%) *strongly disagreed*.

Statement 14: Students do agree with bilingual conversational patterns.

It is clear from the table that there are 13 participants (44%) *strongly agreed* with the idea that "Students do agree with bilingual conversational patterns", 10 participants (33%) *agreed* with the statement, 3 participants (10%) who were *not sure*, 4 participants (13%) who *disagreed*, and 0 participants (0%) who *strongly disagreed*.

Statement 15: The first language assists in accomplishing communicative skills in the EFL classroom.

It is clear from the table that 6 participants (20%) *strongly agreed* with the idea that "The first language assists in accomplishing communicative skills in the EFL classroom.", 12 participants (40%) *agreed* with the statement, 3 participants (10%) were *not sure*, 8 participants (27%) *disagreed*, and 1 participant (3%) *strongly disagreed*.

Statement 16: Using Code Switching makes students proficient in bilingual/multilingual situations.

It is noticeable from the table that there are 17 participants (57%) *strongly agreed* with the statement that "Using Code Switching makes students proficient in bilingual/multilingual situations.", 10 participants (33%) *agreed* with the statement, 2 participants (7%) were *not sure* that, 1 participant (3%) *disagreed*, and 0 participants (0%) *strongly disagreed*.

Statement 17: Students believe that bilingual instructors can increase their motivation for learning English.

From table No. 4, it is noticeable that there are 10 participants (33%) who *strongly agreed* with "Students believe that bilingual instructors can increase their motivation for learning English.", 16 participants (53%) *agreed* with the statement, 3 participants (10%) were *not sure*, 0 participants (0%) *disagreed*, and 1 participant (4%) *strongly disagreed*.

TABLE 5
AN ATTITUDE TOWARD CODE-SWITCHING (STATEMENTS 18-22)

	Statement	SA	A	N	DA	SDA
18	Knowing the motives for Code-Switching in the multilingual classroom discussion is essential.	7	11	5	3	4
		23%	37%	17%	10%	13%
19	It is essential to encourage CS among students.	3	10	6	5	4
		17%	33%	20%	17%	13%
20	It seems sociable when the learner mixes up languages in the classroom.	5	8	6	7	4
		17%	27%	20%	24%	13%
21	It is effortless to understand students when they mix up languages in English language classes	5	8	6	6	5
		17%	27%	20%	20%	16%
22	It is an enjoyable experience to teach students from multilingual backgrounds.	5	7	4	8	6
		17%	23%	13%	27%	29%

Statement 18: Knowing the motives for Code-Switching in the multilingual classroom discussion is essential.

It is noticeable from the table that there are 7 participants (23%) *strongly agreed* with "It is essential to know the motives for Code-Switching in the multilingual classroom discussion.", 11 participants (37%) *agreed* with that, 5 participants (17%) were *not sure* that, 3 participants (10%) *disagreed*, and 4 participants (13%) *strongly disagreed*.

Statement 19: It is essential to encourage CS among students.

It is noticeable from the table that there are 5 participants (17%) *strongly agreed* with "It is essential to encourage CS among students", 10 participants (33%) *agreed* with that, 6 participants (20%) were *not sure*, 5 participants (17%) *disagreed*, and 4 participants (13%) *strongly disagreed*.

Statement 20: It seems sociable when the learner mixes up languages in the classroom.

It is obvious from the table that there are 5 participants (17%) who *strongly agreed* with "It seems sociable when the learner mixes up languages in the classroom.", 8 participants (27%) *agreed* with that, 6 participants (20%) were *not sure*, 7 participants (23%) *disagreed*, and 4 participants (13%) *strongly disagreed*.

Statement 21: It is effortless to understand students when they mix up languages in English language classes.

It is noticeable from the above table that there 5 participants (17%) *strongly agreed* with the statement "It is effortless to understand students when they mix up languages in English language classes", 8 participants (27%) *agreed* with the

statement, (6) participants (20%) who were *not sure*, 6 participants of 20% *disagreed*, and 5 participants (16%) *strongly disagreed*.

Statement 22: It is an enjoyable experience to teach students from multilingual backgrounds.

In the above table, 5 participants (17%) *strongly agreed* with the statement "It is an enjoyable experience to teach students from multilingual backgrounds ", 7 participants (23%) *agreed* with the statement, and 4 participants (13%) were *not sure*, 8 participants (27%) *disagreed*, and 6 participants (20%) *strongly disagreed*.

IV. FINDINGS

In this study, the teachers are asked to respond to the statements concerning their use of code-switching in the classes of English language. The results show that many Sudanese teachers have positive attitudes toward CS use in the classroom.

The results also show that the teachers are satisfied with the use of CS in ELT classes; they think that using code-switching is easy, useful, necessary, increases the motivation of the learners, and increases proficiency in bilingual multilingual situations; they, also, think that their students understand English better when they code switch to their mother tongues in the classroom, and the students prefer their teachers do this in all their English classes. The teachers, also, think that very few numbers of students think that switching codes in English classes prevent their students from learning English.

V. RECOMMENDATIONS

From what is said above the researchers think that it is important for the teachers of English classes to switch to their mother tongues in some situations because it helps in building a good relationship with the students, in addition to that it motivates the learners and encourages them for more participation and expression of their feeling and ideas when they feel to do this in English.

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Illusions and Realities in the Film *Green Book* From the Perspective of Ideology

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Abstract—Film, from Louis Althusser’s standpoint, serves as one of the powerful ideology state apparatuses in the form of popular culture and mass media, to achieve the effect of interpellating the individuals as subjects, and constructing imaginary identity. This paper, based on specific theories on ideology, especially that of Althusser’s, tends to analyze the ideology issue in the Hollywood film *Green Book* (2018), including what kind of ideologies the film fabricates, how it fabricates them, and what kind of ideology such fabrication gives away. Through scrupulous exploration, this paper maintains that by narrating the reconciliation story between the American white and black, *Green Book* actually aims to disseminate to the audience specific ideologies in class, race and the American nation, in order to console the masses and dilute the social conflicts. Yet, besides the ideology desired by the film, there is “an ideology behind ideology” the film betrays.

Index Terms—film, *Green Book*, ideology, Louis Althusser, popular culture

I. INTRODUCTION

In his famous essay “Ideology and Ideology State Apparatuses”, Louis Althusser points out eight kinds of ideology state apparatuses in a society, which “include religion, education, the family, trade unions, the mass media and popular culture” (Strinati, 2004, p. 139). Therefore, film, as one forceful form of popular culture and mass media, functions as one of the powerful ideology state apparatuses. The Hollywood film, *Green Book* (2018), having won the Academy Award for Best Picture in 2019, is no exception. Through telling the story of the reconciliation between the white chauffeur Tony and the African-American pianist Don Shirley, *Green Book*, this paper assumes, manages to disseminate to the audience illusory but consoling class, racial, and national ideology, accordingly producing a series of illusory class, racial, and national representations. Yet besides such an overt ideology the film expects the audience to receive, the film expresses “an ideology behind ideology”. Therefore, by employing specific theories on ideology, especially Althusser’s ideology theory, this paper attempts to analyze and discuss the desired ideology *Green Book* produces for the audience and the hidden ideology it holds, and how it constructs the ideologies.

II. THE ILLUSORY REPRESENTATIONS IN *GREEN BOOK*: IDEOLOGY THE FILM WANTS TO DISSEMINATE

According to Althusser, ideology “as a system of representations” (Althusser, 2005, p. 231), is “a representation of the imaginary relationship of individuals to their real conditions of existence” (Althusser, 1971, p. 162). Therefore, through such representations, “the function of ideology state apparatuses is just to establish an almost perfect and imaginary relationship between the individuals and their real conditions of existence” (Dai, 2004, p. 187). What’s more,

Ideology provides a global imaginary picture where every individual can legitimately position himself/herself, and finally accept his/her current position. Hence, the problems the individuals encounter in reality will be imaginarily solved in ideology, and every subject can mirror himself/herself in an ideal image in such ideology and thus get soothed in it (Dai, 2004, p. 187).

Ideology functions through what Althusser calls “interpellation”. According to Althusser, ideology “exists only by constituting concrete subjects as subjects” (Althusser, 1971, p. 173), and this process constituting concrete subjects as subjects is interpellation. And the way through which ideology interpellates individuals as subjects is mirror recognition. In watching the film, the audience, like the infant who misrecognizes himself complete and mature as his mother in the mirror, identify themselves with the represented film images and thus are interpellated as subjects by the representations.

The film *Green Book*, as a concrete entity of the ideology state apparatuses, just produces a series of illusory representations for the individuals according to their class, racial conditions and finally the nation’s conditions. By dint of these representations, the film interpellates the individuals, makes the individuals accept the presented ideology, and eventually makes them be pacified in their real life.

A. Illusory Class Representations in *Green Book*

In *Green Book*, the ideal and illusory class representations are mainly produced through the “working-class Tony image”. The white chauffeur Tony Lip, who is of the working-class people in the American society, is depicted as a man who leads a very happy, satisfying and even carefree life, and this “happy and carefree Tony” image is primarily established by showing his touching and harmonious family life and his casual way to treat both life and people around

him.

In the film, Tony shows up as an ideal hard-working breadwinner who lives with his big family and has two cute children and a beautiful wife. At the beginning of the film, Tony is just shown losing his job in the saloon. After a whole night's work, tired and disappointed, Tony drags himself home before dawn. Though having gone through many unhappy accidents and lost his job, Tony manifests no upset or discontent. When he returns home, before his eyes is a family in sound sleep, filled with love and peace. He kisses his kids and wife as if nothing has happened, and even in a humorous tone he and his wife greet each other with "good night" and "good morning" because Tony always comes home quite late due to his job. Here, in those scenes where Tony is home, the background music is quite brisk, the light quite soft, though a little bit dark. The music and light work together to romanticize and warm the family atmosphere. Therefore, though with no real "happy" thing happening, with the warm family life picture, the brisk music and the soft light, the film at the very beginning shows the audience Tony's enviable and harmonious family full of love and understanding, unwittingly erasing the pressure and mess a no-job working-class man is going to face. Additionally, when Tony is asked to leave home for two months for work's sake, the film gives a close-up shot to the sad facial expression of Tony's wife to suggest the deep affection between them: it is so hard for them to separate. When Tony is about to start the working journey, his wife demands of him with a strong attachment and also witty tone that "You better be home for Christmas or don't come home at all!" (Farrelly, 2018), and Tony's father adds to the conversation: "He who arrives late has no bed" (Farrelly, 2018). In short, by highlighting the movingly intimate relationship among the family members, employing romantic music and light, and also light tones, the film manages to construct a working-class man's happy satisfying life. There is no upset or unpleasant scene in this working class family. As a result, such a harmonious family life picture lets the working-class individuals temporarily forget their problems in reality and enjoy the happiness of Tony's as their own. Based on the above illusory representations, the ideology here produced and disseminated to the audience is that the working-class people in America live a pleasing life, and that though having not a high or legitimate income, they still can live happily, and that they have what the higher class has, or, has not: a beautiful and thoughtful spouse, bright and cute children, and at last a happy and solid family.

In addition, apart from the happy family life picture, the film also provides an imaginary emotional outlet for the working-class individuals, allowing for the aggravated class conflicts arising from the increasing economic inequality and wealth disparity in American society. In *Green Book*, the working-class Tony is delineated as a person afraid of no authority and no big shot, adept at handling all kinds of problems and having quite an unruly lifestyle. When confronting a rampaging bigwig who shouts to him "you know who I am?" (Farrelly, 2018), Tony punches him directly in the face with no fear and hesitation. Afterwards, when Tony is informed that "The guy you hit. Mikey Cerrone. Part of Chailie the Hand's crew" (Farrelly, 2018), Tony shrugs his shoulders and says "Guess he shoulda known better" (Farrelly, 2018), behaving apparently as somebody. When his families speak of his loss of job in the sanitation department and comment on his act to punch out the foreman, Tony replies only in quite a casual and carefree manner: "He shouldn't have woke me up" (Farrelly, 2018), and the whole family then laughs and says "This is Tony" (Farrelly, 2018). Besides, at the end of the film, it is revealed that Tony, an unemployed working-class bodyguard, at last becomes the hero who assumes the responsibility for saving Don Shirley and achieving racial reconciliation. Hence, by representing the working-class Tony as rebellious, confident, fearless and capable, the film produces for the working-class audience an illusory vision and ideology that the working class is of great importance in American society, and lets the working class's anxiety, pressure and even indignation get released.

However, different from what is represented in the film, when the film is produced and on in 2018, America is still experiencing the increasing wealth disparity and tense class conflicts: while the few privilege-class people are getting richer and richer, the majority of the citizens in American society are getting poorer and poorer. Therefore, by providing the above illusory class representations, the film interpellates the audience as the subjects, makes them mirror themselves in the film through Tony and thus misrecognize themselves as Tony to feel and experience what Tony feels and experiences. Consequently, the audience, the individuals the film interpellates, will be enchanted with the represented beautiful class illusions, and will tend to be oblivious of the real plight they are in and which needs to be changed.

B. Illusory Racial Representations in Green Book

The racial relationship between the American whites and the African-Americans has always been a significant issue in American society. The conflicts between the two races have never disappeared in the society. Thus, to appease the discontent or even outrage of the African-Americans, and to thaw the relationship between the whites and the African-Americans, *Green Book* also presents corresponding illusory racial representations to distract the audience's attention from the still severe racial conflicts, and to construct the illusion of racial equality and peace.

Green Book distracts the audience's attention from the existent racial problems first by shaping the fresh and apparently different "Don Shirley image", granting African-Americans considerable significance. In *Green Book*, the pianist Don Shirley subverts the stereotypes of African-Americans of being poor, rude, uneducated and underprivileged. Being an outstanding pianist, Shirley holds three doctorates in Psychology, Music and in the Liturgical Arts, and has performed in the White House twice. When Shirley at first appears in the movie, he wears ornate robe and walks into the room like a king. The house he lives in is filled with precious antiques and collections. Hence, the first striking feature of this "Don Shirley image", being rich, is at once established. Then, as the movie goes on, when the elite-class

Shirley interviews the working-class Tony as his chauffeur, a low-angle shot is given to Shirley, while high-angle shot to Tony. It should be noted that in film, low-angle shot usually “suggests power and privilege of subject” (Lynn, 2005, p. 54), while high-angle shot “suggests smallness and vulnerability of subject” (Lynn, 2005, p. 54). Before the concert journey starts, Shirley is shown as a superior employer: telling Tony what he needs is a valet; ordering the servant to cover the blanket for him... Therefore, the apparent power relation here presented is that Shirley is superior to Tony—an African-American is superior to a white. In addition, different from Tony’s casual and even rude manners, Shirley keeps elegant all the time. His choice of words, and his careful behavior and so forth all signify his good breeding, and the African-American Shirley even teaches the white Tony how to behave. When Shirley is conducting his concert in Raleigh North Carolina, he is treated definitely as an important person and distinguished guest. Thus, the air of superiority, dignity and importance is what Shirley impresses and conveys to the audience. When watching the movie, the African-American audience will put themselves in Shirley’s place and form a specular image of themselves from the “Don Shirley image”. Finally, by interpellating the African-American audience so, *Green Book* throws them in the ideology that the African-American group, like the white, enjoys equal treatment, opportunities and importance.

Through the progression of the story, Tony gradually gets rid of his racial discrimination towards African-Americans, and Shirley and Tony at last build up deep and touching friendship. The movie ends with Shirley’s Christmas in Tony’s family where Shirley hugs Tony and his wife, which implies to the audience that the African-Americans and the whites in America have achieved their reconciliation, and gotten along with each other like families. Moreover, during their return at the snow night, a policeman, different from the former ones who deliberately obstruct Shirley, helps them fix the car, and most importantly, greets them and gives sincere wishes to Shirley and Tony. It is worth noting that the police is an important public agency of a country. Therefore, this scene of the snow-night returning is of significant metaphorical meaning, and the ideology disseminated here is that America, the State, is the faithful and powerful defender of racial equality.

As a result, by the above representations of racial equality and reconciliation, *Green Book* imaginarily solves the intensified racial problems in the audience’s minds.

C. Illusory National Representations in *Green Book*

Drawing on the above class and racial representations, *Green Book* eventually constructs a grand Utopian picture of how happy and beautiful it is to live in the United States of America. By offering the representations of the gratifying life of the working class, *Green Book* has the individuals vision a country where all classes are in their proper place living happily; by providing the representations of the friendly racial relation, and the distinctively superior African-American, *Green Book* makes the individuals experience the imaginary racial peace and equality. More importantly, by representing the fluid journey of racial reconciliation, the film represents America as a great country which keeps progressing in the chequered history: though having a dishonorable past, this country has the bright present and future that surpass the past.

In the film, when Shirley is detained maliciously by the racist police, Shirley calls the brother of the American president, the Attorney General of the United States Bobby Kennedy, and Bobby Kennedy gives immediate response to let the police release Shirley and Tony. This scene conveys the illusory ideology that even the senior government authority attaches great importance to the citizens and that the individuals are protected and taken seriously. The moment Bobby Kennedy gives the response call to the police, a piece of slow, warm and moving background music begins to ring, and Shirley and Tony’s faces are lit up immediately, oozing extreme happiness and pride, ceasing being desperate. Here a great, strong and radiating image of the country is at once erected. And through the African-American Shirley’s mouth, the film inculcates the audience with the ideology that “that man and his brother are trying to change this country” (Farrelly, 2018). And the scene where the policeman helps change the tyre is composed of mellow light and slow lyrical music. In company with the gorgeous snow drifting around, all these conspire to create an affecting sentimental atmosphere, and signify the happiness and warmth of living in this country. At last, the film interpellates the audience as subjects to be uplifted and proud of their country.

In addition to the dominant plot, the film presents magnificent landscapes of America as the setting. With the help of the lines, *Green Book* constructs a gorgeous image of America, and interpellates the audience to feel so and proud of it: “I never knew how beautiful this country was. Now that I am seeing it I know. You wouldn’t believe how beautiful nature is. It is as beautiful as they say” (Farrelly, 2018); “when I think of you, I am reminded of the beautiful plains of Iowa” (Farrelly, 2018). At the end, the movie ends with a busy, happy and warm Christmas night full of love and harmony, and the black and white celebrate Christmas together, indicating a country which is open, diverse, tolerant and happy. Thus, through all these representations, the individuals are interpellated to be proud of America and to exclaim: it is so great to live in the United States of America!

Nonetheless, “the function of ideology is often an effect of lies” (Dai, 2004, p. 189). “Ideology, like religion, is only capable of providing the individuals with a sort of illusion, a false consciousness produced for the individuals to seek a sense of psychological security” (Ji, 2005, p. 51). Therefore, in this sense, the representations *Green Book* provides are just what Althusser labels as “pure dream, empty and vain” (Althusser, 1972, p. 160). The sense of satisfaction and security the individuals derive from the movie is just a specular misrecognition. “What the representations reflect is not objective reality. Instead, it usually contradicts the reality and is only the individuals’ own imagined reflection in the ‘film mirror’” (Peng, 2008, p. 23). Behind the illusory beautiful Utopian picture are the bony reality and a deeper

ideology the film hides.

III. IDEOLOGY BEHIND IDEOLOGY, REALITY BEHIND ILLUSIONS AND IMAGINATIONS

A. *Behind the Subverted Stereotypes: the White the Savior; the Black the Saved*

Beneath the mask of subverted stereotypes and racial equality, *Green Book* still unconsciously gives away its hidden ideology of the white supremacy. Though outwardly Shirley is the dominant employer who possesses more power than Tony, in the core of the movie, Shirley is still the weaker side in the relation to Tony who plays the role of a leader and savior in the movie just as he is the driver who steers the car to lead Shirley around. At the very beginning of the movie, a low-angle shot is given to Tony to shape him as a big hero. And throughout the movie, Tony is portrayed as a tactful, brave and capable man full of masculinity, while Shirley is obedient, timid, and even self-abased. In the relation of the two guys, Shirley is always the one who needs Tony's help and rescue. It is Tony who saves Shirley from all kinds of troubles: when Shirley's hit and obstructed in the white pub, it is Tony who confronts the racists bravely and saves Shirley from them; when Shirley is detained by the police due to his affair with a white man, it is Tony who valorously argues with the police for Shirley; when Shirley comes across robbery out of the black pub, Tony protects him from being attacked. What's more, it is Tony who leads and helps Shirley to get closer to his ethnic culture and changes him in his attitudes to both the white and the black community. Through the journey, Tony is not simply a driver, but more importantly the life guider and protector of Shirley, who teaches Shirley enjoy life, learn about ethnic culture and encourages him in his music career: "Trained? What are you? A seal? People love what you do. Anyone can sound like Beethoven, or Joe Pan or them other guys you said. But your music, what **you** do... Only **you** can do that" (Farrelly, 2018).

To put it briefly, the white Tony is shaped as an active and capable savior to redeem Shirley who is passive, helpless and needs to be protected and taken care of. In the movie, Tony even shouts to Shirley: "From now on you go nowhere without me. Nowhere! Got it?" (Farrelly, 2018). Besides, the real power relation between Tony and Shirley is fully expressed in the scene where Shirley drinks lonely in the black hotel. In this scene, Tony, given a low-angle shot, gazes down at Shirley from upstairs, demonstrating obviously a savior's sympathy and worry, and Shirley is utterly presented as a passive isolated and helpless man by a high-angle shot. And here rings the only piece of sad music in the movie to emphasize the helplessness of Shirley. Even worse, in order to highlight the mightiness of the white savior and the necessity of the white's saving, *Green Book* deliberately exaggerates the internal conflicts within the African-American group and Shirley's alienation from it. For example, in the black hotel, Shirley refuses to join his fellow people's activity and then his fellow people feel offended and annoyed by Shirley's refusal and more importantly by his superior air he exhibits. What's more, during the interval when Tony is fixing the car in the journey, Shirley comes across a group of his fellow people farming the land laboriously and they immediately cast eyes of incomprehension on Shirley, making him look like an isolated alien. All these draw the audience's attention from the conflict between the white and the black to the internal conflict within the African-American community, and justify the white's saving. Hence, through such character construction and presentation of power relation, the ideology hidden in the core of *Green Book* is still of white supremacy, which is that the white is the dominator and savior, and the black needs to be saved and protected.

B. *Fig Leaf of Racism: Excuses for the White, Interpellation for Non-Violence of the Black*

In *Green Book*, one detail needs paying close attention to: throughout the movie, it is the white Tony who gives the racists the hardest attack with his fists. Every time Shirley encounters unfair treatment, it is Tony who tackles it for Shirley. By displaying such a representation, *Green Book* foists considerable white efforts into the Civil Rights movement. Besides, the movie, from time to time, makes efforts to exculpate the white group. Every time Shirley is confronted with racial discrimination, Tony shows extreme astonishment and incomprehension. When Shirley is refused to try on the suit, Tony casts considerably confused eyes on the salesperson; when Shirley tells Tony he is forbidden to play white classical music on the stage, Tony gives an extremely astonished "why?" In a word, every time seeing or hearing Shirley encounter unjust treatment, Tony acts like an absolute innocent outsider: the racist deeds have nothing to do with him. Besides, when Shirley complains to Tony about racism, Tony's reply is: "Why you sore at me? I don't make the rules down here. Oh! You saying just 'cause I am white and they are white? You know, that's a very prejudice thing you just said there. A very prejudice thing" (Farrelly, 2018). Yet it is worth attention that at the beginning of the movie, Tony throws into the trash two glasses used by the colored maintenance men in his house. This scene shows that Tony is never an "innocent" white having nothing to do with racism. Hence, these lines are stark excuses for Tony and also other whites, especially the other white racists. They transfer the white racists' fault to the black, and make it the black's prejudice. Through these lines, and Tony's behavior, *Green Book* interpellates both African-American and white individuals: for the whites to believe it is not their fault because for the whites watching the movie in 2018, they surely did not participate in person in the racial segregation and other racist activities, and can excuse themselves just like Tony; for the African-Americans, it is not the whites' fault because they surely did not participate in person in the racist activities. But if it is not the whites' fault, and not the blacks' fault, then whose fault is it? Is there still any fault? What's more, through Shirley's mouth, by interpellating the African-Americans to recognize Shirley, the film convinces the African-Americans to give up forceful fight: "so that little temper tantrum...was it worth it? You never win with violence, Tony. You only win when you maintain your dignity" (Farrelly, 2018).

As a consequence, *Green Book*, by interpellating the individuals as subjects to identify with the characters, excuses the white, mitigates the racial conflicts, and prevents the black from violent protest through its hidden ideology, in order to consolidate the society.

IV. DILUTED HISTORY, BEAUTIFIED REALITY

The story of *Green Book* is set in 1962 when the problem of racial segregation is really severe in the deep south of America, and when the Civil Rights movement is on. Though set in such a grieving historical period, narrated with a grave racial theme, the film *Green Book* tells a pretty relaxing, pleasant and bright story. The journey Tony and Shirley experience is quite thrilling and exciting. In spite of a few unhappy episodes, the journey is overall full of laughter and warmth. The moving friendship between Tony and Shirley distracts the audience's attention from that painful history.

Furthermore, the film utilizes a great many practical cinematic techniques to dilute the history and romanticize the reality. First of all, the film is presented as a "road movie" with overt comic elements. According to Chinese scholar Li Bin, such a consoling road movie, "heals the pain of the individuals, achieves the effect of psychological therapy and the redemption of people's soul" (Li, 2013, p. 49). Therefore, with the healing effects and comic elements, *Green Book* indulges the audience in a sea of pleasure and in forgetting the history. Besides, both the background music and the hue in the movie make the audience feel warm and pleasant. The background music in the movie through the journey, besides one piece, is always brisk, bright, and at last emotional, while "Emotional music has become the image of the mother who says, 'Come and weep, my child.' It is catharsis for the masses..." (Strinati, 2004, p. 63). Consequently, by the deceptive music, *Green Book* interpellates the audience in a healing atmosphere and makes the grave history behind ignored. Another technique to dilute the history behind is the film's composition. When expressing the warmth of the country, an almost perfectly symmetrical composition and a Golden Mean of the scene are used with the romantic snow night setting, while when the slogan about the racial segregation rules appears, it is arranged in the corner beyond the T-shaped area of the screen, given that "objects of attention will normally be placed within T-shaped area of the screen" (Lynn, 2005, p. 53). Thus, by selectively presenting the country's image through certain techniques, the painful history is marginalized, and the reality is beautified.

V. CONCLUSION

To sum up, the film *Green Book*, through the journey of racial reconciliation represented by the white Tony and the African-American Shirley, by providing illusory class, racial and national representations, inculcates certain ideology in the individuals, and interpellates the individuals as subjects to get satisfied with their status quo, and thus functions to soothe the masses in a society inundated with conflicts.

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Conventional Implicatures in Ukrainian Discourse

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Abstract—The present study aims at the analysis of conventional implicatures (Grice, 1991) actualized in Ukrainian dialogical discourse. The distinction between conventional and conversational implicatures is described. We argue that what is commonly considered conventional implicature is in fact implicature only in discourse. Implicatures are inherently conversational because they are intended by the speaker and derived by the addressee in discourse. Therefore, it makes sense to regard conventional implicatures as such that are actualized not only in discursive context (such being the case with conversational implicatures), but by certain language means in virtue of their semantics. They serve as triggers allowing the addressee to derive implicature through its conventional meaning. Implicature triggers are culture-specific, since their semantics is determined by conventions of a particular natural language. Depending on language status of the trigger, conventional implicatures are divided into lexical, paroemic and syntactic.

Index Terms—conventional implicatures, conversational implicature, dialogical discourse, implicature trigger

I. INTRODUCTION

Grice's theory of implicature primarily deals with conversational implicature. Although he sets it against conventional implicature, it is often stressed that "the difference between them is not always clear-cut in particular cases" (Lyons, 1979, p. 593). According to Grice, implicature is considered conventional when "the conventional meaning of the words used will determine what is implicated" (Grice, 1991, p. 25), otherwise conversational implicature is the case "as being essentially connected with certain general features of discourse" (p. 26), characterized by the Cooperative Principle and specific conversational maxims.

Grice's vague style of presenting his theory has led to misreading of conventional implicature. Levinson (2001, p. 140) claims that it is often confused with presupposition, implication and inference, as it derives from the conventional meaning of words and grammar structures. Bach (1999) showed that there is no such thing as conventional implicature at all, in fact, it is a myth, because the phenomena that have been described do not contribute to what is implicated.

The features of conversational implicature were analyzed, suggested by Grice (1991, p. 39 f.) – cancelability, nondetachability, nonconventionality, truth value, calculability, the list was expanded by universality (Levinson, 2001, p. 132) and dependence on the context or variability (Meibauer, 2001, p. 38). Relying on researchers' opinions (Liedtke, 1995, p. 29 f.; Levinson, 2000, p. 130; Rolf, 2013, p. 95 f.), we consider none of these features a solid distinguishing criterion of conversational and conventional implicatures. Gricean theory was developed based on discourse, so logical and semantic criteria can hardly be valid in it. Discourse should be approached with linguistic criteria.

In section II of this article we conduct a critical analysis of the common classification of implicatures. We argue that linguistic study should use a linguistic criterion to distinguish conventional and conversational implicatures instead of logical and semantic ones, i.e. relation to the conventional meaning of language units.

If the conventional implicature conveyed by a speaker derives from the conventional meaning of a particular language devise – word or syntactic structure of the utterance used to convey it, it is considered conventional. In discourse, such language devises serve as triggers of implicature. It is the language triggers that allow deriving conventional implicature out of discursive context as well. If the utterance misses such triggers and the implicature is only derived based on discursive context, it is qualified as conversational.

Both types are intended – they are conveyed due to speaker's perlocutionary goal. If the implicature is not intended, it cannot be called an implicature, and should be considered as listener's inferences regarding speaker's language behavior.

Analysis of specific discourse excerpts instead of artificially composed examples enables distinguishing culture-bound types of conventional implicatures, given their relation to units of a particular language – lexical, paroemiatic and syntactic ones (section III of this article).

The illustrative examples were taken from Ukrainian plays from the 2nd half of the 20th century, whose character speech has close resemblance to colloquial language.

II. PROBLEMS OF CLASSIFYING IMPLICATURES

The types of implicatures described by Grice are presented in classifications by different scholars (e.g. Levinson, 2001, p. 144; Meggle, 1993, p. 505; Rolf, 1994, p. 124; Rolf, 2013, p. 97 f.) – see Figure 1.

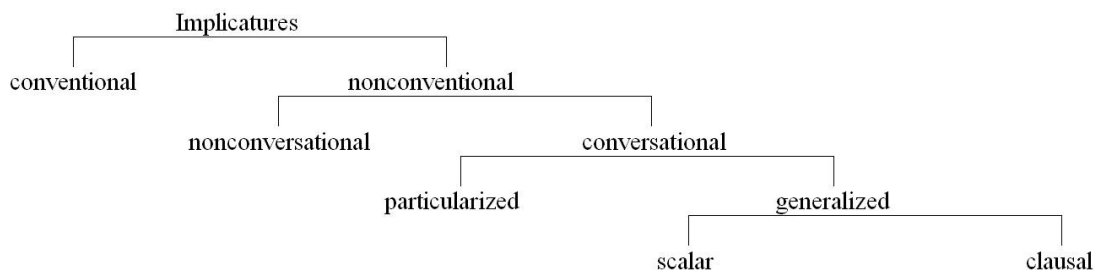


Figure 1 Types of Implicatures by Rolf (1994)

First, implicatures are divided by the criterion of conventionality into conventional and nonconventional. Conventionality is understood to be the accordance of words and expressions with the meaning assigned to them per convention in the language community.

Nonconventional implicatures are divided into conversational and nonconversational. While conversational implicatures are calculated based on the Cooperative Principle and conversational maxims, nonconversational implicatures use other maxims – “aesthetic, social or moral in character” (Grice, 1991, p. 28). For example, judging from speaker’s language behavior – verbal utterances and nonverbal signals – addressee or third party can deduce inferences about speaker’s occupation, social status, education, mood, character etc.

According to Grice, conversational implicatures are entirely dependent on the context. Out of the context, they seem impossible to be derived, since they are not conventionally bound to words’ meanings (feature of nonconventionality), are not necessary for the truth of the sentence (truth value) and inseparable from the utterance (nondetachability). In the context, they are calculated by the speaker in the course of a derivation sequence (calculability), although the speaker may dismiss them (cancelability).

There are two types of conversational implicatures – generalized and particularized. As a basis, Levinson (2001, p. 138) takes the criterion of dependency on the context, while Rolf (1994, p. 128 f.) takes the criterion of intending. Particularized implicatures are always intended; they are speaker implicatures, implicatures in the strong sense, as they are conveyed intentionally and fully depend on the context, as opposed to generalized implicatures, which Rolf calls implicatures in the weak sense, or utterance implicatures. In terms of Gazdar (1979, p. 35), they are respectively actual and potential implicatures. A potential (generalized) implicature can come as an actual (particularized) one provided that it is intended by the speaker.

Generalized implicatures are divided into scalar and clausal. The former arise from scalar meaning of lexical units, the latter – from the whole sentence.

This classification raises a range of discussion reflections which we would like to summarize as follows.

First, there is a problematic issue that conventional implicatures derived from the meanings of particular expressions belong to what is implicated and not to what is said. This raises a question: are they implicatures? Grice defined only conversational implicatures and warned: “The nature of conventional implicature needs to be examined before any free use of it, for explanatory purposes, can be indulged in” (Grice, 1991, p. 46). Bach (1999) gives a negative answer to this question: “If there are conventional implicatures, they must be conventional and they must be implicatures” (p. 329); “When we do examine it, we find that there are no clear examples of it” (p. 365).

Bach analyzed a set of cases that were called presupposition (Karttunen & Peters, 1979, p. 11), but are in fact instances of conventional implicature: adverbs like *only*, *too*, connectives like *but*, *so*, implicative verbs like *continue*, *manage*, subordinating conjunctions like *although*, *even though*, and content modifiers like *therefore* and *surprisingly*, and concluded that utterances that include them do not generate implicatures. He wrote:

The phenomena that have been thought to be conventional implicatures turn out to be examples of something else. In some cases, the propositions that are alleged to be conventional implicatures are actually aspects of what is said. <...> In other cases, the expressions in question are utterance modifiers. They do not contribute to what is said, but they do not generate conventional implicatures either – they are vehicles for the performance of second-order speech acts (Bach, 1999, p. 365).

When the implicit meanings of this type are aspects of what is said, they cannot be named implicatures.

Second, the phenomena called nonconversational implicatures in this classification also draw objections. In fact, nonconversational calculations are not implicatures but inferences, as they are not intended by the speaker.

The notion of intending is the basis of the theory of implicature. Hence the type of conclusions called implicatures has a certain feature of intendability (Levinson, 2001, p. 111), i.e. all implicatures are intended. Grice defines implicature as follows:

A man who, by (in, when) saying (or making as if to say) that *p* has implicated that *q*, may be said to have conversationally implicated that *q*, provided that (1) he is to be presumed to be observing the conversational maxims, or at least the Cooperative Principle; (2) the supposition that he is aware that, or thinks that, *q* is required in order to make his saying or making as if to say *p* (or doing so in those terms) consistent with this presumption; and (3) the speaker thinks (and would expect the hearer to think that the speaker thinks) that it is within the competence of the hearer to work out, or grasp intuitively, that the supposition mentioned in (2) is required (Grice, 1991, p. 30 f.).

Although Grice does not use the term ‘intention’ in this definition, he obviously means an intentional conveyance of the implicature from speaker to addressee.

Intention is a notion from cognitive psychology, in the subject’s psyche it is viewed as his focusing on the state of affairs in the external world. According to Searle (1993), there is a distinction between: a) the first order intention, intention to present, or representing intention, which represents, how mental states are directed at objects and states of affairs in the world; b) the second order intention, intention to communicate, or communication intention, the speaker’s wish to render his representing intention to the addressee and trigger a certain reaction, i.e. perform a speech act (p. 165 f.).

The second level of intention involves the subject’s illocutionary and perlocutionary goals. By pursuing these goals the subject becomes a speaker.

When a speaker wants to convey an implicature, his communicative intention includes a perlocutionary goal of affecting an addressee in such a way that the latter would derive an implicature, which is the intending of an implicature by the speaker. This justifies Seyfert’s opinion (1978, p. 181) that conversational implicatures belong to the sphere of perlocution.

Third, it is generally recognized, that the distinction between conventional and generalized implicatures has not been plausibly clarified. Both types depend on the meaning of a lexical item expression. Grice himself admits the weakness of the generalized implicatures concept: “Noncontroversial examples are perhaps hard to find, since it is all too easy to treat a generalized conversational implicature as if it were a conventional implicature” (Grice, 1991, p. 56).

Most certainly, Grice meant intending essence of generalized implicatures and nonintending of conventional ones. However, he did not consider the fact that the same generalized implicature can be nonintended and intended in discourse, since as noted above, he considered all implicatures intended. From this perspective, distinguishing actual and potential conversational implicatures loses its point.

Forth, the classification is based on three criteria – conventionality, conversationality and intendability. The fact that implicatures can be nonconversational and nonintended actually means that this classification equates them with inferences. This is not a classification of implicatures, but of inferences and implications. Nevertheless, those traditional logical semantic terms were unsatisfactory to Grice, so he brought in new ones:

I wish to introduce, as terms of art, the verb *implicate* and the related nouns *implicature* (cf. *implying*) and *implicatum* (cf. *what is implied*). The point of this maneuver is to avoid having, on each occasion to choose between this or that member of the family of verbs for which *implicate* is to do general duty (Grice, 1991, p. 24).

The term “implicature” is Grice’s invention to define implicit meanings that emerge in discourse based on speaker’s intention. Its difference from corresponding logical terms lies above all in the fact that it is intended and exists only in discourse. New terms are the link between two Gricean theories – theory of implicature and theory of nonnatural meaning (meaning_{NN}): meaning_{NN} (nonnatural or utterer’s meaning – *what is meant*) consists of literal meaning (*what is said*) and implicature (*what is implicated*) (Grice, 1991, p. 118). Thus, meaning_{NN} conveys more than the actual words. It depends on the speaker’s intentions: “‘A meant_{NN} something by x’ is (roughly) equivalent to ‘A intended the utterance of x to produce some effect in an audience by means of the recognition of this intention’” (Grice, 1991, p. 221).

The implicatures are called implicatures, because they are implicated, i.e. intended by the speaker and derived by the addressee (cf.: Davis, 2003, p. 121; Lyons, 1979, 2, p. 592; Levinson, 2001, p. 111).

Both conversational and conventional implicatures are intended. Both are actualized in discourse and depend on a discursive context (to a greater or a lesser extent). The term “actualization” is understood here as transition from language into speech as explained by Bally (1965, p. 82): “l’actualisation a pour fonction de faire passer la langue dans la parole”.

The principal difference between a conventional and a conversational implicature is that a conventional implicature is carried by the meanings of the words whereas a conversational implicature is not. This is a language criterion which can be defined as conventionality – correspondence of language units in discourse to conventional meaning established in dictionaries by convention.

When an implicature is not intended, it cannot be qualified as an implicature at all. This is a case of listener's inferences regarding speaker's speech behavior and interpreting his utterances. In discourse, these inferences take place when the shared knowledge of speaking partners is insufficient, which raises a check back response.

Such an approach suggests equating generalized implicatures to conventional ones. This contradicts the common view, but can be justified through empirical analysis, that we will show in Section III.

III. TYPES OF CONVENTIONAL IMPLICATURES

The speaker embeds a conventional implicature into an utterance and the addressee derives it relying on semantics of language units. Such units are considered as triggers, since they activate an implicature in communicators' mind. We distinguish lexical, paroemiatic and syntactic implicatures according to the language type of trigger. This approach simplifies the classification of implicatures (see Figure 2).

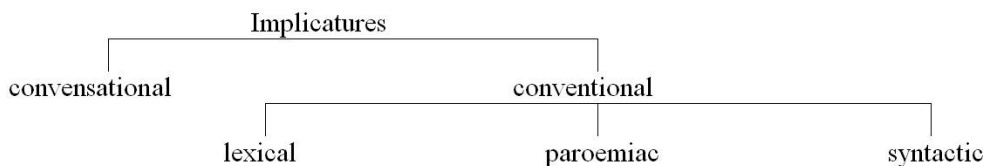


Figure 2 Types of Implicatures

Types of conventional implicatures depend on the natural language, as they are tied to language units.

Lexical implicatures are tied to lexemes. In Ukrainian these are lexemes which have certain presuppositions in terms of semantics: verbs (*лікуватись, одягнутись, відкривати, закривати, розбудити*), particles (*і / теж, тільки, навіть*), pronouns (*усі, ніхто, дехто, один*), adverbs (*знову, зараз, поки що, завжди, далі, багато, вже*), adjectives (*минулий, майбутній, єдиний, кращий*) as well as nouns and noun phrases actualizing existential presuppositions in utterances, for example:

- *be on treatment* >> 'be ill';
- *wake up* >> 'the one who is sleeping';
- *also, too* >> 'referent is included into a known multitude';
- *only* >> 'referent is excluded from a known multitude';
- *everybody* >> 'each one from a known multitude carries a predicative attribute';
- *nobody* >> 'each one from a known multitude does not carry a predicative attribute';
- *again* >> 'not for the first time';
- *still* >> 'up to a certain moment';
- *her sister* >> 'she has a sister' etc.

These semes and presuppositions are activated in communicants' minds in discourse and trigger a corresponding implicature, that is why we call them lexical triggers of implicatures.

Let us illustrate how lexical implicatures are actualized on examples from Ukrainian discourse. Discourse excerpt (1) shows two lexical triggers – nominative phrase *її мама* (*her mother*) and verb *розбудили* (*woke ... up*):

(1) *Конотоп. А чого вона з тобою не приїхала?*

a. *Діодоров. Я запрошував, але її мама не зносить машин. Каже, що в неї від газів голова обертом іде. (+> Мама Ольги теж приїжджає.)*

Конотоп. А... а вона хіба... теж?

Діодоров. Приїжджає. Хоче свого майбутнього зятя, тобто вас, побачити.

<...>

Конотоп. Ясно. А потім?

Діодоров. Посадили мене перед телевізором, а самі пішли в іншу

b. *кімнату... Через годину прийшли, розбудили мене і сказали, що приїдуть. (+> Я спав, тому нічого не чув і подробиць не знаю.)*

Конотоп. Яким поїздом?

Діодоров. Не знаю. (Zarudnyy, 1971, pp. 567-568)

Konotop (a big boss) wants to marry Olha and sends his apprentice, Diodorov, for the lady. He comes alone and tells that Olha is coming later. Konotop inquires about details, and sluggish Diodorov feels his guilt for not keeping his promise and dreads his boss's fury, so he talks reluctantly and beats around the bush enclosing information into presuppositions. When the boss asks: "Why hasn't she come with you?" he answers: "I invited her, but her mother can't stand cars. Says fumes make her dizzy" (1a). Nominative phrase *її мама* (*her mother*) is a trigger that actualizes the implicature *Olha's mother is coming too*. Konotop derives the implicature, which is clear from his response: "Oh... is she... too?" "She is", adds Diodorov and explicates the reason: "[She] wants to see her future son-in-law, that is you". Such presuppositions are considered as existential presuppositions: when we name an object it is presupposed that the object exists (cf.: Meibauer, 2001, p. 46).

Konotop continues fishing out details, but Diodorov knows nothing for sure, because he was asleep and did not hear anything. While he is embarrassed to say it directly, he places the implicature into the verb *розбудити* (to wake up): “[They] put me in front of TV and went to another room, came back in an hour, woke me up and told me they were coming” (1b). *Мене розбудили* ([they] woke me up) implicates *я спав* (I was sleeping), which means that he did not hear anything and does not know any details.

Discourse excerpt (2) demonstrates actualization of implicature through trigger *ще поки* (still):

(2) *Кость. Мені наказ дав сам Шпиця, а він ще поки голова.* (+> *Його скоро знімуть.*)
Надійка. А чого поки, Костю, ти щось чув? (Zarudnyu, 1950, p. 28)

The speaker, willing to start a rumour that the chairman is about to be removed from post, uses a conventional meaning of a complex adverb *поки ще* (still) – ‘presence of action up to a certain point of time’: *I was ordered to by Shpytsya himself, and he is still the chairman* implicates *Shpytsya will soon be removed from his post*. The following question shows that the addressee has derived the implicature: “*But why still, Kostya, have you heard something?*”

Discourse excerpt (3) shows how particle *тільки* (adverb only) is used as a trigger:

(3) *Ремез. Ти любила мене. Я нічого не шкодував для тебе. Я знав тільки роботу, роботу і тебе.*
Мирослава. Ні, ти думав тільки про себе. (+> *Про мене ти не думав.*)
Ремез. Не бунтуй, Славко. А я теж людина. <...>
Давай забудемо все... (Zarudnyu, 1982a, p. 331)

In a quarrel, Remez accuses his wife of being cold, although he pulls out all the stops for her: “*It was all about work. Work and you*”. Myroslava objects: “*No, you only thought about yourself*”, which implicates *You didn’t think about me*. This implicature is produced through particle *тільки* (adverb only) based on its meaning – ‘distinguishing from a range of objects, people, phenomena’.

The phenomena described above acquire different statuses in studies: scalar implicatures, lexical presuppositions, existential presuppositions, conventional implicatures. However, they are united by the following: 1) they present implicit propositions, 2) they are tied to meanings of lexical units, thus, can be derived outside the context, 3) they can be intended in discourse. Being intended in discourse, they are implicatures. Since they are tied to lexical meanings, it is reasonable to consider them conventional.

Triggers of paroemiatic implicatures are paroemiatic utterances – predicative phraseological units: aphorisms, proverbs (4) and sayings (5). Meaning of implicature is assigned by meaning of paroemia as well as discursive context:

(4) *Ольга. Дмитро хороший. Найкращий.*
Світлана. Старої любові й іржа не їсть. Повір мені.
 (+> *Ти його досі любиш.*)
Ольга. Ой, Світлано! (Zarudnyu, 1982c, p. 175)

Sisters are talking about Dmytro, Olha’s former sweetheart. Using the proverb *Старої любові й іржа не їсть* (*Old love does not rust*), Svytlana inserts the implicature *You still love him*. Referents of implicature are assigned by discursive context. As the context changes, referents will change too, but the meaning will remain the same.

When a saying is used, which is syntactically incomplete paroemia, the addressee usually appears as referent, as in excerpt (5b):

(5) *Кряж. Тоді без мене гуляйте. Я з ним <Дмитром> і на один поріг не стану.*
 a. *Самопал. Отаке! Ворога знайшов.* (+> *Дмитро не ворог.*)
 b. *Ех, Антоне, Антоне, не в тій ополонці рибу ловиш.* (+> *Не того ворогом вважаєш.*)
Кряж. То моє діло. (Zarudnyu, 1982c, p. 163)

Having found out that his rival is going to attend Samopal’s birthday celebration, Kryazh refuses to go. Samopal responds with the saying *не в тій ополонці ловити рибу* (to fish in a wrong ice hole): “*You are fishing in a wrong hole*”, inserting the implicature *You take a wrong man as rival* (5b).

The utterance (5a) demonstrates a syntactic implicature: through the phrase *take... as rival* the speaker conveys the implicature *Dmytro is not a rival*.

Syntactic implicatures are tied to syntactic construction – clauses, rhetorical, tautological and opposing structures. These structures present phrasal patterns (phrasal schemes) – predicative phrases or sentences which are coagulated in a fixed syntactic form and their lexical content varies. Fleischer (1997, p. 130) distinguishes phrasal patterns as such that do not fit into division of nominative and communicative phraseological units. They lie at the boundary between syntax and phraseology and are controversially designated as phraseological units.

The main feature of phrasal patterns is that these are not freely created structures. When filled with certain lexical content, these models become phrases where words receive the meaning determined by this model. Consequently, implicatures generated through such phrasal patterns in discourse are considered conventional.

Rhetorical questions come as phrasal patterns in question form, rhetorical affirmatives – in declarative form and rhetorical imperatives – in imperative form. Rhetorical affirmatives in Ukrainian discourse bear the form of phrasal patterns. *Знайшов ... (noun)* (5a); *Мені саме тепер до...* (6a); *Можна подумати, що...;* *Він / вона ... (verb)!;* *То ти / він що, ...?;* *Щось не бачив, щоб...;* *От що значить...!;* *Краще б спитав ... (clause);* *У тебе / вас ... (verb);* *Теж мені ... (noun);* *Це ж треба так ...!* etc. Speech acts with rhetorical affirmative often have ironic key which is marked by negative value and mockery illocution.

Discourse excerpt (6) includes a rhetorical affirmative (6a) and two rhetorical questions – (6b) and (6c):

(6) *Василина. Завтра ми підемо на «Камінного господаря»?*

a. *Цимбалюк. Мені саме тепер до драматургії.*

(+> *Мені не до драматургії. +> Ми не підемо на «Камінного господаря».*)

b. *І взагалі, кому потрібна ця вигадка: камінний оживає і душить живого?* (+> *Нікому не потрібна. +> Мені не потрібна.*)

c. *Василина. А хіба ж і досі камінні не душать живих?*

(+> *Камінні й досі душать живих. +> Бездушні люди й досі перемагають здатних на почуття. +> Ти бездушний.*)

Цимбалюк. Це в якому аспекті?

Василина. Звичайно, в міжнародному.

Цимбалюк. Ага. А я думав, ти знову під мене клинці підбиваєш. (Stelmakh, 1973, p. 457)

Using a rhetorical affirmative (6a) Tsybalyuk refuses to go to the theater with his wife: “I’m just in the mood for drama”. The implicature *I am not in the mood for drama now* is a reason for refusal. Then he gives another reason: “Who needs this fiction: a stone host comes to life and strangles the living one?” (6b). Apart from the implicature *Nobody needs this fiction* this rhetorical question contains another implicature: *I don’t need this fiction*. They are talking about the play “The Stone Host” by Lesya Ukrainka.

His wife responds with another rhetorical question *Don’t stone people still strangle living ones?* (6c), generating a chain of implicatures: *Stone people still strangle living ones, Hollow people still overcome those capable of feelings and You are hollow*. The last implicature is conversational and metaphorical: *Living people are capable of feelings, stone people are hollow*; features of stone are projected on human features. This is the wife’s way of accusing her husband of insensitivity. The letter does not understand and asks back: “In what respect?” Vasylyna cancels the implicature coming off with a joke: “Global, of course”.

Typically, rhetoric questions in Ukrainian discourse are made through phrasal patterns *Кому потрібно ... (noun)?* (6b); *Хіба ... ?* (6c); *(І) чого це ...? (9a); Хіба можна ... ?; Невже треба ..., щоб... ?; (То) ... я (тобі) що, ...?; ... чи що / хто?; Щоб...?; Чи...?; Це...?; Чи ви всі думаєте, що ... ?; Ну може ..., чи ні?; Чи не здається тобі, що ... ?; Навіщо ... ?; Куди тобі ... ?; А що мені, ... (ininitiv)?; ... (noun) навіщо?; Що ти в ... (noun) розумієш?; Як той ... (noun) ... (adjective), то чого це він ...?; І як це ви ... та ...?; Який же то ... (noun)?*

And speech patterns *А чому (б) ні?; Яке це має значення?; А хто його знає?; Який же це?; Кому це потрібно?; А що я там не бачив?* etc.

They can be modified through expletives *так кажеш, може, (і) взагалі, думаєш, думав, по-твоєму*, pronouns *цей, то*, particles *же, ж, то, та, а, от, ось, вже, ну, там*.

Rhetorical questions are believed to involve reinterpretation of proposition from positive into negative and vice versa (cf.: Sadock, 1974, p. 125), i.e. a question in positive form expresses a negative statement (6b), and a negative question – a positive statement (6c). However, in alternative questions, no reinterpretation takes place and truth value of one of proposition actants belongs to speakers’ shared knowledge, so the addressee easily derives the implicature:

(7) *Поліна. Посходяться, а Корній же не активу дзвонить, а до мене. Дружина я йому чи хто?* (+> *Дружина.*)

Терентій. Для Корнія ти і актив – усе одно. (Zarudnyu, 1976, p. 6)

Polina boasts that her husband always confirms with her, stressing with a rhetorical question that she is her wife: “Am I his wife or what?”

Aside from propositional reinterpretation, rhetorical questions draw illocutionary reinterpretation, when assertive speech acts are usually performed (6b). Those can include reproach expressive (6c) and boasting expressive (7). Rhetorical affirmatives perform assertive, expressive and refusal commissive (6a) speech acts.

Rhetorical imperatives come as phrasal patterns *Знайдіть / знайди хоч одного ..., який би ...!* (8c); *Скажіть, будь ласка, ... !; Тільки не кажи мені, що б я...; Ти ще скажи мені ... (infinitive); Давай, ... (imperative)*. In this case directive speech acts with ironical meaning and assertive speech acts are preformed:

(8) a. *Василина. (Багатозначно). Ідіть уже, куме, до другого телевізора.*

(+> *Ідіть до своєї коханки.*)

Капуленко (насторожено). Це ж до якого другого?

b. *Василина. До того, де горілка і чари дешеві. (+> До своєї коханки.)*

c. *Капуленко. Ех, кумо, кумо... Знайдіть ось тут хоч одного чоловіка, що не обпікався б на жіночих чарах. (+> Немає чоловіка, що не обпікався б на жіночих чарах. +> Усі чоловіки мають коханок. +> Це нормально.) І що найтяжче: обпікаєшся, та не зарікаєшся. (Stelmakh, 1973, p. 489)*

This discourse excerpt presents two utterances with the same conversational implicature and one utterance is a rhetorical imperative. Vasylyna is trying to see Kapulenko off: “Just go to another TV, fellow!”. The letter does not understand the hint, so Vasylyna specifies: “To the one where vodka and charms are cheaper”, meaning the same implicature: *Go to your mistress*. Kapulenko derives the implicature, and assuming that Vasylyna could be judging him, makes excuses through a rhetorical imperative: “Find at least one man who hasn’t burnt himself on women’s charms!”

inserting a chain of implicatures *There is no man who hasn't burnt himself on women's charms, All men have mistresses and Is is normal.*

Tautological utterances present phrasal patterns of declarative structure which argument and predicate of proposition formally match. Ukrainian tautological utterances have two types of phrasal patterns:

1) with repeated noun: N є N (*Життя є життя*); N – це N (*Театр – це театр*); N як N (*Дівчина як дівчина*); (Оце) N – так N (*Свято – так свято*); N був, N і зостався (*Харитон був, Харитоном і зостався*);

2) with repeated verb: V, так V (*Грати, так грати*); Що V, те й V (*Що буде, те й буде*); Що V, то V (*Що маємо, то маємо*).

In logic semantics, tautologies are considered meaningless, since their truth / falsehood is analyzed out of context (cf.: Lyons, 1979, p. 417). But in pragmatics the point of tautology lies in the implicature. In the next discourse excerpt, aside from a rhetorical question (9a) the speaker uses an utterance of tautological form (9b):

(9) а. Грибок. І чого цей Сокіл причипився до Олексія Петровича?

б. (+> *Нема причини чіплятися.*) Вони ж голова, як голова. (+> *Він такий, яким повинен бути голова.*) *І поважні, і розумні...* (Zarudnyu, 1950, p. 23)

Using a rhetorical question, the speaker expresses perplexity about Sokil always criticizing the chairman: “*Why on earth is he picking at the chairman?*”, implicating that *There is no reason to pick at him*. The tautological utterance *Вони ж голова, як голова* (*A chairman is a chairman*) contains the implicature *He is what a chairman should be* which comes as argumentation for the previous utterance, thus expressing a positive value of the referent. In Ukrainian discourse the 3rd person plural pronoun referring to a person (non-addressee) is used to express respectful attitude.

The repeated unit may vary, but the meaning of the utterance implied in the implicature remains unchanged:

- *Голова, як голова.* +> *He is what a chairman should be;*
- *Дівчина, як дівчина.* +> *She is what a girl should be;*
- *Вікно, як вікно.* +> *It is what a window should be etc.*

The repeated unit refers to the referent, and the meaning is set by tautological form of utterance.

Ukrainian discourse is characterized by opposing structures which also are phrasal patterns, as their meaning is determined not only by opposing conjunction *a* (*but*), but also ideomatization of structure: this is a compound sentence where the first contains a state of affairs and the second one – a proposition which agent is the addressee of utterance. The agent takes the form of 3rd person pronoun, and not 2nd person, as expected when referring to the addressee. Thus, the speaker reproaches the addressee for not carrying out the action determined in the first proposition and impels him to carry out the action:

– *The washing is soaking under rain, and she is reading a book!* +> *Instead of reading the book, take down the washing!*

– *The wife is being offended, and he's waiting for something to come!* +> *Don't wait, but defend your wife!*

The next discourse excerpt introduces a situation when mother, daughter and daughter-in-law are in the yard, and the phone is ringing in the home:

(10) *У хаті настирливо дзвонить телефон.*

Галина Софронівна. Чи ви поглотили, дівчата? Телефона чорного розриває, а вони стоять! (+> *Не стійте, а підіть візьміть слухавку!*) *Може, Павло добивається.*

Усі пішли до хати. (Zarudnyu, 1982a, p. 307)

Mother, listening to the phone's persistent ringing, becomes outraged: “*Have you gone deaf, girls? The black phone is ringing off the hook, and they are standing!*”, which implicates: *Don't just stand – go pick up the phone*. The speaker performs a directive speech act with an associated expressive illocution.

Among clauses which serve to convey implicature, object and conditional clauses are common. Object clauses are introduced through factive predicate (*know, regret, notice, be happy* etc.) which introduces factive presupposition, for example:

(11) *Майя. Чому він пішов з нею?*

Юля. А ти знаєш, що Галинка його любить? (+> *Галинка його любить.*)

Майя. Хай, хай любить! Мені все одно. (Zarudnyu, 1982b, p. 430)

To Maya's question why her ex-boyfriend went out with Halynka Yulya responds with an utterance in question form *Do you happen to know that Halynka loves him?* She performs an assertive speech act – communicates information built in factive presupposition which in this case bears the form of implicature: *Halynka loves him*. Thus, the factive predicate is used in so-called focused questions.

In case of conditional sentence, the base for derivation is a syntactic structure *Якби ..., то ...* (*verbs in subjunctive mood*) which is virtually a phrasal pattern, for example:

(12) *Світлана. Я теж його одягну, коли заміж буду виходити... На щастя... <...> Я хочу бути такою ж щасливою, як Оля.*

Наташа. Забобони.

Світлана. Пхі! А я одягну!

Наташа. Якби щастя від плаття залежало, то жодної нещасливої жінки не було б на світі. Плаття! (+> *Щастя залежить не від плаття.* +> *На світі багато нещасливих жінок.* +> *Ольга теж нещаслива.*)

Світлана. Колюча ти, Наташю! (Zarudnyy, 1982c, p. 124)

The sisters are examining elder sister Olha's wedding dress. The younger sister exclaims admiringly: "I'll wear it too when I'm getting married... for luck", considering Olha happy. The middle sister Natasha argues: "If happiness depended on the dress, there would be not a single unhappy woman on earth". Presupposition of this utterance comes as an implicature conveyed by Natasha: *Happiness doesn't depend on the dress. There are a lot of unhappy women in the world.* The final implicature in the chain is *Olha is unhappy*; however, this implicature is not conventional but conversational, because it is derived only based on discursive context.

Conditional clauses are considered as bearers of counterfactual presupposition (cf.: Meibauer, 2001, p. 48), although they fail the negation test which allows to determine if inference is a presupposition:

- Her mother can't stand cars. >> She has a mother.
- Her mother can stand cars. >> She has a mother.
- You know that Halynka loves him. >> Halynka loves him.
- You don't know that Halynka loves him. >> Halynka loves him.
- If happiness depended on the dress. >> Happiness doesn't depend on the dress.
- If happiness didn't depend on the dress. >> Happiness depends on the dress.

This test is relevant for logic semantics, but in discourse analysis it is completely unimportant if the inference of the utterance is its presupposition or not. What is important is on what grounds the implicature is derived.

Conversational implicatures are only derived based on discursive context, as it is shown in examples (8a) and (8b), as well as in the final implicature of chains (6c) and (12). Transparency degree of such implicatures is low, the addressee often turns to questions, as in excerpts (8a) and (6c). By contrast, conventional implicature relies on semantics of certain language units – triggers, which enables derivation of implicature outside the context. Nevertheless, only in discursive context it is possible to explicate an implicature, as it determines not only referents but also illocutionary features of implicature as well as possible implicature chains. Chains can combine conventional and conversational implicatures, but in such case the first implicature in the chain is conventional (6c).

As the above given examples show, implicatures are usually derived considering retrospective utterances as well as non-verbal means of communication.

IV. CONCLUSIONS

As can be seen from above, what is usually considered conventional implicature is in fact implicature only in discourse. Implicatures are inherently conversational because they are intended by the speaker and derived by the addressee in discourse. Therefore, it makes sense to regard conventional implicatures as such that are actualized not only in discursive context (such being the case with conversational implicatures), but by certain language means in virtue of their semantics. They serve as triggers allowing the addressee to derive implicature through its conventional meaning. Thus conventional implicatures appear more transparent than conversational ones.

Implicature triggers are culture-specific, since their semantics is determined by conventions of particular natural language. Depending on language status of the trigger, conventional implicature are divided into lexical, paroemiatic and syntactic. In discourse, implicatures can form chains. Further research is needed for mechanisms of implicature chains formation in discourse.

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A Review of Artificial Intelligence Adoption in Second-Language Learning

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Abstract—Professionals are implementing artificial intelligence (AI) technology in different fields owing to its diverse uses and benefits. Similarly, AI professionals are also beginning to implement AI technology in foreign-language education and second-language learning. Therefore, through a systematic literature review, this paper analyzes the role of AI in helping learners of a second language to master pronunciation. A detailed and in-depth search of different well-known databases was conducted, and of 116 articles, only 39 were selected for this paper. AI algorithms can advance language learning and acquisition in almost every dialect and could be significant for different parties in different ways. For example, organizations could utilize AI technology to develop their workers' knowledge; individual learners could use AI technology to facilitate their studies anywhere and anytime; and traditional learning institutions could incorporate AI-powered methods of language learning to diversify learners' opportunities. There are many benefits to employing AI in language learning, particularly in second-language learning.

Index Terms—AI, learning, second language, review, linguistics

I. INTRODUCTION

The Fourth Industrial Revolution has strongly influenced the field of education, with the term “Education 4.0” having been introduced to cope with the rapid industrial developments of Industry 4.0 (Harkins, 2008; Puncreobutr, 2016; Hussin, 2018). Education 4.0 allows educational practitioners and educators to integrate modern technology into their teaching practices (Hussin, 2018), but adopting and utilizing the latest technologies, including social media, smartphone technology, and AI in advanced learning media, are proving challenging for educational practitioners (Haristiani, 2019). John McCarthy, who first used the term in a workshop proposal that he presented at Dartmouth College in the United States, initially coined the term “AI” in the 1950s (Russel & Norvig, 2010, p. 17). AI is a broad computer science discipline that primarily focuses on building smart machines that can perform tasks that usually require human intelligence. Moreover, AI can be defined as the process of simulating human intelligence by a machine, particularly a computer system (Brady, 2019). Baker and Smith (2019, p. 10) defined AI as “computers which perform cognitive tasks, usually associated with human minds, particularly learning and problem-solving.” Furthermore, the researchers highlighted that AI is not based on one type of technology but a wide range of technologies, methods, and approaches that include data mining, machine learning, neural networking, and natural language processing. With the hype surrounding AI increasing every day, companies around the world are hastening to promote the ways in which their services and products utilize AI. In most cases, what these companies refer to as AI is basically a single constituent of the technology, such as machine learning (Velasquez, 2021). In essence, AI comprises specialized software and hardware that are used to write and train machine learning algorithms. Additionally, AI technology is not synonymous with any one particular programming language, but some such languages, including Java, R, and Python, are popular with AI (Luckin et al., 2016).

AI in education is currently the topic of much debate, and, for 30 years, educators have remained uncertain about whether to take advantage of AI in education and how AI could actually impact learning and teaching (Zawacki-Richter et al., 2019). The 2018 Horizon Report stated that adaptive learning technologies and AI represent significant advancements in educational technology (Educause, 2018). The artificially intelligent system works by consuming a large number of labeled training data, analyzing the data for patterns and correlations, and utilizing the patterns to make a prediction about a future state (Myagila & Kilavo, 2021). Thus, image recognition tools learn the process of identifying and describing objects in pictures by analyzing thousands of examples. Moreover, chatbots, which are fed text chat patterns, can learn to create real conversations with people. The chatbot is an example of the use of AI, and many language learners and instructors utilize the chatbot because it can be used anywhere and at any time. Learners also feel more confident in learning languages through chatbots than through human tutors (Haristiani, 2019). In language acquisition, AI programming focuses on three cognitive skills: learning processes, reasoning processes, and self-correction processes. Table 1 provides detailed explanations of these skills.

TABLE 1
LEARNING, REASONING, AND SELF-CORRECTION PROCESSES

AI-focused cognitive skills	
Skills	Explanation
Learning processes	This aspect of AI programming involves obtaining data and establishing rules regarding how the data are transformed into actionable information. The rules, which are basically referred to as algorithms, provide computing devices with specific instructions on how specific tasks should be completed (Myagila & Kilavo, 2021).
Reasoning processes	This aspect of AI programming involves choosing the right algorithms to obtain an anticipated result.
Self-correction processes	This aspect of AI programming involves continually fine-tuning the algorithms and ensuring that they produce the most accurate outcomes possible.

The prevalence of cloud-based technologies, such as the natural language processing (NLP) approach, open educational resources, and AI applications, has significantly influenced the current state of second-language education. In particular, AI tools that use NLP and automatic speech recognition are changing the methods of learning and teaching second languages (Kannan & Munday, 2018). Intelligent tutoring systems (ITS), which were developed in the 1980s and promised personalized education, predict and track the presence of AI in languages learning. The initial versions of intelligent tutoring systems (ITS) emphasized computer-based learning systems that attempted to adapt to the learner's requirements (Self, 1998). NLP is another AI modeling system that has played an important role in developing CALL. One example of CALL is the E-tutor, which uses natural language processing techniques to teach German as a second language (Heift, 2010). CALL's language teaching models have evolved from "simple rote-learning mechanisms" to "complex language teaching" and provided the connected and adaptive learning environments that have led to the development of ICALL. Ziegler et al. (2017) presented a case study about ICALL to examine the outcomes and developmental processes of second-language learning and highlighted "what learners do during visually enhanced instructional activities".

The trend in learning foreign languages or second languages continues to be popular, as doing so can transcend the benefits of simply gaining an academic qualification for employment. Moreover, foreign-language or second-language learning is a facilitator of globalization and can enhance world peace by providing learners with an understanding of the diverse world (Sirajudeen & Adebisi, 2012). English and Arabic are the two most common and dominant languages that non-natives prefer to learn (Sato & Loewen, 2019). Many people around the world wish to learn Arabic as a second language owing to its recognition in the international community and emerging importance in international communication (Moghazy, 2021). Therefore, many practitioners are focusing on adopting various tools and techniques when teaching Arabic to non-natives, the most significant of which is the use of AI. The various AI-based second-language learning or teaching systems and approaches are shown in Figure 1.

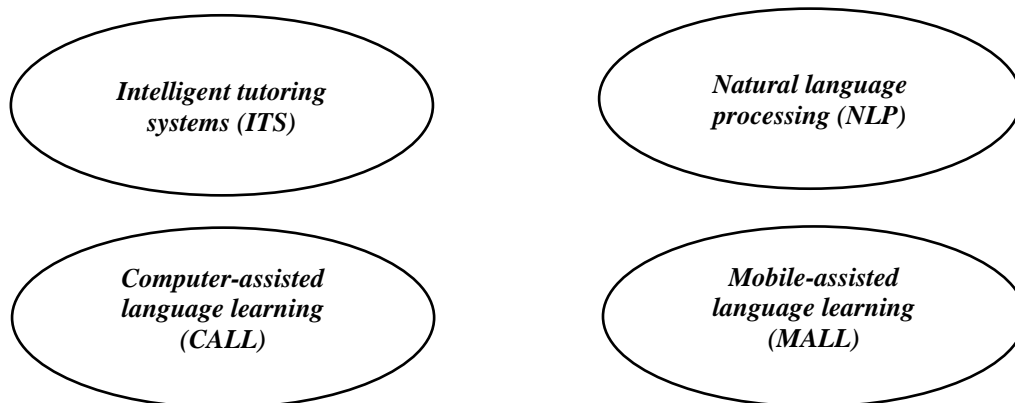


Figure 1 AI-based Language Learning Systems and Approaches

Over the last three decades, importance has been attached to the notion of AI in every industry, including manufacturing (Bullers et al., 1980; Zeba et al., 2021), healthcare (Rong et al., 2020), agriculture (Bannerjee et al., 2018), business (Loureiro et al., 2021), and education (Chen et al., 2020). Moreover, with the implementation of AI technology in various areas, from speech recognition and automated assessment to the adaptive and customized provision of learning resources, the significance of AI is well recognized. Although the potential of AI in supporting language teaching and learning is significant and some scholars have begun exploring the area, there remains an extensive gap in our understanding of the aptitude, benefits, and limitations of AI in helping learners of a second language to master pronunciation. Furthermore, there is a paucity of literature specifically exploring the way in which AI can be used to support the language skills involved in real-life language learning purposes, the types of instant feedback that AI programs can provide to help learners to achieve the goals of their language learning, and the way in which various feedback can be designed to enhance learners' independent studying on their mobile devices or

computers. Therefore, this research addresses these points and makes contributions to several areas, which include but are not limited to

- *learners' motivations for using AI in language learning;*
- *the use of AI in automated assessment and error correction;*
- *the use of AI to provide feedback;*
- *the use of AI in listening, reading, writing, and speaking practice; and*
- *teachers' and learners' perceptions of using AI to learn and master new languages.*

II. LITERATURE REVIEW

According to Sarosiek (2018), AI can be traced back to Turing's theoretical contributions. Turing created a Turing machine, a perfect example of a computing device capable of following any formal set of instructions. Building on Turing's work, Rosenberg (2014) attempted to determine the mental processes of computational models. Rosenberg divided his research into two main areas: AI, which focuses on engineering machines to reason in the way that humans do, and computational psychology, which aims to make computational models for human mental activities. The below sections and subsections comprise a detailed literature review of AI and its background and relevant theories.

A. Theoretical Background of Artificial Intelligence

The notion of AI emerged in the 1950s when Turing established his renowned Turing test to examine whether machines could think. The initial or pioneering trends in AI made a significant distinction between strong AI and weak AI. Strong AI highlights systems that can actually and potentially think in the way that humans do (Kannan & Munday, 2018). The disciplines of computational psychology and AI are closely related. For instance, as Guerin (2022) pointed out, the "mind as computer" theory defines it as linear algorithmic machines processing symbolic languages, like a Turing machine or standard digital computers. This idea of mental computation, which is referred to as the computational theory of mind, was particularly prevalent between the 1960s and early 1980s. Subsequently, a new theory describing the mind as a system of interconnected nodes emerged. Both theories, respectively, relate to the two forms of AI: algorithmic AI and neural networks (Guerin, 2022).

The computational theory of mind

The computational theory of mind, which is also referred to as CTM, argues that the intentional state of the mind is determined by the thinker and the symbolic representation of the content of the state (Ludwig & Schneider, 2018). For instance, believing that there is a dog on the rug implies a certain functional relationship between symbolic mental representations and the semantic value "there is a dog on the rug." Such representations include syntactic and semantic properties, and a reasoning process takes place using only the symbols' syntax. The semantics are unrelated to the processes. This process is referred to as a formal symbolic manipulation and considered a form of computation. While the symbols' semantic properties could be formalized (i.e., represented using a syntactic relationship), based on the theory, the semantic properties could also be represented mechanically. As Ludwig and Schneider (2018) stated, it is possible to execute anything using a Turing machine provided that it can be formalized.

B. History of Learning Machines

AI is a broad domain, and it is not based on a single technology but rather on many technologies. For example, AI encompasses NLP, neural networking, data mining, and machine learning (Baker & Smith, 2019). Popenici and Kerr (2017) defined machine learning as "a subfield of AI that includes software able to recognize patterns, make predictions, and apply newly discovered patterns to situations that were not included or covered by their initial design" (p. 2).

Cave (2019) explained that, with Charles Babbage's computing machine design, AI can be traced back to the 19th century. However, modern AI research, especially research that has been conducted to solve decision-making problems through use of mathematical solutions (Guerin, 2022), has its roots in the mid-20th century. According to Myagila and Kilavo (2021), AI began with Turing's (1980 in Kuddus, 2022) simple question "can machines think?" To determine whether machines could indeed possess human-like intelligence, Turing (1980) designed a test, which became known as the Turing test or the imitation game. The proposed system took the form of question-and-answer interrogations whereby a human communicated using a keyboard and on-screen texts while two participants conversed, with one being a machine and the other being the human. The interrogator was tasked with determining which was which. If a machine could produce responses that were satisfactory enough to convince the interrogator that it was really a human (i.e., if the machine could understand linguistic input and produce sufficient human-like output), then doing so was adequate evidence that machines really were intelligent. By this point, Turing had stopped using the static computational method. In 1937, Turing proposed learning machines capable of using "fuzzy logic" and predicting key aspects of neural networks (Rosenberg, 2014). The first truly recognizable form of AI was Marvin Minsky's 1952 machine the SNARC (Stochastic Neural Analog Reinforcement Computer). The device was built using neural networks' conceptual models in an effort to artificially recreate biological neural networks (Sarosiek, 2018).

Artificial intelligence research and linguistics

According to Ludwig and Schneider (2018), by the 1950s, scientists had already considered the possibility of developing machines capable of learning and understanding human language. To handle the complexity of this

undertaking, experts and researchers in the field of computer science began collaborating with linguists. Consequently, innovative information technologies capable of allowing millions of words from an assortment of sources to be organized and processed were developed, which allowed for a new, entirely empirical vision of language. Moreover, the gathered data could be used to form models for machines to simulate natural dialect.

Myagila and Kilavo (2021) highlighted that the ability of AI to process languages is based on linguistic understanding. As the field continues to innovate and new technologies are developed, it is expected that computers will continue to advance toward the creation of a model whose speech and abilities to understand and process information are fully akin to those of a human. Hence, Pace-Sigge (2018) concluded that, while other contradictory theories could be challenged, AI could present opportunities for linguistic models to be experimentally proven.

C. Artificial Intelligence Language Modeling

Generally, AI language modeling involves teaching an AI system to identify a particular language input and produce an output that resembles that of a human speaker in the given language as closely as possible. As Pace-Sigge (2018) stated, the entire discipline of AI language processing has its roots in Quillian's (1969 in Goertzel, 2019) theoretical works on the teachable language comprehender (TLC). The TLC involves simulations of the human mind understanding languages. Training the TLC requires providing inputs through which it learns. Quillian proposed 20 short texts for the TLC to learn, which, according to Sarosiek (2018), was a particularly ambitious number for the time of Quillian's work. Today, AI can process a practically unlimited number of data. The main challenges are to obtain the right texts, clean them, and ensure that they are machine-readable.

Quillian's semantic model

According to Quillian (1969 in Goertzel, 2019), the TLC acquired the ability to understand texts by learning from the inputs that it received during its training. In Quillian's work, the TLC's inputs included 20 short children's books on firefighters, which were used to train the machine to comprehend basic information about them. According to Münster and Knoeferle (2018), for Quillian, the result of this process was a digital simulation of the development of human language. Quillian assumed that there is a common central process underlying the reading of all texts (children's fiction, newspapers, etc.) and that it is this central process that the TLC attempts to model. As Quillian stated, natural language is conveyed by making the mind recollect thoughts and notions that it already understands and relating them to other thoughts and notions. The TLC was learning not by running on huge structures but, bit by bit, advancing the structure with time (Münster & Knoeferle, 2018). Essentially, Quillian's model is semantic, and his proposal was to resolve polysemies by utilizing texts' semantic clues, as with, for example, the two sentences:

- a) "She got to the bank." and
- b) "She received a mortgage from the bank."

While Sentence A is undoubtedly ambiguous, Sentence B contains sufficient clues that allow the reader to clearly comprehend the significance of the word "bank." In Quillian's TLC, in what is termed a "semantic web," words are semantically linked (Hitzler & Janowicz, 2020). The word "bank" can thus be linked to words such as, inter alia, "robbery," "loan," and "money." Quillian completely refuted Chomsky's generative linguistics. According to Quillian, the field of generative linguistics does not suitably solve the issue of resolving polysemantic ambiguities. Using only one grammatical feature and its location does not provide a complete representation of human intelligence.

D. Generative Linguistics and Artificial Intelligence

Chomsky (1957; as cited in Ali, 2020) highlighted that classification is the main problem of language analysis. Language analysis aims to separate a grammatically correct sentence of a particular language from a grammatically incorrect sentence. For instance, "the cheetah sprints" is a grammatically correct sentence, while "sprints cheetah the" is not (Goertzel, 2019). Establishing whether sentences are grammatical requires determining whether the sentences have been produced by a grammar, hence the label "generative linguistics".

One of the ways of encoding the differences between sentences is to allow transitions between the words and utilize models (finite-state machines [FSM]) that specify a group of states and allowable transitions between them. A finite-state grammar (FSG) allows for an infinite number of sentences to be created from limited resources. This process is feasible because finite-state models allow for looping.

As the example provided in Figure 2 indicates, an FSM can generate, inter alia, "old man comes", "the old man comes", and "the man comes". The loop allows for a limitlessly vast number of sentences.

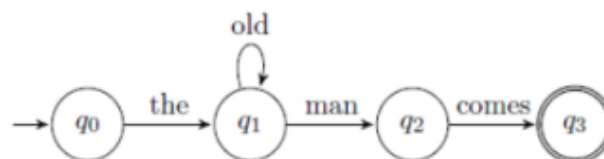


Figure 2 An FSG Generating an Infinite Set of Grammatically Correct English Sentences

Chomsky (1957; as cited in Chrisley, 2020) mentioned that an FSG cannot represent the complete complexity of English sentence structure. Generally, a finite grammar set cannot account for center-fixed clauses, such as “the teenager who hit the ball which went over the hedge is shouting.” Satisfactory English grammar models must perform beyond any sequential restriction and be able to represent sentences’ hierarchical structures. Chomsky’s efforts go beyond languages’ surface structures to propose a transformational grammar in which deep structures derivationally generate surface structures (i.e., the actual spoken sentence). The two types of structures are hypothesized in a generative analysis of language aspects rather than syntax, like phonology.

Error analyses and corrections

Although the literature on second-language acquisition differs as regards theoretical approaches to error correction, one of the points upon which cognitive theorists agree is that corrections are beneficial and contribute to learning (Burling, 2019). While some researchers have emphasized the significance of the communicative contexts in which correction occurs (e.g., Robinson & Long, 1998; Williams & Doughty, 1998 in Burling, 2019), others have stressed the importance of raising awareness. Burling’s (2019) main theory was that error correction is undoubtedly advantageous and that AI can be a valuable tool in this regard.

Accordingly, to the Intelligent Tutor’s systematic error correction would substantially impact learning outcomes. Consequently, the study was narrowed to include a single group and a single treatment protocol, which was preceded by a pretest and followed by a posttest, both of which related to seven typical structural errors (Table 2) and some morphological errors.

TABLE 2
THE SEVEN COMMON TYPES OF ERROR IDENTIFIED BY THE INTELLIGENT TUTOR (DODIGOVIC, 2007)

Type of error	Example
Nonfinite/finite verb constructions	It will cause death of both baby and mother
Missing copulas	Secondly, communities* affected
Malformed expressions of states/reactions/feelings	The disease had* dominant over human
Existential constructions	There is a new problem occur
Tough movements	More difficult to be realized
Ergative constructions	The immune system can be failed
Pseudo passives	Malaria can find all over the world

The pretest included 12 multiple choice questions, and the learners were asked to assess the utterances’ grammaticality. The learners’ skill in the task was considered a sign of their proficiency in the assessed structures. The posttest included a brief answer test where the learners were asked to write their own individual sentences. The posttest’s design differed from that of the pretest to ensure that learnings from the pretest did not influence the results.

The Intelligent Tutor’s ability to identify and correct some of the learner errors was influenced by the communicational, gravity, and frequency significance of the detected errors in a learner corpus, along with the exposure of the target learners to the structure in questions and its specific requirement. One of the advantages of the Intelligent Tutor is that it can accommodate each learner to some degree. Learners differ in many ways. ICALL is yet to attempt to support each learner difference, despite the fact that affective language aptitude and intelligence factors appear vital to success in language learning. The Intelligent Tutor made modest efforts to accommodate various styles of learning using Willing’s (1989, 1988 in Dodigovic, 2017) learner-type approach.

Dodigovic (2017) explained that concrete learners could take corrections as recasts, whereas authority-oriented learners could interpret them as the authorities’ solutions. The hints could be part of communicative techniques for communicative learners. Analytical learners could enter the correct versions and obtain a parse tree providing analyses that were precisely what this category of learners required. Additionally, the parse tree was more likely to reinforce correct language while increasing structural understanding. Put differently, analytical learners’ necessity to comprehend both what is correct and why it is correct could be efficiently satisfied. Hence, the Intelligent Tutor was developed to enhance awareness by providing learners with a solution to what they did not understand on the one hand while raising awareness by providing clues regarding what the learners were supposed to understand on the other. Additionally, upon successful completion of the assignment, the parse tree was shown to learners, allowing them the opportunity to explicitly learn something that they could have already implicitly known. When compared with those of the pretest, the posttest results demonstrated an 83% average decrease in error rate across the three learner samples (United Arab Emirates, Australia, and Taiwan). Learners from Taiwan had the top results (with an error reduction rate of 94%), followed by learners from Australia (with an error reduction rate of 85%). Learners from the United Arab Emirates followed (with an error reduction rate of 79%), while Australian international English language students (with an error reduction rate of 73%) were last. In addition, the results revealed that AI could potentially help individuals to learn English as a second language and rectify L2 errors, which was a key step toward a profounder knowledge of the processes of second-language teaching and acquisition.

III. RESEARCH METHODOLOGY

Researchers can conduct their research by focusing on one of three research approaches: the qualitative approach, the quantitative approach, or the mixed-method approach (Williams, 2007). The quantitative approach attempts to quantify

any social phenomena and gather and examine numerical data. Whereas the qualitative approach is based on an understanding of the meaning of social phenomena (Tuli, 2010), quantitative research is based on the positivism paradigm. The basis of qualitative research is subjectivity (Cleland, 2015). There is always a distinct and specific concept on which all qualitative research is based (Duffy & Chenail, 2009). The present research is qualitative in nature, and, through a systematic literature review, its aim is to highlight the role of AI in helping learners of a second language to master pronunciation.

Vuori and Vaisanen (2009) highlighted the importance of the systematic literature review and explained that “it is the valuable strategy, when the aim is to identify, evaluate, and synthesize all of the important research on a certain topic to acquire a complete picture of the studies and their findings”. According to Gough et al. (2017), the systematic literature review emphasizes the answering of specific research questions based on systematic, explicit, and replicable search strategies using proper inclusion and exclusion criteria to consider the most relevant research. Figure 3 highlights all the steps that comprise the SQAT-based systematic literature review, but these steps also apply to the general systematic literature review.

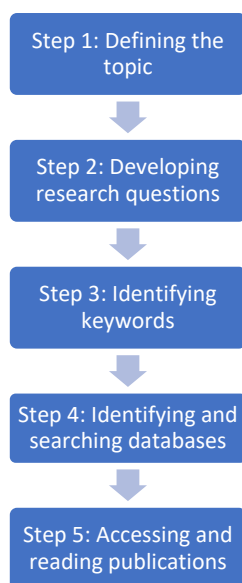


Figure 3 The Five SQAT-based Steps Followed in This Research

The methodology of this research is based on a step-by-step process that specifically aims to verify the relevance of the materials identified and selected for use in the study. This process is also important because it aims to ensure that the study’s selected journals, publications, articles, and other materials include the smallest number of or no research errors or biases. Additionally, through a meticulous and comprehensive approach, when selecting and synthesizing various literature themes relating to the research topic, the process seeks to facilitate the obtaining of relevant research. This is because the method is based on a repetitive cycle, which helps to identify the germane search keywords, assess the relevant research sources, and perform an in-depth analysis of each publication to facilitate accurate findings for the study. Thus, intrinsically, the data collection process was based on an analysis protocol defining the entire exercise, from the execution of the methodology and collection of the relevant data to the acquisition of sources of literature that could be reviewed and discussed to achieve the aims and objectives of the study. All relevant peer-reviewed journal articles from well-known databases were searched to gather the data (i.e., research articles). The used databases are listed in Table 3.

TABLE 3
DATA COLLECTION DATABASES

SR #	Database
1	Google Scholar
2	ScienceDirect
3	JSTOR
4	ProQuest Dialog
5	EBSCO
6	Web of Science (Clarivate)
7	Scopus (SJR)

Table 3 shows that data were gathered from different online databases, including Google Scholar, ScienceDirect, JSTOR, ProQuest Dialog, EBSCO, Web of Science, and Scopus, to obtain the most relevant sources of literature for the study. In these databases, the searches were conducted using different keywords to reach and shortlist the most relevant articles. The keywords are provided in Table 4.

TABLE 4
DATA COLLECTION KEYWORDS

Sr #	Keyword	Sr #	Keyword
1	AI	3	AI and learning skills acquisition
2	The significance of AI	4	The role of AI in language learning

During the process of searching the data from the databases using the different keywords, specific criteria (i.e., inclusion and exclusion criteria) were designed. Details of the criteria are provided in Table 5.

TABLE 5
INCLUSION AND EXCLUSION CRITERIA

Inclusion Criteria	1	Studies published within the last 11 years
	2	Qualitative, quantitative, and mixed-method studies
	3	Studies published in English
Exclusion Criteria	1	Studies published before 2011
	2	General reports
	3	Studies published in languages other than English

The initial searches of the databases using the keywords “AI,” “the significance of AI,” “AI and learning skills acquisition,” and “the role of AI in language learning” generated 116 articles from professional journals, edited academic books, peer-reviewed journal articles, statistical data from verified sources, and website materials from reputable organizations, such as, inter alia, IBM, Google, and Amazon. All 116 articles were considered relevant to the research topic. For the purpose of validating and enhancing the relevance and accuracy of the study’s results, any material that was missing any metadata, such as, inter alia, an abstract, a date of publication, and references, or included replica information was eliminated from the list of articles. Consequently, only 84 sources of literature remained, all of which were considered relevant to the research.

As the aim of this study is to obtain the most accurate data to reach substantiated conclusions regarding the role that AI plays in helping individuals to learn and master new languages, each of the 84 publications was meticulously evaluated and scanned using the four-eyes principle. Moreover, the publications were sifted according to article title, abstract, provided keywords, and information relevant to the role of AI in helping individuals to learn and master new languages. Subsequently, based on this analysis, 41 publications were found to be inappropriate for the study and were thus removed from the list of articles. The removed publications included publications whose content, title, and/or used keywords were either irrelevant or vague regarding the focus of the study. In addition, although some of the removed publications briefly examined the topic of AI and its significance in automation and, perhaps, teaching to some degree, the removed publications’ discussions of the topic were mostly generalized and not comprehensive when it came to explaining the role of AI in helping individuals to learn and master new languages and were thus considered unsuitable for the study. Lastly, the texts of the remaining 43 publications were thoroughly scanned to determine whether they were worthy of inclusion in the study. This analysis determined that 29 of the 43 publications were most relevant to the topic and aims of the research, had the smallest number of or no research biases or errors, and were all cited and referenced using credible sources. These 29 publications were thus considered appropriate for the study and were consequently retrieved for subsequent analysis in the study. The entire process and all steps followed to obtain the relevant materials for the study are presented in Figure 4.

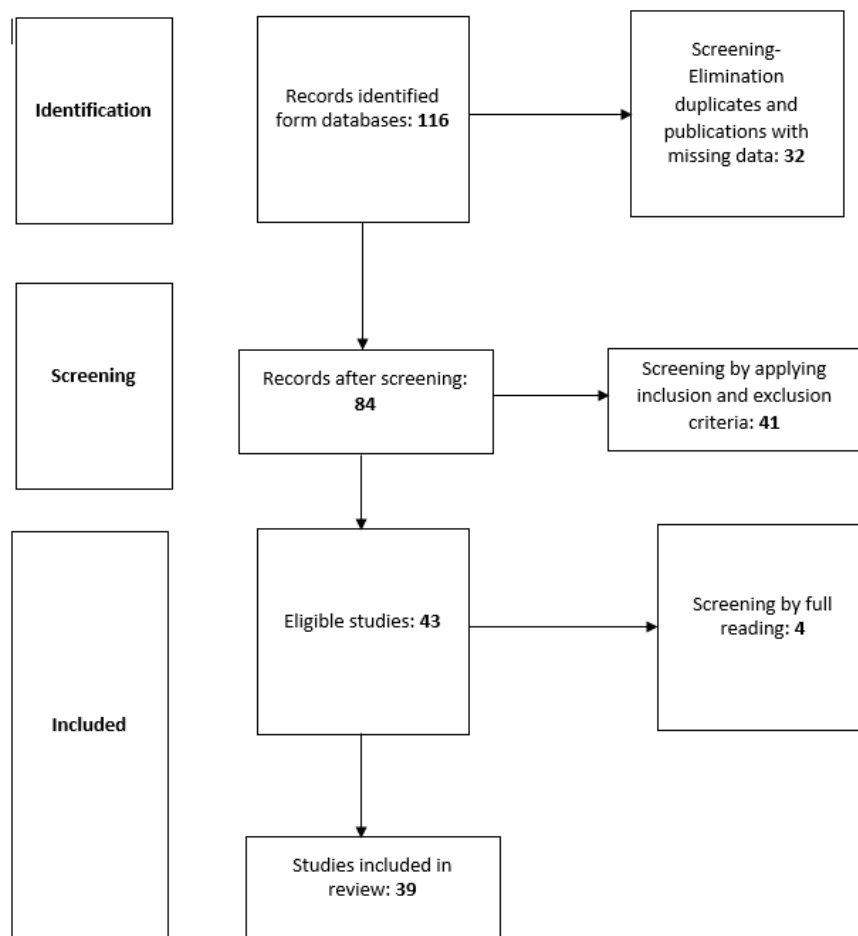


Figure 4: Schematic Illustration of the Process of Acquiring the Sources of Knowledge Used in the Systematic Literature Review

IV. DISCUSSION

CALL (computer-assisted language learning) is not a new concept, as using information and communication technology (ICT) in language learning can be traced back to as early as the 1960s (Shadiev & Yu, 2022). Generally, CALL covers everything from using multimedia in learning to using, inter alia, virtual worlds, distance learning, and interactive whiteboards. Utilizing these techniques, which are mostly suitable for remote learning, has become central to the teaching of most languages. ICALL (intelligent computer-assisted language learning), which unites CALL and AI, has its roots in the late 1970s (Shadiev & Yu, 2022). However, the field is yet to reach its full potential, as it is particularly reliant on modern evolving technologies, its tasks are highly complex, and typical algorithmic AI is not suitably proficient in such tasks. Nonetheless, ICALL is largely benefiting from the evolving disciplines of deep learning and neural networks.

Computer-assisted language learning technologies have been accessible to new language learners for years. For example, Rosetta Stone, a CALL software, was made available approximately 29 years ago (Inman, 2021), and ever since, applications such as, inter alia, Duolingo and Babbel have begun to appear. These types of learning applications, which are used to assist learners and even include some degree of interaction with a chatbot, raise the question of whether language coaches will be necessary in the decades to come (Inman, 2021). Despite the sanguinity of certain neural network scholars, AI technology is yet to be sufficiently advanced to replace language tutors, although such technology can be used to improve learners' skills to allow them to achieve much more within the limits of their resources and time.

Digital assistants, such as Amazon's Alexa and Apple's Siri, utilize speech synthesis and recognition to help users with day-to-day errands. In addition to simple commands, AI can be applied to more intricate situations, such as those of learning environments (Clancey & Soloway, 2020). The issue with most modern computer-aided platforms, such as the aforementioned Duolingo, is that they are mostly based on obsolete models, such as translation methods. Other applications utilize artificial instructors (i.e., chatbots) who provide learners with support when they communicate in a given target language. Although technology is not common in foreign-language teaching, it has been incorporated into university teaching to some degree. For example, Leibniz University Hannover utilizes eLearning content, which features El Lingo (an artificial instructor) for German orthography, grammar, and linguistics.

With the expected increase in the number of English learners globally in the years to come, there is a necessity to relieve teachers of some of the tutoring work and provide learners with a better learning experience, especially in places where language tutors and learning resources are limited. Professionals in real-world settings are already implementing AI, with China currently being one of the main players in the AI market. According to Dizon et al. (2022), \$568 million was spent on AI-assisted learning in China over the past three years, and the figure is expected to rise to \$26 billion in the next three to five years. This expected increase in money spent on AI-assisted learning is undoubtedly due to the lack of English tutors in most Chinese learning institutes.

Recent developments in neural networks, as well as the current availability of large datasets, mean that it is now possible to gain clearer insights into, inter alia, the ways in which learners advance in a particular language, the specific language aspects that learners find difficult to learn, and the language aspects that learners can easily forget. This, at least theoretically, allows for a more tailored and, thus, effective teaching and learning process to take place, as well as the formation of truer placement tests (Rohalevych, 2022).

V. CONCLUSION

Researchers and practitioners have focused on AI for many years, and AI continues to have considerable potential owing to its diverse uses in and implications for different fields and areas of life. AI promises to bring about change throughout the world, from how people interact with technology and the way in which they do their jobs to the way in which they learn. As regards language learning and acquisition, the texts presented here show that AI holds great promise regarding its use as a tool to experimentally prove linguistic theories and a starting point to understand some of the aspects of human cognition (e.g., Quillian's TLC, which paved the way for research into the concepts of priming in psycholinguistics and cognitive science). Theoretically, the insights obtained from connectionist accounts of language acquisition can be incorporated into generative linguistics investigating universal grammar. The likely practical uses of AI in second-language acquisition are numerous and include, inter alia, analyses of individuals' abilities to learn language, performance predictions, dynamic difficulty adjustments, and error corrections. In conjunction with neural networks in particular, AI has proven that it merits its place in the learning process.

VI. IMPLICATIONS

A. Theoretical Implications

AI is a broad domain and is being used in various industries, including education. Both learners and educators are taking advantage of the uses of AI. This systematic literature review has focused on identifying the role of AI in helping learners of a second language to master pronunciation and has several implications. First, this review has provided extensive literature on AI, AI's implications for education, and AI's importance in helping learners of a second language to master pronunciation. Second, this review differs significantly from previous systematic literature reviews, which either focused on using AI in student assessment (González-Calatayud et al., 2021) or considered AI's uses in higher education (Zawacki-Richter et al., 2019).

B. Practical Implications

Not only does this review have theoretical implications, but it also has many practical implications. First, the findings of this review can serve as a guideline for teachers and teaching trainers, as it is important to train teachers in the use of AI (Cabero-Almenara et al., 2020). Second, this review could help learners and teachers of Arabic, who, because the Western world is now focusing on learning Arabic, are learning or teaching it as a second language. Hence, there is now a necessity to develop new and effective pedagogical approaches to teaching Arabic to non-native speakers (Najjar, 2020), and one important approach that could actually facilitate learning Arabic is the use of AI. Moreover, it is important to highlight how learning and teaching a second language using AI-driven chatbots could be effective in environments with low budgets and, most importantly, when sufficiently knowledgeable human tutors are lacking and there are language datasets with few resources (Kerly et al., 2007; Hamed et al., 2022). Furthermore, using NLP, AI, and chatbots could help to develop an intelligent self-learning environment for learners learning Arabic as a second language. Additionally, an AI-based Arabic language and speech tutor could help non-native Arabic speakers to identify their pronunciation errors and monitor their performances (Shao et al., 2022).

VII. LIMITATIONS AND RECOMMENDATIONS

This review has some limitations that authors of future studies should consider. First, this research adopted the general approach for its systematic literature review. Authors of future studies could focus on conducting systematic literature reviews using the PRISMA or SQAT approaches. Second, this review only considered peer-reviewed articles and ignored reports; thus, when conducting their reviews, authors of future studies could consider reports.

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Arabization or Domestication? Case Study of Information Structure Shift in Aphorisms

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Abstract—Al-Hikam aphorism is a descriptive factual genre in which the patterns of the text structure are distinctive and aesthetic. The structure of the information facilitates the linear pattern to be arranged in any micro manner. The structured information may have various themes (topical, textual, and interpersonal). The aphorisms, which are originally Arabic, have been translated into English. This study investigates the techniques, methods, and ideology of al-Hikam English translation and the impact of the shift in thematic structure on the quality of translation. Using a qualitative design by utilizing Spradley model data analysis modified by Santosa (2021), this study suggests that al-Hikam aphorism translation has the tendency towards the target language with the ideology of domestication as seen from the translation techniques being used. The application of translation techniques also causes the phenomenon of thematic structures shift that affects the quality of translation. Therefore, textual competence must be understood by a translator.

Index Terms—al-Hikam aphorisms, translation techniques, translation methods and ideology, translation shift, Arabic-English translation

I. INTRODUCTION

This study analyzes the thematic structure (theme rheme) of al-Hikam aphorisms, the fundamental reference of Islamic Sufism, authored by Ibn Athaillah as-Sakandari. This book contains moral education and the efforts of a servant in taking the spiritual path toward God. Therefore, many people use this book as the starting point of their “spiritual revolution” (Pustaka, 2016). Aphorisms are interpreted as solid and concise statements about “life attitudes” or general truths (such as proverbs). The term aphorism, in Arabic, is often equated with the word *al-ḥikmah* (Baalbaki, 1990, p. 51). Etymologically, the term aphorism is derived from Greek word *aphorismos* which means to distinguish or to define (Băiaș, 2015). Aphorisms are typically in the form of short, concise, and easy-to-remember anthologies of quotations. Aphorisms differ from clichés, proverbs, and adages; since aphorisms are always attached to the author’s name, both privately, in writing, and spoken in public like Al-Hikam’s aphorisms that are always attached to the author, Sheikh Ibn Athaillah As-Sakandariy (As-Sakandariy, 2008).

This aesthetic and meaning-dense form of language ultimately becomes the causes of diverse translation problems; the decision-making process of the translator in dealing with aphorism language translation products, whether the translator must maintain the meaning-intensive aesthetics of the source language or must sacrifice the aesthetics to make it easier for the readers; and whether the form that exists in the source language preserved (Arabization) or it has to adapt to local conditions of the community (domestication). Theoretical studies related to the aphorism genre have been comprehensively reviewed by Hui (2019), Băiaș (2015), and Morson (2012). Previously, Băiaș (2015) discovered that there is an additional function of language besides expressive, communicative, descriptive, and argumentative function. This function is known as aphoristic function, a function of language which is memorable, concise, yet ambiguous. These three characteristics further strengthen the aphoristic style of expression. One of the methods used to interpret aphorisms is the *problematological* method invented by a Belgian named Michel Meyer, in which the problem becomes the primary focus.

The translation techniques of al-Hikam aphorisms in Arabic-English remain unstudied; therefore, researchers can further examine whether the translation product of al-Hikam’s aphorisms in Arabic-English is oriented to the source language (SL) (Arabization) or to the target language (TL) (domestication). Meanwhile, studies related to translation ideology have been studied: (Hamdany & Picard, 2022; Lesmana, 2021; Venuti, 2019; Azadibougar, 2014; Khalifa & Elgindy, 2014; Gambier, 2014; Khoshsaligheh, 2018). However, in this study, there was no in-depth analysis of the structure of information (Theme and Rheme).

Studies related to translation techniques and methods that specifically use Arabic data have been previously conducted by Anis (2018), Anis et al. (2022), Akmaliyah et al. (2020), Abidin et al. (2020), Al Farisi (2018), Baharudin (2017), and Ikbali et al. (2016). These studies used a translation technique analysis focused on poetry, Arabic-Malay idioms, the Qur’an, hagiography, Arabic prose in the form of novels, and translation of the Arabic-Javanese yellow book. Meanwhile, a study that specifically discusses Translation Quality Assessment (TQA) in Arabic translation has been undertaken by Alfaleh (2020), Khuddro (2018) and Taibi and Qadi (2016). The first study uses a TQA study on Arabic proverbs using Na Pham’s error analysis model. The second study measured TQA on Arabic subtitles and dubbing. Meanwhile, the third study discusses TQA on translation services for Saudi Arabian pilgrim services. In this

case, the TQA study focuses on the following: content accuracy, grammatical and lexical appropriateness, functional equivalence, cohesion, and clarity of meaning. The fourth study specifically discusses TQA in the verb/*ja'ala*/ in the Qur'an.

This study investigates the translation techniques used in the translation product of al-Hikam aphorisms Arabic-English. It analyzes the translation methods and translation ideologies in the aphorisms of al-Hikam Arabic-English (Arabization or Domestication?). In addition, it explores how the thematic structure was translated from Arabic into English, did it shift or not shift (equivalent), and does the shift in thematic structure affect the quality of translation.

II. THEORETICAL FRAMEWORK

The theoretical basis in this research contains four main concepts, namely: (1) Information Structure (Theme and Rheme), (2) Translation Technique, Methods, and Ideology, (3) Shifting Translation, and (4) Translation Quality. Al-Hikam's aphorism will be seen from the linguistic and translation aspects. The translation study specifically discusses the problem of translation studies with the Functional Systemic Linguistic approach, textual equivalence, techniques, methods, and ideology of translation, translation shift, and assessment of translation quality. Meanwhile, the concept of functional systemic linguistics focuses on discussions related to the information structure of the Theme and Rheme. These two concepts are the basis of theoretical thinking in this study, especially in studies related to "textual equivalence."

A. Information Structure (Theme and Rheme)

This study serves to explore clauses as semiotic resources to express messages. There are several basic principles that must be considered in examining clauses as messages, namely the principle of textual linearity: (1) *language including clause is linear*, (2) *so, message is structured linearly*, and (3) *linearity means it is like a line which has a start and an end*. Clause linearity is a starting point used by speakers or writers as a strategy to express social events (Santosa, 2003, p. 117). These basic principles show that a message is arranged from beginning to end in a complete and linear manner.

Furthermore, this type of Theme can be divided into three types: (1) Topical Themes (*the theme that develops the topic of discourse*), (2) Textual Themes (*used to connect the previous clause*), and (3) Interpersonal Themes (*used to interact and transact socially*). At the level of the study of Textual Discourse Semantics, it will be continued in the next research with periodicity analysis, both at the level of small information waves, large information waves, and tidal waves (Martin & Rose, 2007). Therefore, this study can be perceived from the structure of aphorisms that are short but meaningful, which can be seen from the beginning and end of the message. In every language, the main character of a clause has a message or some information in a discourse. The structure that is in the layer of meaning of the clause as a message is called the thematic structure (Halliday & Matthiessen, 2014, p. 88).

Aphorisms can also be viewed from the genre. Al-Hikam's aphorism is included in the descriptive factual genre with the linear model as the dominant thematic progression patterns. This is shown in the following sample data.

TABLE 1
ARABIC-ENGLISH LINEAR PROGRESSION PATTERN
APHORISM 2-2 CLAUSE

<i>'irādatuka at-tajrīd ma'a 'iqāmati-llāhi iyyāka fil-'asbābib</i>	<i>minasy-syahwatil-khafiyati</i>
<i>Your desire for isolation, even though God has put you in the world to gain a living,</i>	<i>is a hidden passion</i>
Old →	New (information)
↓	
<i>wa 'irādatuka al-asbāba ma'a 'iqāmati-llāhi iyyāka fīt-tajrīd</i>	<i>'inḥīthāthun 'anil-himmatil-āliiyati</i>
<i>your desire to gain a living in the world, even though God has put you in isolation</i>	<i>is a comedown from lofty aspiration</i>
Old →	New (information)

Based on Table 1, there is a linear thematic progression pattern from Arabic to English. From the source text (ST) Arabic phrase /*'irādatuka at-tajrīd ma'a 'iqāmati-llāhi iyyāka fil-'asbābib*/ which is marked topical theme (as a subject) is translated into /*your desire for isolation, even though God has put you in the world to gain a living*/. Furthermore, the theme is developed into the next clause by still carrying the element /*'irādatuka al-asbāba ma'a 'iqāmati-llāhi iyyāka fīt-tajrīd*/ which is translated into /*your desire to gain a living in the world, even though God has put you in isolation*/. This linear thematic progression pattern only involves OLD elements in both the source and target language, without involving NEW elements in both source language (SL) and target language (TL). In addition, there is an external conjunction /*wa*/ that connects the two clauses in Arabic language. The external conjunction forms part of the typical character of a descriptive text that describes an event. The above aphorisms explain the attitude of a wise person when he is awarded *ahwal tajrid* and *ahwal isyighal*. In Sufi terminology, *tajrid* is understood as a condition (*ahwal*) in which a person does not have worldly activities. However, *isyighal* is a condition in which a person is involved in worldly business.

In the Arabic-English aphorisms of al-Hikam, there are 217 clauses in the data. There are several types of themes in the clause: (1) Unmarked Topical Themes, (2) Marked Topical Themes, (3) Interpersonal Themes, and (4) Textual Themes.

TABLE 2
ARABIC-ENGLISH AL-HIKAM APHORISMS THEME DISTRIBUTION

Theme	Arabic (SL)		English (TL)	
	Frequency	Percentage	Frequency	Percentage
Unmarked Topical Theme	205	54.66%	189	59.62%
Marked Topical Theme	13	3.46%	28	8.83%
Interpersonal Theme	40	10.66%	12	3.78%
Textual Theme	117	31.2%	88	27.76%
Total	375	100	317	100

Table 2 highlights that the use of unmarked topical theme in English (TL) is dominant with 189 data or 59.62%. Therefore, the distribution of information in English is arranged in a coherent and systematic manner. This is followed by textual themes with 88 data or 27.76%, marked topical themes with 28 data or 8.83%, and interpersonal themes occupying the lowest position with 12 data or 3.78%. This indicates that the translated text in English has a low relationship and interpersonal interaction compared to the (SL) in Arabic. In addition, the process of reducing textual themes in the (SL) into the (TL) is reduced by approximately 29 types of textual themes. The textual theme is useful for connecting one clause to the previous one, which is indicated by the presence of a conjunction in front of the clause. The interpersonal theme is characterized by vocative, interpersonal adjunct, and other interpersonal expressions (Santosa, 2003). However, there is a significant increase in the use of marked topical themes. In addition, this increase occurs in the previously analyzed Al-Hikam Arabic-English aphorisms, and it suggests that the results of English translation make adverbs and complements as the starting points or factoring points in the translated text.

B. Translation Techniques, Methods, and Ideologies

The translation technique is a special method used by the translator in translating the linguistic unit (micro level) of the SL to the TL. This translation technique uses the theory proposed by Molina and Albir. This posits that there are 18 translation techniques: (1) adaptation, (2) amplification, (3) borrowing, (4) calque, (5) compensation, (6) description, (7) discursive creation, (8) common equivalent, (9) generalization, (10) linguistic amplification, (11) linguistic compression, (12) literal translation, (13) modulation, (14) particularization, (15) reduction, (16) substitution, (17) transposition, (18) variation (Molina & Albir, 2002; Elewa, 2016). The translation technique refers to the process of translating sentences and smaller units of translation. It differs from the method that leads to the whole text translation process. Therefore, the material object of the translation technique is the handling of text at the micro level, namely sentences that become small units in syntax while in the translation method it is in the form of discourse.

Approaches in the field of translation relate to the theoretical principles of translation, methods relate to procedural steps in the translation process, while techniques are strategies used by translators to overcome the difficulties encountered in obtaining equivalence in translation. Two translation approaches were proposed by Newmark (1988, p. 45): the semantic approach and the communicative approach. The semantic approach is a translation approach oriented to the SL. The communicative approach is a translation approach that is oriented toward the TL. Meanwhile, to examine *meta-function* shifts and translation shifts at the macro level in Al-Hikam's aphorisms, Newmark translation methods will be used.

When translators translate, they believe two things, they are: the orientation of the translation product to the source language or the orientation of the translation product to the target language, so that it becomes an ideology at the super macro level. First, the translator can bring the SL writer closer to the reader in the TL. Second, translators can distance writers in the SL from readers in the TL (Dewi & Wijaya, 2021, p. 114). These two basic principles were eventually developed by Venuti into "domestication" and "foreignization" (Venuti, 2019). Domestication is a translation ideology that can bring text messages closer to the TL and culture so readers of the target text do not feel they are reading the translation and feel they are reading the text in the TL. Meanwhile, foreignization or "exile" (Dewi & Wijaya, 2021, pp. 114–116) is the opposite of domestication where translation is undertaken with the principle of maintaining the message of the SL so the result feels "foreign" and the reader understands that the text carries the culture and terms of the SL.

C. Shifting Translation

The term "shifts" has been used to indicate any changes or changes occurring in the translation process. The study of translation shifts can be distinguished from the study of "systemic differences" between the SL and the TL, in addition to the related cultural aspects. Furthermore, studies related to systemic differences between the SL and TL related to the level of linguistic competence become the entry point for studies in translation (opening conditions for translation; Bakker et al., 2001, p. 226).

D. Translation Quality

This study focuses more on the quality of translation, especially on the first element, "theme-dynamics." The quality of translation in this study focuses on three aspects: (1) aspects of accuracy, (2) aspects of acceptability, and (3) aspects

of readability. In this study, accuracy is a term used in translation evaluation to refer to whether the text of al-Hikam's aphorism in the SL and the text of al-Hikam's aphorism in the TL are commensurate. Thus, an accurate translation is one wherein the content of the message or intent conveyed in the TL is the same and commensurate with the intent of the SL.

Furthermore, in determining the quality of the translation, the acceptability aspect is the second aspect to be studied after the accuracy aspect. In this study, the term acceptability refers to whether the translation has been disclosed according to the rules, norms, and culture that applies to the TL (Nababan et al., 2012). In measuring the quality of translation, readability must also be considered by translators. In this case, readability is understood as a representative of the translated text that can be easily understood by the reader.

III. METHODOLOGY

This translation study was a product-oriented (Saldanha, 2013) case study. The products as the research samples were analyzed to collect the description on the use of information structures (themes and rhemes). The data were al-Hikam's aphorisms. These were originally written in Arabic by Ibnu Athaillah As-Sakandariy and translated into English by *Wali Pustaka*, an Indonesian publisher (Pustaka, 2016). To improve the trustworthiness of the data, this study utilized the triangulation method. The data analyzed came from different sources, al-Hikam Aphorisms and the translations. Moreover, Arabic validators and two translation theorists were involved to assess the translation techniques, shape shifts, and quality.

This study also used method triangulation since similar data were collected with different methods (Sutopo, 2002): document analysis method and Focus Group Discussion (FGD). Interviews in FGDs were conducted by researchers with four informants or raters. Phase I FGDs were undertaken from March 12, 2021 to March 14, 2021. Phase II FGDs were held on March 27, 2021 and March 28, 2021. The data analysis phase was conducted after obtaining narrative data obtained from document analysis, interviews, and questionnaires. This study used analytical techniques consisting of domain analysis, taxonomic analysis, componential analysis, and analysis of cultural themes (Spradley, 2016), which have been modified by Santosa (2021). Domain analysis was the first step to obtain an overview of the object of research to find focus.

First, the data were collected from al-Hikam aphorisms. I applied domain analysis by identifying the types of factual micro genres in al-Hikam aphorisms to analyze the thematic progression patterns and the thematic structure. Subsequently, the analysis was used to classify the translation techniques at the micro level, in this case were the patterned Arabic clauses (SVO), (VSO), and (S + Complement). Taxonomic analysis analyzes all data based on a predetermined domain. The domain was described in detail to facilitate the identification of its internal structure. Data that were already separated from the non-data from the domain analysis required taxonomy analysis. The divisions of taxonomic analysis were based on macro translation analysis: translation method, translation ideology, translation shift, and translation quality. Componential analysis dealt with the relationship between domains and taxonomies. These interrelated relationships covered the relationship between genres, the thematic structure of theme rheme in al-Hikam aphorisms Arabic-English, along with their progression patterns, translation techniques, translation methods, translation ideology, translation shifts, and translation quality (shown in Table 11). The relationship created a network able to generate or issue a new theory. Ultimately, the analysis of cultural themes involved searching for relationships among domains and how those domains were related as a whole. The model offered from this research is that the study of aphorisms is evident from the structure of the information, then viewed from the side of micro-translation, namely in-depth elaboration of translation techniques. Then move on to the macro level, namely in-depth elaboration of methods, ideology, shifts, and translation quality.

IV. RESULTS

A. Translation Techniques (Micro Analysis)

Translation techniques are influential in the study of micro-translation. Micro analysis has a strong relationship with macro analysis, such as on the study of translation methods and ideology. Micro study in translation techniques is in accordance with what has been studied by Molina & Albir that translation techniques have several basic characteristics: (1) translation techniques affect the translation results, (2) translation techniques compare between SL and TL, (3) translation techniques affect smaller text units (micro) such as: words, phrases, and sentences, (4) translation techniques are discursive (logic), natural, and contextual, (5) translation techniques are functional (Molina & Albir, 2002). Various types of translation techniques were found at the micro level as shown in Table 3.

TABLE 3
TRANSLATION TECHNIQUES FREQUENCY OF USE IN ARABIC-ENGLISH AL-HIKAM APHORISMS

No.	Translation Technique	Frequency	Percentage
1	Common Equivalence	615	63.92
2	Amplification (Paraphrase)	75	7.79
3	Amplification (Explication)	65	6.75
4	Modulation	63	6.54
5	Discursive Creation	34	3.53
6	Reduction	34	3.53
7	Compensation	26	2.70
8	Transposition	16	1.66
9	Variation	16	1.66
10	Implication	10	1.03
11	Amplification (Addition)	3	0.31
12	Literal Translation	2	0.20
13	Generalization	2	0.20
14	Description	1	0.10
	Total	962	100

Table 3 shows that the translation techniques applied in al-Hikam aphorisms Arabic-English are fourteen (14) techniques. The translation techniques found in al-Hikam aphorisms are: (1) common equivalence 63.92%, (2) amplification (paraphrase) 7.79%, (3) amplification (explication) 6.75%, (4) modulation 6.54%, (5) discursive creation 3.53%, (6) reduction 3.53%, (7) compensation 2.70%, (8) transposition 1.66 %, (9) variation 1.66%, (10) implication 1.03%, (11) amplification (addition) 0.31%, (12) literal translation 0.20%, (13) generalization 0.20%, and (14) description 0.10%.

B. Method and Translation Ideology

Peter Newmark generally divides translation methods into two kinds of approaches: (1) the semantic approach and (2) the communicative approach (Newmark, 1988). The semantic approach is an approach with the orientation on the SL, while the communicative approach is one with the orientation on the TL. The semantic translation approach attempts to match the semantic and syntactic structures of the second language with the contextual meaning of the original text. Meanwhile, the communicative translation approach attempts to produce an effect on the reader as close as possible to that obtained on the original reader. Therefore, the translation results of Arabic-English aphorisms have used both approaches, both a semantic approach oriented to the SL (Arabic) and a communicative approach oriented to the TL (English).

The source language-oriented method in al-Hikam aphorisms can be proven using the following translation techniques: (1) common equivalence 63.92%, (2) amplification (paraphrase) 7.79%, (3) amplification (explication) 6.75 %, (4) modulation 6.54 %, (5) discursive creation 3.53 %, (6) reduction 3.53 %, (7) compensation 2.70 %, (8) transposition 1.66 %, (9) variation 1.66%, (10) implication 1.03%, (11) amplification (addition) 0.31%, (12) generalization 0.20%, and (13) description 0.10%.

These data indicate that the tendency of using communicative methods in English Arabic al-Hikam aphorisms is 99.72%. However, other data also show that the tendency to use a method oriented toward the SL is also found in the aphorisms of al-Hikam in English Arabic by 0.20%. This source language-oriented method can be proven by the use of literal translation techniques of 0.20%. These data indicate that, in this translation, there is a tendency to use both communicative translation methods and literal translation methods. The results show that the translation method used is a communicative translation method oriented to the TL (English). The use of the translation method typically dominantly oriented toward the TL indicates that the ideology of translation of Al-Hikam tends to predominantly adhere to the ideology of "domestication" translation rather than foreignization.

TABLE 4
METHOD TECHNIQUES AND TRANSLATION IDEOLOGIES OF ARABIC-ENGLISH AL-HIKAM APHORISMS

No.	Translation Technique	Frequency	Ideology
1	Source Language Orientation:	2	
	1.1. Literal Translation		
	Total	2	
	Percentage	0,20 %	(Arabization)
2	Target Language Orientation:	615	Domestication
	2.1. Common Equivalence		
	2.2. Paraphrase		
	2.3. Explication		
	2.4. Modulation		
	2.5. Discursive Creation		
	2.6. Reduction		
	2.7. Compensation		
	2.8. Transposition		
	2.9. Variation		
	2.10. Implication		
	2.11. Addition		
	2.12. Generalization		
	2.13. Description		
	Total	960	
	Percentage	99.72%	

C. Translation Shift

The thematic structure in the translation of Al-Hikam aphorisms has a distinctive form and character. The research findings related to the Arabic-English shift are focused on the elaboration of the thematic structures in the Arabic-English al-Hikam aphorisms. In the Arabic-English of al-Hikam aphorisms, there are 217 clauses as the data; 71 clauses experienced a shift in thematic structure, while 146 did not. The shift of thematic structure in al-Hikam aphorisms is influenced by the application of translation techniques. The data with thematic structure shift are shown in the following example.

TABLE 5
ARABIC-ENGLISH THEMATIC STRUCTURE SHIFT EXAMPLE

Arabic	وَأَيُّهَا أَنَارُهُ طَهَّرَ الْحَقَّ فِيهِ	
Transliteration	<i>wa innamā anārahu</i>	<i>dzuhūrul-haqqi fīhi,</i>
Arabic Thematic Structure	Textual + Interpersonal + Topical Unmarked	Rheme
Aphorism 14 Clause 2	<i>It</i>	<i>is illumined only by the manifestation of God in it.</i>
English Thematic Structure	Topical Unmarked	Rheme
Translation Techniques	Reduction + Reduction + Explication + Common Equivalence + Common Equivalence	

The table shows that the particle /wa/ as a link between two clauses is not translated in the TL. The use of the particle /wa/ explains that the two clauses are closely related, likewise with the word /innamā/ to which reduction technique is applied. In certain English Arabic dictionaries, the word /innamā/ (إِنَّمَا) is equivalent to verily, truly, indeed, but, however, yet, rather, and on the contrary (Baalbaki, 2009, p. 201). This word is categorized as an interpersonal theme since it serves as an “emphasis.” Therefore, if the words /wa/ and /innamā/ undergo reduction technique, a shift in the thematic structure occurs from SL (textual + interpersonal + topical unmarked) to TL (topical unmarked). Consequently, the connecting function between the two clauses and the emphasis function are not found in the TL. Besides form shift, unshifted thematic structures also occur as shown in the following sample data.

TABLE 6
UNSHIFTED THEMATIC STRUCTURE IN ARABIC-ENGLISH AL-HIKAM APHORISMS

Arabic	خَيْرُ مَا تَطْلُبُهُ مِنْهُ مَا هُوَ طَالِبُهُ مِنْكَ	
Transliteration	<i>khairu mā tathlubuhu minhu</i>	<i>mā huwa thālibuhu minka</i>
Arabic Thematic Structure	Topical Unmarked	Rheme
Aphorism 1 Clause 1	<i>The best that you can seek from Him</i>	<i>is that which He seeks from you</i>
English Thematic Structure	Topical Unmarked	Rheme
Translation Techniques	Common Equivalence + Common Equivalence + Common Equivalence + Common Equivalence Common Equivalence + Common Equivalence	

The table highlights that there is no shift in the form and type of theme from the SL (Arabic) to the TL (English). The topical unmarked theme of (*khairu mā tathlubuhu minhu*) remains the same as a subject on: *The best that you can seek*

from *Him*. The condition of unshifted thematic structure is also influenced by the application of translation techniques (common equivalence).

D. Translation Quality

Quality translation is often assumed to be one that is “easy” to read and “easy” to understand. Especially in translation research, an easy-to-understand translation is not always synonymous with an “accurate” translation (Nababan et al., 2012). Therefore, accuracy in research must be underlined comprehensively: the message within the translated text must be conveyed equivalently.

Two indicators are used to measure an accurate translation: (1) words, technical terms, phrases, clauses, sentences or texts of the SL must be accurately transferred into the TL; and (2) there must be no distortion of meaning. Based on these parameters, the sample data above is classified as an accurate translation of al-Hikam aphorisms. The use of the common equivalence technique did not cause a significant shift in the thematic structure from the SL (Arabic) to the TL (English), both of which remain in the form of an unmarked topical theme. Examples of accurate translation data are shown in the following table.

TABLE 7
ACCURATE TRANSLATION EXAMPLE

Arabic	أرْحْ نَفْسَكَ مِنَ التَّذْبِيرِ،	
Transliteration	<i>arih</i>	<i>nafsaka minat-tadbir</i> ,
Arabic Thematic Structure	Unmarked Topical Theme	Rheme
Aphorism 4 Clause 1	<i>Rest</i>	<i>yourself from self-direction</i> ,
English Thematic Structure	Marked Topical Theme	Rheme
Translation Techniques	Common Equivalence + Common Equivalence + Common Equivalence + Common Equivalence	

The above data are accurate because (1) the meaning *arih* in Arabic as an imperative verb is translated into “rest” in English using the usual equivalent technique or common equivalence (*Padanan Lazim* in Indonesian - PL), and it can be validated in English Arabic dictionaries and corpus; (2) there is no distortion on the translation of the phrases */nafsaka/* and */minat-tadbir/* into */yourself/* and */from self-direction/*. Perceived from the thematic structure between Arabic and English, the data experienced a shift: from an unmarked topical theme to a marked topical theme.

The translation of al-Hikam aphorisms also shows less accurate quality translation in certain words, technical terms, phrases, clauses, and sentences. There are also meaning distortions, double meaning translations, and meanings omission (Nababan et al., 2012). The following data show those less accurate translations predominantly caused by the use of “literal” technique.

TABLE 8
LESS ACCURATE TRANSLATION EXAMPLE

Arabic	سَوَابِقُ الْهَيْمِ لَا تَخْرُقُ أَسْوَازَ الْأَقْدَارِ	
Transliteration	<i>Sawābiqul-himami</i>	<i>lā takhriqu aswāral-aqdāri</i>
Arabic Thematic Structure	Unmarked Topical Theme	Rheme
Aphorism 3 Clause 1	<i>Antecedent intentions (sawabq al-himam)</i>	<i>cannot pierce the walls of predestined Decrees.</i>
English Thematic Structure	Unmarked Topical Theme	Rheme
Translation Techniques	Literal Translation/ Common Equivalence/ Addition/ Common Equivalence/ Modulation	

Caused by the use of literal translation technique (*sawābiqul-himami*) into (*antecedent intentions*), the following data also show the less accurate translation due to discursive creation phenomenon one in table 9, from (*naqdan*) into (*in cash*) and from (*nasi'atan*) into (*in credit*), phenomenon two in table 10, from (*lin-nafsi*) into (*for the soul*).

TABLE 9
INACCURATE TRANSLATION EXAMPLE ONE

Arabic	جَلَّ رَبُّنَا أَنْ يُعَامِلَهُ الْعَبْدُ نَقْدًا فَيُجَارِيَهُ تَسْبِيَةً	
Transliteration	<i>jalla</i>	<i>rabbunā 'an yu'āmilahul-'abdu naqdan fa yujāzīhi nasī'atan</i>
Arabic Thematic Structure	Unmarked Topical Theme	Rheme
Aphorism 90 Clause 1	<i>Our lord</i>	<i>is far above the servant dealing with Him in cash, and His repaying him in credit.</i>
English Thematic Structure	Unmarked Topical Theme	Rheme
Translation Techniques	Discursive Creation + Modulation	

TABLE 10
INACCURATE TRANSLATION EXAMPLE TWO

Arabic	وَ الْقَيْضُ لَا حَظَّ لِلنَّفْسِ فِيهِ	
Transliteration	<i>wal- qabdhu</i>	<i>lā hazh-zha lin-nafsi fihi</i>
Arabic Thematic Structure	Textual + Unmarked Topical	Rheme
Aphorism 90 Clause 1	<i>but there</i>	<i>is no share for the soul in contrition</i>
English Thematic Structure	Textual + Unmarked Topical	Rheme
Translation Techniques	Common Equivalence + Discursive Creation	

V. DISCUSSION

This translation study was a product-oriented (Saldanha, 2013) case study. The products as the research samples were analyzed to collect the description on the use of information structures (themes and rhemes). The data were al-Hikam's aphorisms. These were originally written in Arabic by Ibnu Athaillah As-Sakandariy and translated into English by Wali Pustaka, an Indonesian publisher (Pustaka, 2016). To improve the trustworthiness of the data, this study utilized the triangulation method. The data analyzed came from different sources, al-Hikam Aphorisms and the translations. Moreover, Arabic validators and two translation theorists were involved to assess the translation techniques, shape shifts, and quality.

The results confirm a significant relationship between the study of Systemic Functional Linguistics (SFL) and translation science. This is evidenced by the relationship between thematic structure, thematic progression patterns, aphorism genres (as part of SFL studies) with translation techniques, methods, shift, and quality (as part of the study of translation science). The hybrid approach (SFL + translation science) requires development in Arabic and English studies. The relationship between SFL studies and the science of translation is highlighted in Table 11.

TABLE 11
RELATIONAL COMPONENTIAL ANALYSIS AMONG APHORISM GENRE, THEMATIC PROGRESSION PATTERNS, THEMATIC STRUCTURE, TRANSLATION TECHNIQUES, TRANSLATION METHODS, TRANSLATION IDEOLOGIES, TRANSLATION SHIFT, AND TRANSLATION QUALITY

Genre	Thematic Progression Pattern	Thematic Structure	Translation Techniques (Micro Analysis)	Translation Method and Ideology (Macro Analysis)		Translation Shift		Accuracy		
				Translation Method	Translation Ideology	SL (Arabic)	TL (English)	3	2	1
micro factual - descriptive	(SL – Arabic) Linear = 54 Zig Zag = 10 Mixed = 14 Distributed = 2 (TL –English) Linear = 50 Zig Zag = 13 Mixed = 15 Distributed = 2	Single Theme (ST) = 85 Multiple Themes (MT)= 61	PL = 462 Prf = 46 Mdl = 45 Eks = 44 DC = 22 Kmp = 17 Vrs = 12 Trans = 8 Imp = 6 Ltr = 2 Gnr = 2 Rdk = 1 Ads = 1 Dsk = 1 Total = 669	TL Orientation	Domestication	Unshifted (146 data)		99	45	2
Total of Translation Quality Average								2.66		
micro factual - descriptive	(SL – Arabic) Linear = 20 Zig Zag = 9 Mixed = 14 Distributed = 1 (TL – English) Linear = 18 Zig Zag = 9 Mixed = 15 Distributed = 2	Bergeser: ST – MT = 4 MT – ST = 35 ST – ST = 8 MT – MT = 24	PL = 154 Rdk = 33 Prf = 28 Eks = 22 Mdl = 18 DC = 11 Kmp = 9 Trans = 8 Vrs = 4 Imp = 4 Ads = 2 Total = 293	TL Orientation	Domestication	Shifted (71 data)		0	71	0
Total of Translation Quality Average								2		

The shift of thematic progression patterns from the SL (Arabic) to the TL (English) is inseparable from the application of translation techniques as an important part of micro-translation analysis. There were 962 translation techniques in this study. The distribution of these techniques narrowed to the orientation of translation, whether it was more inclined to the SL (Arabization) or whether it was more inclined to the TL (domestication). In this case, the translator is more inclined to Arabization (Foreignization) or to Domestication. The results conclude that in the translation of al-Hikam aphorisms to English, two techniques are found that are oriented to the SL, namely the literal technique. The TL-oriented technique in the aphorism occupies a fairly dominant position. The translation of al-Hikam aphorisms in English is less likely to foreignize, to 0.20%. However, the translation product still emphasizes the orientation to the TL (English). Meanwhile, the domestication aspect is approximately 99.72%. The application of translation techniques at the micro level influences the shifting of the thematic structure from the SL (Arabic) to the TL (English). There are 68 thematic structure shifts in the English Arabic al-Hikam aphorisms and 149 of the 217 clauses that do not experience a thematic structure shift. Several translation techniques that cause a shift in thematic structure are: reduction (Rdk), paraphrasing (Prf), explication (Eks), modulation (Mdl), discursive creation (DC), compensation (Kmp), transposition (Trans), variation (Vrs), implication (Imp), and addition (Ads). Meanwhile, the common equivalence (PL) makes the translation result more communicative.

However, literal (Ltr), generalization (Gnr) and description (Dsk) technique were not found in shifting translation groups. They are in the unshifting groups. In the unshifting group only one type of reduction technique was found. That reduction techniques can cause the structure of information to change is an important concern for an Arabic translator. The translation techniques used influence the quality of translation accuracy. From a total of 146 data which do not shift in thematic structure, a total score of 389 was found: 99 clauses are accurate (scored 3), 45 clauses less accurate (scored 2), and 2 clauses are inaccurate (scored 1).

In the English translation of al-Hikam aphorisms, thematic structure shift is also found. Arabic and English characters are typologically different; besides, the application of certain translation techniques affects the thematic structure shift. For example, the implementation of reduction technique, which is quite commonly applied. The findings are that 71 data experienced a shift regarding form. There are four kinds of shifts found:

1. A shift from single theme (ST) to multiple themes (MT) from 4 of 71 data
2. A shift from MT to ST from 35 of 71 data

3. A shift from ST to different type of ST from 8 of 71 data
4. A shift from MT to different type MT from 24 of 71 data

The accuracy level of the 71 clauses shows that there are 0 data with accurate translation, 71 clauses with less accurate translation, and 0 clauses with inaccurate translation. This study has several values of novelty, innovation, and contribution to the development of science in addition to policies and regulations. The value of the novelty is found theoretically, empirically, analytically, contextually, and regulatory. This study shows that there is a fairly strong and significant relationship between the study of functional systemic linguistics and translation.

Conceptually, this research highlights the close relationship among thematic structures (theme and rheme), thematic progression patterns, and their impact on micro and macro studies of translation. In this case, the micro study was focused on the study of translation techniques. Meanwhile, the macro study was undertaken to cover the translation methods and ideologies. In addition, viewed from a linguistic perspective, the study of thematic structure and thematic progression pattern also impact the study of genres and thematic progression pattern. Meanwhile, viewed from translation science, the study of thematic structures (theme and rheme) and their progression patterns can be used as a reference in measuring the quality of translation, regarding accuracy, acceptability, and readability.

The shift in translation impacts the quality of translation. In addition, the shift in translation can also be used as a benchmark to further analyze the culture and genre of a particular language, especially the SL (Arabic) and the TL (English). Contextually, this research contributes to the study of cross-language and cross-cultural translation. Language as a reflection of a certain culture can be seen both in terms of the product and the translation process.

Policy-wise, this study attempts to complement the standard of Arabic translation competence, particularly regarding "textual competence". A reliable translator should have textual competence. This competence demands an understanding of the conventions of different text genres in the SL and the TL. Different types of texts have a variety and styles of language, and conventions of text genres differ between languages (Dewi & Wijaya, 2021, p. 15).

VI. CONCLUSION

Based on the formulation of the problem, data analysis, and discussion, the following conclusions are evident: there are 14 translation techniques applied in al-Hikam Arabic-English aphorisms: (1) common equivalence 63.92%, (2) amplification (paraphrase) 7.79%, (3) amplification (explicitation) 6.75 %, (4) modulation 6.54 %, (5) discursive creation 3.53 %, (6) reduction 3.53 %, (7) compensation 2.70 %, (8) transposition 1.66 %, (9) variation 1.66%, (10) implicitation 1.03%, (11) amplification (addition) 0.31%, (12) generalization 0.20%, and (13) description 0.10%. Studies related to translation techniques on the English translation of al-Hikam aphorisms ultimately apply macro translation analysis: covering study of translation methods and ideologies.

The translation method in al-Hikam aphorisms English translation is generally TL oriented; however, in a small portion, SL orientation is also present since there is an application of literal translation. However, the following techniques verify that the translation is more inclined toward the TL (English): (1) Common Equivalence (615), (2) Paraphrasing (75), (3) Explicit (65), (4) Modulation (63), (5) Discursive Creation (34), (6) Reduction (34), (7) Compensation (26), (8) Transposition (16), (9) Variation (16), (10) Implicit (10), (11) Addition (3), (12) Generalization (2), (13) Description (1). The total target language-oriented techniques in al-Hikam's aphorisms are Arabic English: a total of 960 techniques.

Two ideologies are found in al-Hikam's aphorism English translation: ideology of foreignization and domestication. Al-Hikam aphorisms English translation uses the foreignization ideology for approximately 0.20% and the domestication ideology for 99.72%. A reason for this translation ideology is the translation shift. There is a shift in the thematic structure form from 71 data, and there are 146 clauses that do not experience a shift. Therefore, the overall average quality of Arabic-English translation is 2.66 for the thematic structure that does not shift and the average is two for the thematic structure that experience a shift.

This study has several limitations. In the study of SFL, language has three primary functions: (1) ideational, (2) interpersonal, and (3) textual. This study only focuses on textual functions; hence, in the future, al-Hikam aphorisms can also be reviewed comprehensively from ideational function and interpersonal function. This provides a gap for further studies so that the quality of translation of al-Hikam aphorisms can continue to improve; regarding accuracy, acceptability, and readability.

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Feminist Reading of Leila Aboulela's "The Ostrich"

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Abstract—The marginalized and oppressed women in Sudan, alongside the subaltern women living on the margin, are depicted in the current work. "The Ostrich" by Laila Aboulela shows the protagonist's life of Sumra both in Khartoum, Sudan, and London in the UK. Sumra represents Sudanese women struggling hard to find their place in a patriarchal society. The structure of this article can be articulated in two arguments; the empowerment of patriarchal supremacy and the power of tradition implanted in Sudan and most third-world countries to marginalize and silence the role of women so that they can never be heard. Although women have got their studies at universities, they are still marginalized and have no full right to decide for themselves. Appropriating the analytical descriptive approach, the current study aims to demonstrate the marginalization and oppression of women in Sudan.

Index Terms—marginalized, oppression, patriarchy, domination, Sudan

I. INTRODUCTION

Women's rights have been questioned for long years at the local and world levels. However, this problematic situation keeps moving back and forth since the early beginning of women's protests to call for their rights. In third-world countries in general and African countries in particular, women still fight to obtain some of their basic rights (Patrick & Chrisman, 1994). Oppression of women in Africa does not stop regardless of the end of oppression all over the continent by the end of colonization. "Although a key role played by African American women at various levels of the Civil Rights Movement, they are still invisible to the larger communities" (Bell, 2018, p. 1).

As put by Stephan and Mounira (2020, p. 1), "With the flame of protests in most Arab countries to attain the political reforms, the world quickens to announce that Arab Women are on the rise". It is stated that it is the first time that women representing various backgrounds join demonstrations. Regrettably, the protests of Arab women, the voting process, running for official offices, and organizations' leadership are always shoved into the back by the world since the rise of the Arab Spring years until nowadays.

Sudan is among the countries suffering for a long period from colonization and later on from the local civil war beginning between different parties in South and North Sudan. Amongst these complicated situations, the problem of women's rights in Sudan rises. Recently in Khartoum, Sudan, several Sudanese women have rallied against the phenomenon of violence against women in the Republic of Sudan. These protests are historically labeled as the number-one resistance display since the latest revolution of 2008. This issue has been covered by many literary works written by Sudanese writers. Among these Sudanese writers is the writer Leila Aboulela. The Sudanese writers' exploratory efforts pave the way for Western audiences to learn more about all social and political issues related to Arab Muslims through the media or books (Al-Ghalith & Shalabi, 2021).

Leila Aboulela's "The Ostrich" is a short story examining the position of women in Sudan. It sheds the light on the circumstances and the complicated situations of women in Sudan. For a long period, Sudanese women have not been given the right to obtain their full rights and among them the right to speak for themselves or decide what kind of life they want to live. The Sudanese women spent their whole lives silent, allowing their fathers, brothers, sons, or husbands to speak for them. Aboulela, however, highlights a very important subject matter which is the marginalization and absence of women's voices all over the country. Terrible stories hide behind this silence while they wait for someone to unveil them to the public. In "Can the Subaltern Speak", Spivak (1994) mentions how the woman is one of those subalterns and states that those subaltern people suffer from living all the time on the margin, confirming that this will be more complicated if you are poor, black, and female. Hence, this article aims to demonstrate the marginalization and oppression of women in Sudan using the analytical-descriptive approach. The structure of the paper is divided into five main sections, and the literature review is now presented.

II. LITERATURE REVIEW

The complicated situation of women in Sudan has been addressed by many researchers. However, most researchers have shed the light on the bad circumstances of women in Sudan to awaken all of the institutions that work for the rights of women to pay great attention to this critical problem. It is known that the independence of South Sudan has finished long-term political conflicts and socio-economic marginalization managed by consecutive governments in the

Republic of Sudan, noting that these conflicts impact Sudanese women in gender-based issues. With independence, women are granted opportunities that lead to social and economic empowerment, guaranteeing that the economic and political institutions and bodies in the new country reflect pledges to women's human rights and participation. One at a time, the process of women's empowerment contributes to strengthening the political and economic organizations in South Sudan.

In the same context, it is maintained that the unhealthy cultural and social acts against women help to complex the impact of marginalization and conflict. However, "There are continuous internal and external security threats, a limited gender equality understanding, and a tendency within communities to view gender as an illegitimate and alien concern, given the severe problems faced by South Sudan" (Nada, 2011, p. 1).

In another work, Hashim (2018) concludes that women experience systemized violence as a worldwide phenomenon demonstrated in different practices. Like other abused women, Sudanese women are no longer an exception as they are exposed to various mental and physical forms of violence. Additionally, the state, society, and the family are among the main proxies and agents precipitating violence against women. As put by Hashim (2018), despite its great complexity and complications, violence against women in Sudan has been resisted by various forces, i.e. women in exile, women in NGOs, along with women members of political bodies. The next section gives insight into the conceptual framework adopted in the study.

In this give-and-take discussion, Makuchi and Nfahn (1997) agree that feminists among black women thrive to speak of their stories of suffering to voice their viewpoints on the culture and silence of black women. Women's total and hegemonic conceptualizations by African American men and Anglo-American feminists are rejected as they claim to represent the entire Negroes and thus erase and subsume the voices of the black women. This article based on the analytical-descriptive approach is an ongoing effort of the previous scholars and academia to depict the marginalization and oppression of women in Sudan.

III. CONCEPTUAL FRAMEWORK

The nature of the research paper necessitates the use of an analytical-descriptive approach to analyze the text. The short story "The Ostrich" by Leila Aboulela is analyzed to reveal the bad conditions suffered by women in Sudan. This story helps the researcher shed the light on different sides of women's life in Sudan. The study is also concerned with the traditions still common in Sudan as these traditions do not allow women in Sudan to enjoy their full rights. With the use of the analytical-descriptive approach, this research also raises questions about the future of women in Sudan, opens the eyes of women's associations about the critical situation of women in Sudan, and finds a way that helps these women get rid of patriarchal domination.

More importantly, the analytical-descriptive approach is mainly used to analyze the selected text to reveal the sufferings of women in Sudan to answer the following questions: Do women in Sudan aim to obtain their full rights or not? And do women in Sudan long for free life from the chain of Sudanese traditions? With that being said, the next section presents the textual analysis and discussion.

IV. TEXTUAL ANALYSIS AND DISCUSSION

"The Ostrich" is a short story written by Leila Aboulela. The story revolves around two Sudanese couples Sumra and Majdy who traditionally got married without a love story. Majdy is a Sudanese man who studies in London to get his Ph.D. certificate and wanted to marry a Sudanese woman. Later on, he proposed to Sumra who came to know him just the moment he proposed to her, but her family considered him a perfect bridegroom, accepting his proposal to their daughter. The story focuses mainly on the marginalized and subaltern women in Sudan. "The Ostrich" is concerned with the position of women in Sudan. Furthermore, it is concerned with giving women space to express their life prevented from living their life the way they want, but like any other female in problems and experiences to be heard by other people. Aboulela is concerned with silenced women in Sudan, and within her writings, she insisted to give silent women the right to speak for themselves. "The Ostrich" sheds the light on the marginalized female "Sumra", she is the protagonist in Sudan, as she is a marginalized voice that no one can listen to her or even give her the right to speak. The protagonist Sumra represents oppressed women in one of the third-world countries Sudan.

Sumra has happily lived her life in Sudan where she studied at one of the Sudanese universities. Like any female who lives in Sudan, Sumra always lives obedient to her parents, her society, and to the traditions in her country; therefore, she has no right to speak loudly or to decide her future the way she likes. Hence, Sumra is in love with her country, she did not plan to leave her memories, her friends, and her whole life behind to live outside Sudan. Sumra was proud of her color and her nationality and she never felt that she has to change herself for the sake of others. After her graduation, she received a proposal to marry a Sudanese man "Majdy" who studies Ph.D. in London in the United Kingdom. Her family considered this as a good chance and that their daughter will live happily there in Britain. Even without asking her, they considered this marriage as a good chance that their daughter must accept.

Also, Sumra was enforced to accept this arranged marriage although she wasn't in love with Majdy she didn't know him before. But, in Sudan that wasn't a great matter, the people assume that the woman will love her husband after marriage. If we trace the life of Sumra since her first days of marriage and her travel back and forth from and to London,

the reader can notice that Sumra wasn't happy about her life in London; she couldn't find herself there. She was estranged from the environment. She liked it more when she leaves London and goes back home to Sudan. Sumra is a female enforced by her family and society to accept that marriage. Society and her family didn't give her the right to decide the life that she wants to live or to marry the man that she will fall in love with one day.

The entire story mainly shows the journey that Sumra started to join her husband Majdy in London; it is mainly concerned with the feelings and hardships that Sumra faces to accommodate in London. Some flashbacks during her flight to London shed the light on some of her oppressed desires towards one of her colleagues in the university "The Ostrich" the way his friends used to call him. The journey seems to be a real one in the flight and an imaginary one in Sumra's mind. These flashbacks take Sumra back to Sudan where she finds salvation from this journey to London. Her memories about "The Ostrich" and about her colleagues in the university reveal the oppressed desire towards her previous life in Sudan.

The civilized city where Majdy lives is in contrast to Sudan where Sumra longed to live; this imaginary civilized city doesn't reflect the civilized man Majdy who lives in London. The moment Sumra reached the airport, she planned to tell her husband about her pregnancy, but the tough welcome of Majdy in the airport made her change her mind. Majdy started a conversation with Sumra saying "You look like something fresh out of the third world, and I let myself feel hurt, glancing downwards so that he would not see the look in my eyes" (Aboulela, p. 7). Majdy feels shame about his origin and country; he refuses any sign that may remind him of Sudan. He also underestimates everything that reminds him of Sudan, accepting his wife on one condition, that she must change herself.

Once of a sudden, Sumra started to feel that she is out of place, she belongs somewhere else, and she doesn't look like the people in the terminal where she stands waiting for her husband. Even her luggage which seemed to be natural before now turned to be something that doesn't belong to this world, as she says "Our shabby luggage, our stammering in front of the immigration officer, our clothes that seemed natural a few hours back, now crumpled and out of place" (Aboulela, p. 8). Suddenly, Sumra felt that her clothes as she doesn't belong to this world and everything around her enforce her not to be proud of her nationality or country anymore. The coldness of her husband's greeting also made her decide not to tell him about the baby, saying "So I didn't tell him about the baby though I imagined that I would tell him right away in the airport as soon as we met" (Aboulela, p. 8).

The feeling of inferiority and oppression passed through her mind as Sumra was enforced to walk next to her husband and not a few steps behind as she does in Sudan, saying "I had to remember to walk next to him not loiter behind" (Aboulela, p. 9). Sumra continues "He dislikes it if I walk a few steps behind him and he sneers at the Arab women in black Abayas walking behind their men" (Aboulela, p. 9). Majdy insists that the word oppressed is used by people to think of them.

Majdy reminds Sumra that she is supposed to behave now like civilized people and not like Sudanese people. Other than that, the people in London will look at them as uncivilized people who live in a civilized country. Sumra is incapable of fighting back and she has been raised to be a follower of a man; first her father then her husband. Sumra believes in her identity and all of her traditions, and she doesn't care if the British people wouldn't like her behaviors or her lifestyle. Sumra is proud of her country and her people; Sumra likes Sudan even if it is an uncivilized country.

What bothers Sumra here is not that she comes from an uncivilized country, but that her husband behaves in an uncivilized way in a country that he considers to be civilized. Escaping from an uncivilized country to a civilized one didn't protect Sumra from patriarchal oppression, but it increased her suffering and sense of oppression. Now, she must do what her husband wants her to do even if she doesn't like it. Sumra doesn't find it tempting to leave everything behind and live in London, as she is a Sudanese woman who believes in her history and her country, a woman who has left her roots behind and will keep yearning for Sudan. Her way of thinking made Majdy mad, and he had answers to all the objections she raised, and he started reminding her of how miserable their life was in Sudan, saying "I can't imagine I could go back, back to the petrol queues, books in the library that are years old, computers that don't have electricity to work on or paper to print on" (Aboulela, p. 11).

When Majdy asked Sumra if she met anyone on the plane that they know, she lied and said no. Sumra met "The Ostrich" who was her colleague at the university; he was traveling with his wife. Sumra had feelings toward "The Ostrich" that prevented her from telling her husband about him. Sumra is deeply connected with her country, and since the moment she met "The Ostrich" on the plane, she couldn't stop thinking about him. Her flashbacks sent her back to Sudan and university life, where she was happy, and where she met "The Ostrich" for the first time. Now, she can tell that "The Ostrich" was in love with her, but he can't tell. Sumra remembers him when he told her that I looked nice in blue though she mocked him; Sumra felt attracted to him, saying "Sometimes I looked into his eyes and they were beautiful, amber and clear and mysterious like a newborn child's" (Aboulela, p. 12).

The sense of estrangement increased every time Majdy reminds Sumra of her uncivilized background; he kept telling her about strangers whom she must respect, strangers who were according to him better than Sumra. Majdy turned out to be the oppressor and instead of giving Sumra the feeling of freedom, he oppressed her more and more with his comments. Although Sumra is not happy about polygamy which was common and accepted in her country, she cannot deny that this is part of her country's tradition. She doesn't feel guilty when she mentions it. Although such a practice seems humiliating, the Sudanese people still practice it as a right given to them by God.

Once Majdy invited his British friends to a visit, during that visit Sumra mentioned polygamy that Allah has given us the right to do it, and continued that Majdy's father has a second wife. Majdy turned to be mad at Sumra and started blaming her and accusing her of not being able to behave well, and when she asked why? He didn't answer but he continued, saying "Why, why I asked and he slapped me more. It is worst when you don't understand, he said; at least have a feeling that you have said something wrong. They can forgive you for your ugly color, your thick lips, and rough hair, but you must think modern thoughts and be like them on the inside if you can't be from the outside" (Aboulela, p. 9).

As Majdy feels oppressed and silenced, Sumra is supposed to enjoy her freedom in a civilized city like London. Then, Majdy moved to London with the same patriarchal way of thinking. He wouldn't accept his wife living her life the way she wants. According to him, he has the right to order what to do and what not to do, and that is her duty as a wife to obey her husband. Sumra is also oppressed and humiliated by her husband when he mentioned her thick lips, color, and rough hair.

Sumra has been always proud of her color, her hair, her identity, and the way she looks. Majdy used his patriarchal power to humiliate Sumra as if she is a second-class citizen who doesn't have the right to answer back. This humiliation is part of the domination that Majdy practices over Sumra. This right is given to him by his society which classifies people according to their gender. In Sudan, men come first then women; therefore, women must follow what is said to them by their men. Women in Sudan are also raised to be followers and they have no right even to fight back for their dignity. Sumra is a beautiful woman with Sudanese features, but now she started feeling inferior according to her husband's words. Sumra was an oppressed woman in a civilized country, where her husband wants her to think in the way he wants, to behave the way he likes, and to speak the words he wants her to say. Sumra lost even her simple rights in a civilized country, where all the people live freely and behave as they want.

Now, Sumra turned to live on the margin, hence her husband would not allow her to do or discuss anything that he doesn't like. Even when she used her right to express herself in front of his friends as she mentioned some of their Islamic rituals and some of the Sudanese traditions, he silenced her and prevented her from talking about this topic in front of his English friends. Sumra suffers in two different ways, she is silenced by her husband; therefore, she turned to be one of the subalterns who does not have the right to speak for themselves on one hand. On the other hand, she was shocked when she discovered that her husband stopped believing in his traditions and rituals and started to adopt other traditions and other rituals. Against this, Aboulela's "The Ostrich" is a clear example of how the women in Sudan are marginalized, oppressed, and victimized by the male-controlled system prevalent in the African-Arab country, Sudan.

V. CONCLUSION

In a nutshell, the current study aims to depict marginalized and oppressed women in Sudan and the subaltern women living on the margin. The paper concludes that in a patriarchal society, women are prevented from expressing themselves, or having their point of view, noting that this patriarchal mentality does not change. Majdy, who starts to look down on his country and traditions, seems to live with the same mentality he used to while he lived in Sudan. Majdy changes the way he dresses and the way he behaves in front of strangers, but he goes back to his indigenous mentality when he talks to his wife. Throughout the story, Sumra stands as a symbol of a rebel woman who tries to rebel against any kind of oppression. Yet, she is incapable of going on with her rebellion against her husband. Finally, unless women come to a new starting point in which they abandon all of the chains that hinder them in Sudan, nothing will change the life that they are leading nowadays. Women in Sudan in particular, and the third world in general, still suffer from the domination of the patriarchal society, as they are considered inferior and discriminated against not only based on their gender but also class and color. Women in Sudan need to awaken all of the institutions that work for the rights of women to pay attention to women's rights in Sudan.

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Nursing Students' Self-Motivation, Attitude Toward Communicative Language Teaching, and Learning Style Preferences Concerning Medical English Language Skills

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Abstract—The nursing profession requires medical English for communication in their working environment. Hence, this study intends to reveal self-motivation, attitude toward communicative language teaching (CLT), and learning style preferences concerning medical English language skills among Saudi nursing students. This study encompassed all nursing students enrolled in the first year of the undergraduate nursing program in Abha (n=80) and Muhayil (n=80) female campuses of King Khalid University (KKU), Saudi Arabia. A self-structured online questionnaire was distributed to those students for data collection. The overall Cronbach's alpha score for the questionnaire used was 0.928. Concerning medical English language skills, 76.2% of nursing students strongly desired to improve their skills. 82.5% liked to develop their skills through communicative activities. More than 70% preferred learning medical terminologies using visual aids, mind maps, and puzzles. 74.2% could easily remember medical terminologies by listening to medical lectures. Around 75% preferred to learn medical texts and terms through group activities and teaching that information to their friends and family. Nursing students' self-motivation showed a moderate positive relationship with their attitude toward CLT and learning style preferences. Nursing students of KKU were highly motivated and showed a positive attitude towards CLT concerning medical English language skills. Those also preferred visual, auditory, and tactile learning styles for learning medical English language skills. Besides, nursing students' self-motivation is positively related to their attitude toward CLT and visual, auditory, and tactile learning style preferences concerning medical English language skills. Saudi nursing schools should continue their strategies to enhance students' medical English language skills, which improve their academic and clinical performance.

Index Terms—language, medical English, nursing, Saudi Arabia, skills, students

I. INTRODUCTION

Adequate English language communication skills are crucial for nurses since they offer patient care and deal with their relatives, physicians, and other healthcare workers (HCWs) (Karuthan, 2015). Learning the English language is most common among university students, especially in nursing education (Santos, 2020). Nursing students also understand the importance of practical communication skills in English within the hospital setting (Badrov & Jurkovic, 2017). Emphasizing English for specific purposes (ESP), active English language teaching and learning is paramount in all professional areas, particularly medical and nursing (Santos, 2020). Nurses need to utilize medical English for communication in their working environment. They should also be competent in recognizing and collecting required patient info before case reporting to the physicians, who commonly speak English (Kunjukunju & Ahmad, 2019). Hence, the nursing students who serve as professional nurses in the future should possess competence in medical English. However, nursing students who speak English as a second language (ESL) face academic challenges such as academic and clinical underperformance and slower course progression (Alqahtani, 2022).

Over the years, there has been more emphasis on ESL at the higher education level globally, including in Saudi Arabia, an Arabic-speaking nation (Rienties et al., 2012). In Saudi Arabia, the English language is a vital mode of communication in healthcare backgrounds, which might be challenging for nursing students even though nursing is being educated in English (Alqahtani, 2022). During undergraduate nursing education, Saudi students receive English language skills courses during the preparatory year since they need more exposure to the English language before college admission (Alqahtani, 2022). Those English courses encompass all features of medical English, such as medical terminologies, speaking, reading, comprehension, and writing (Kaliyadan et al., 2015). Notably, medical English is hard to teach through the same primary English language teaching mode. It is work-specific, highly technical language and must be contextually based. The purpose of learning English for the healthcare profession is not only to acquire grammar and structure primarily but to gain and use the language for practice and social affairs within the profession (Kunjukunju & Ahmad, 2019). Motivation is the primary element in such conditions, especially while learning English

for medical purposes (Pavel, 2020). Nursing faculty members need to identify the most preferred learning style among nursing students, which aids them in knowing more about their students, enhancing their teaching mode, using different learning styles, and framing a functional curriculum design. Delivering knowledge in students' preferred learning styles can enhance their learning motivation (Alharbi et al., 2017). Nasim and Mujeeba (2021) concluded that Saudi ESP students mostly preferred visual, tactile, auditory, kinaesthetic, and group learning styles, and the least preferred was individual learning style. Al-Seghayer (2021) stated that Saudi ESL learners mostly like visual and tactile learning styles and strongly prefer auditory and kinaesthetic learning styles. Regarding teaching, communicative language teaching (CLT) is the essential method shadowed to educate the English language in Saudi Arabia. Students learning ESL in Saudi colleges conform to learning English via CLT (Wajid & Saleem, 2017).

Various studies in the Saudi Arabian context analyzed self-directed learning readiness, motivation, and learning styles among nursing students (Alharbi et al., 2017; Aljohani & Fadila, 2018; Elgzar et al., 2019; Bahari et al., 2022). However, those studies were unrelated to learning medical English. A previous study discovered the requirements of Saudi medical and health professions for learning English for medical purposes (Alqurashi, 2016). Another study explored the need for ESP courses for medical and science students at a Saudi university (Khan, 2020). Few researchers have also studied the CLT for the English language from university students' perspectives in Saudi Arabia (Wajid & Saleem, 2017; Hameed, 2020). Nevertheless, no research has yet been conducted to study self-motivation, attitude over CLT, and learner style preferences concerning medical English language skills, specifically among nursing students finishing their preparatory year and enrolling in the first year of the nursing program. Therefore, this study intends to reveal the self-motivation, attitude over CLT, and learning style preferences concerning medical English language skills among undergraduate nursing students finishing their preparatory year and enrolled in the program's first year.

II. MATERIALS AND METHODS

A. Study Design

This study adopted an exploratory study design to reveal first-year undergraduate nursing students' self-motivation, attitude toward CLT, and learning style preferences toward medical English language skills. It was conducted during the academic year 2021-2022. The target population encompasses all nursing students (N=160) enrolled in the first year of the undergraduate nursing program in Abha (n=80) and Muhayil (n=80) campuses of King Khalid University (KKU), Saudi Arabia. All those students are female and Saudi nationals. Those students had already received English language courses during their preparatory year.

B. Questionnaire

A self-structured online questionnaire was distributed to the study population (N=160). It consists of five sections with 24 items. Section 1 deals with the nursing student's self-motivation toward medical English language skills (5 items). Section 2 deals with their attitude toward communicative language teaching of medical English language skills (5 items), Sections 3, 4, and 5 deal with the nursing students' preference toward visual learning style (5 items), auditory learning style (5 items), and tactile learning style (4 items) for acquiring medical English language skills. Each item's responses are measured on a five-point Likert scale, i.e., Strongly Agree-5, Agree-4, Neutral-3, Disagree-2, Strongly Disagree-1. The participants were advised to fulfill out the questionnaire after giving informed consent. Ethical considerations were followed, and obscurity and privacy were guaranteed before obtaining the responses from the participants. A pre-specified timeline was given to the participants to fulfill the questionnaire.

C. Statistical Analysis

All statistical analysis was performed using Statistical Package for Social Science (SPSS) version 20 (Chicago, IL, USA) at 5% of the significance level. Cronbach alpha reliability test was applied to measure the reliability of the questionnaire. Confirmatory factor analysis (CFA) was used to reveal the validity of the questionnaire. The descriptive statistics determined the mean score and cumulative percentage (i.e., Agree-4 and Strongly agree-5) of the nursing students' responses toward items. A Pearson's correlation was carried out to assess the relationship between self-motivation and learning style preferences toward medical English language skills.

III. RESULTS

Among the total students (N=160), 143 answered the questionnaire, indicating a response rate of 89.3%. The overall Cronbach's alpha score for the questionnaire was 0.928, describing the questionnaire as "Excellent" and a reliable tool (George & Mallery, 2003; Jain & Angural, 2017). Further, the Cronbach's alpha value of individual variables of the questionnaire was displayed in Table 1. Besides, the Kaiser-Meyer-Olkin value for the overall matrix was 0.879, which indicates that the sample size was significant for factor analysis. Bartlett's test of sphericity was found to be significant ($p < 0.05$). Hence, the sample size was sufficient. Also, the total variance found through factor analysis via the varimax rotation demonstrated the sum of squared loadings of 73.788 percent.

TABLE 1
RELIABILITY STATISTICS

Variables	Cronbach's alpha	No. of items
Self-motivation	0.785	05
Attitude towards CLT	0.792	05
Visual learning style	0.806	05
Auditory learning style	0.800	05
Tactile learning style	0.774	04
Overall	0.928	24

TABLE 2
RESPONSES CONCERNING NURSING STUDENTS' SELF-MOTIVATION TOWARD MEDICAL ENGLISH LANGUAGE SKILLS

Self-motivation	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I have a strong desire to improve my medical English language skills, which will help me in my academic life	-	9 (6.3)	25 (17.5)	36 (25.2)	73 (51)
I am willing to accept challenging tasks in the medical field	3 (2.1)	9 (6.3)	17 (11.9)	33 (23.1)	81 (56.6)
I have a strong desire to study hard	1 (0.7)	8 (5.6)	22 (15.4)	28 (19.6)	84 (58.7)
I feel good when I practice medical English language outside of the classroom	4 (2.8)	8 (5.6)	35 (24.5)	25 (17.5)	71 (49.6)
I learn from criticism and am willing to improve my medical English language	7 (4.9)	2 (1.4)	5 (3.5)	33 (23.1)	96 (67.1)

TABLE 3
MEAN SCORE AND CUMULATIVE PERCENTAGE FOR NURSING STUDENTS' SELF-MOTIVATION CONCERNING MEDICAL ENGLISH LANGUAGE SKILLS

Self-motivation	Mean \pm Standard deviation	Cumulative percentage (%)
I have a strong desire to improve my medical English language skills, which will help me in my academic life	4.06 \pm 1.106	76.2%
I am willing to accept challenging tasks in the medical field	4.21 \pm 0.948	79.7%
I have a strong desire to study hard	4.26 \pm 1.033	78.3%
I feel good when I practice medical English language outside of the classroom	4.30 \pm 0.972	67.2%
I learn from criticism and am willing to improve my medical English language	4.46 \pm 0.988	90.2%

Table 2 describes the responses on the items concerning nursing students' self-motivation toward medical English language skills. More than 75% of nursing students strongly desired to improve their medical language skills to help their academic life (mean score = 4.06) and study hard (mean score = 4.26). 67.2% felt good when they practice the medical English language outside of the classroom (mean score = 4.30). 90.2% agreed to learn from criticism and were willing to improve their medical English language (mean score = 4.46) (Table 3).

TABLE 4
RESPONSES CONCERNING NURSING STUDENTS' ATTITUDE TOWARDS CLT OF MEDICAL ENGLISH LANGUAGE SKILLS

Attitude towards CLT	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I like to develop my speaking, listening, reading, and writing skills in the medical English language through communicative activities	4 (2.8)	4 (2.8)	17 (11.9)	31 (21.7)	87 (60.8)
I feel confident in expressing my ideas with teachers and classmates in the classroom	6 (4.2)	9 (6.3)	10 (7)	31 (21.7)	87 (60.8)
Language authentic materials such as (Medical journals-medical related television programs, and books) motivate me to develop my medical English language skills	2 (1.4)	12 (8.4)	13 (9.1)	30 (21)	86 (60.1)
I feel comfortable with my classmates in groups and pair tasks	5 (3.5)	5 (3.5)	23 (16.1)	32 (22.4)	78 (54.5)
I am responsible for improving my medical English language skills	4 (2.8)	-	18 (12.6)	51 (35.6)	70 (49)

TABLE 5
MEAN SCORE AND CUMULATIVE PERCENTAGE FOR NURSING STUDENTS' ATTITUDE TOWARDS CLT OF MEDICAL ENGLISH LANGUAGE SKILLS

Attitude towards CLT	Mean \pm Standard deviation	Cumulative percentage (%)
I like to develop my speaking, listening, reading, and writing skills in the medical English language through communicative activities	4.35 \pm 0.988	82.5%
I feel confident in expressing my ideas with teachers and classmates in the classroom	4.27 \pm 1.111	82.5%
Language authentic materials such as (Medical journals- medical related television programs, and books) motivate me to develop my medical English language skills	4.30 \pm 1.035	81.1%
I feel comfortable with my classmates in groups and pair tasks	4.21 \pm 1.061	76.9%
I am responsible for improving my medical English language skills	4.28 \pm 0.891	84.7%

Table 4 represents the responses on the items regarding nursing students' attitudes toward CLT of medical English language skills. Around 82% of the nursing students liked to develop their skills in the medical English language through communicative activities (mean score = 4.35) and felt confident in expressing their ideas with the instructors and classmates in the classroom (mean score = 4.27). 76.9% felt comfortable with their classmates in groups and pair

tasks (mean score = 4.21). 84.7% agreed they are responsible for improving their medical English language skills (mean score = 4.28) (Table 5).

TABLE 6
RESPONSES CONCERNING NURSING STUDENTS' LEARNING STYLE PREFERENCES TOWARD MEDICAL ENGLISH LANGUAGE SKILLS

Learning style preferences	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Visual Learning Style					
I prefer to see medical terminologies written on the board with visual aids	-	5 (3.5)	14 (9.7)	53 (37.1)	71 (49.7)
I like to write down medical terminologies	7 (4.9)	7 (4.9)	18 (12.5)	50 (35)	61 (42.7)
I can easily remember medical terminologies by drawing mind maps	3 (2.1)	7 (4.9)	29 (20.2)	50 (35)	54 (37.8)
I enjoy learning about medical terminologies by solving puzzles	1 (0.7)	4 (2.8)	28 (19.5)	46 (32.2)	64 (44.8)
I prefer obtaining information about medical case notes by reading about them	-	7 (4.9)	25 (17.5)	46 (32.2)	65 (45.4)
Auditory Learning Style					
I can easily remember medical terminologies by listening to medical lectures and explanations	2 (1.4)	6 (4.2)	29 (20.3)	45 (31.5)	61 (42.6)
I prefer learning medical conversation by playing roles	9 (6.3)	6 (4.2)	25 (17.5)	49 (34.2)	54 (37.8)
I prefer obtaining information about medical cases by listening to audio files or recorded lectures	2 (1.4)	5 (3.5)	32 (22.4)	46 (32.1)	58 (40.6)
I can easily learn medical terminologies by repeating words out loud	5 (3.5)	7 (4.9)	19 (13.2)	53 (37.1)	59 (41.3)
I prefer to listen to medical lectures or speeches more than read medical notes	-	16 (11.2)	26 (18.2)	43 (30)	58 (40.6)
Tactile Learning Style					
I like group activities in learning medical texts	4 (2.8)	12 (8.4)	19 (13.3)	59 (41.3)	49 (34.2)
I can easily remember medical terminologies by writing them down several times	5 (3.5)	8 (5.6)	24 (16.7)	46 (32.2)	60 (42)
I enjoy acting out medical conversations and texts	4 (2.8)	5 (3.5)	23 (16.1)	51 (35.6)	60 (42)
I learn better medical terms and content by teaching medical information to my friends or family members	-	6 (4.2)	29 (20.3)	47 (32.8)	61 (42.7)

TABLE 7
MEAN SCORE AND CUMULATIVE PERCENTAGE FOR NURSING STUDENTS' LEARNING STYLE PREFERENCES TOWARD MEDICAL ENGLISH LANGUAGE SKILLS

Learning style preferences	Mean \pm Standard deviation	Cumulative percentage (%)
Visual Learning Style		
I prefer to see medical terminologies written on the board with visual aids	4.33 \pm 0.794	86.8%
I like to write down medical terminologies	4.06 \pm 1.093	77.7%
I can easily remember medical terminologies by drawing mind maps	4.01 \pm 0.986	72.8%
I enjoy learning about medical terminologies by solving puzzles	4.17 \pm 0.891	77%
I prefer obtaining information about medical case notes by reading about them	4.18 \pm 0.893	77.7%
Auditory Learning Style		
I can easily remember medical terminologies by listening to medical lectures and explanations	4.10 \pm 0.959	74.2%
I prefer learning medical conversation by playing roles	3.93 \pm 1.136	72.1%
I prefer obtaining information about medical cases by listening to audio files or recorded lectures	4.07 \pm 0.947	72.8%
I can easily learn medical terminologies by repeating words out loud	4.08 \pm 1.028	78.4%
I prefer to listen to medical lectures or speeches more than read medical notes	4.00 \pm 1.021	70.7%
Tactile Learning Style		
I like group activities in learning medical texts	3.96 \pm 1.034	75.6%
I can easily remember medical terminologies by writing them down several times	4.03 \pm 1.064	74.2%
I enjoy acting out medical conversations and texts	4.10 \pm 0.984	77.7%
I learn better medical terms and content by teaching medical information to my friends or family members	4.14 \pm 0.885	75.6%

Table 6 shows the responses on the items regarding nursing students' learning style preferences toward medical English language skills. Concerning the visual learning style, most of the nursing students preferred to see medical terminologies written on the board with visual aids (86.8%; mean score = 4.33), write them down (77.7%; mean score = 4.06), and enjoyed learning about them by solving puzzles (77%; mean score = 4.17). 72.8% could easily remember medical terminologies by drawing mind maps (mean score = 4.01) (Table 7).

TABLE 8
PEARSON'S CORRELATION BETWEEN NURSING STUDENTS' SELF-MOTIVATION, ATTITUDE TOWARD CLT, AND LEARNING STYLE PREFERENCES
TOWARD MEDICAL ENGLISH LANGUAGE SKILLS

Variables	Attitude towards CLT	Visual learning style	Auditory learning style	Tactile learning style
Self-motivation	0.523*	0.573*	0.555*	0.565*

*Significant at 0.05 level

Regarding learning medical English language skills, nursing students' self-motivation positively correlates with their attitude towards CLT ($p < 0.05$). Further, it demonstrated a moderate positive relationship with visual, auditory, and tactile learning styles ($p < 0.05$) (Table 8).

IV. DISCUSSION

Motivation is the catalyst and psychological component that would regulate the students' contribution to learning EMP (Pavel, 2020). This study observed that most nursing students strongly desired to improve their medical English language skills (76.2%) and study hard (78.3%). In line with this finding, Faidah (2022) found that 60% of nursing students were highly motivated to learn ESP. Besides, a learned-centered curriculum permits nursing students to practice the English language for themselves in a job-related environment (Karuthan, 2015). Accordingly, this study found that 67.2% felt good while practicing the medical English language outside the classroom, and 79.7% were eager to face the language's challenging tasks in the medical field. These findings reflect that those students realized the necessity of the medical English language for their profession since nurses must utilize it for communication in their working environment (Kunjukunju & Ahmad, 2019). Further, 90.2% agreed that they learned from criticism and were eager to improve their medical English language. In line with this finding, a study by Wulandari and Anugerahwati (2021) in Indonesia concluded that all English as a foreign language (EFL) students positively perceived using oral constructive criticism, which was a significant role in enhancing their motivation to learn English. Such criticism aids the students in identifying their faults and learning from them, and stopping repeating them in the future. Also, those students were highly motivated to study hard and score well. Those did not sense such criticism as a risk that inhibited them from learning English (Wulandari & Anugerahwati, 2021). Hence, criticism should be constructive and provide solutions for faults that might help nursing students progress in learning English. From the results, this study demonstrated that nursing students were highly motivated to learn medical English language skills and rated the items of self-motivation with a mean score of more than 4 out of 5.

Besides, Saudi EFL learners described high conformity to CLT activities in English classes. Those demonstrated a positive belief in the CLT, which is positively accepted in the language teaching process in the Saudi context (Wajid & Saleem, 2017; Hameed, 2020). Likewise, the current study observed that more than 80% of nursing students were responsible for improving their medical English language skills and liked to develop their medical English language skills through communicative activities. Further, 82.5% felt confident expressing their ideas with teachers and classmates in the classroom atmosphere. This finding is consistent with the outcomes of Losi and Nasution (2022), who concluded that CLT improved the EFL students' confidence and aided them in enhancing their English language skills through CLT activities. Nguyen (2017) stated that students wish to be comfortable listening to their classmates in groups/pairs and independent of their instructor. Accordingly, this study found that 76.9% of nursing students felt comfortable with their classmates in groups and pair tasks. Furthermore, 81.1% agreed that authentic language materials such as (medical journals-medical related television programs, and books) motivated them to develop their medical English language skills. This outcome might be because the health professions education was predominantly influenced by the globalization of the healthcare sector and the supremacy of English in medical sciences via medical journals, study materials, and international conferences (Alfakhry et al., 2020). Gesia (2022) recently stated that the utility of authentic materials develops more interest and motivation among learners, and they do not experience bored and tiredness. Besides, the present study reported that the nursing students had a positive attitude toward CLT of medical English language skills, with a mean score of more than 4 out of 5 for all items. Similar to this finding, Losi and Nasution (2022) reported that students had a positive attitude toward CLT in English speaking intensive program. Enhanced motivation and positive attitude are critical factors in augmenting the students' language skills.

Concerning visual learning style preferences, this study observed that 86.8% of nursing students preferred to see medical terminologies written on the board with visual aids. 70-80% liked to write down medical terminologies, could easily remember them by drawing mind maps, and enjoyed learning about them by solving puzzles. 77.7% preferred obtaining information about medical case notes by reading about them. These findings align with the previous studies stating that visual learning style was the most common learning style used with visual aids at the early stages of the program, which might enhance the students' learning (Koohestani & Baghcheghi, 2020). Crossword puzzles play a significant role in learning a foreign language (Amiri & Salehi, 2017). EFL students agreed that the mind map aided them in understanding English texts (Puspitasari, 2020). Furthermore, this study revealed that all items related to the visual learning style were observed with a mean score of more than 4 (out of 5), indicating nursing students preferred the visual learning style for learning medical English language skills. This finding is supported by Alharbi et al. (2017), who stated that the visual learning style is the most familiar learning preference among Saudi nursing students. Rasouli

et al. (2015) also observed that the visual learning style was the most common style preferred among 2nd year nursing students.

Regarding the auditory learning style, the learners pick up the information through listening to verbal lectures, discussions, role-play tasks, and reading aloud (Busan, 2014). Those repeat the information out loud, which enhances their understanding (Palmer, 2020). In line with these statements, the current study observed that nursing students agreed that they could easily remember medical terminologies by listening to medical lectures and explanations (74.2%) and learning those terminologies by repeating words aloud (78.4%). Those students also preferred learning medical conversation by playing roles (72.1%).

Moreover, recorded lectures are a vital resource for auditory learners and are essential for effective instruction in medical terminologies. Such lectures improve the students' listening, comprehension, and proper pronunciation (Caduceus International Publishing, 2021). Some students are auditory learners who may benefit more from listening to an instructor thoughtfully than frantically writing notes (Oxford Sholastica Academy, 2019). In this study, around 70% preferred obtaining information about medical cases by listening to audio files or recorded lectures. They also preferred to listen to medical lectures or speeches more than read medical notes. Further, the current study found that nursing students rated all items concerning auditory learning style with a mean score of more than 4 (out of 5) except their preference for learning medical conversation through role play (3.93). This outcome denotes their preference towards auditory learning style for learning medical English language skills. Similarly, previous studies in Saudi Arabia reported that health science students highly preferred the auditory learning style (Shaji, 2018; Rezigalla & Ahmed, 2019). Another study found that Saudi nursing students preferred the auditory learning style following the tactile learning style (Aljohani & Fadila, 2018).

Besides, medical students receive requests for health advice from their family and friends, and aid them in comprehending health information (Tso & Yousuf, 2016). Those students felt that group learning activities in a hybrid medical curriculum would enhance motivation, critical thinking, communication skills, and socialization (AlSheikh & Iqbal, 2019). In alignment with these lines, this study observed that around 75% of nursing students liked group activities in learning medical texts. They learned better medical terms and content by teaching medical information to their friends or family members. Furthermore, students learn and remember medical terminologies by writing them down several times (Ross Education, 2016). Using role-play as a teaching tool improved nursing students' self-efficacy, knowledge, skills, and capability in interprofessional communication (Cortes-Rodriguez et al., 2022). However, some nursing students failed to enjoy role play since they felt the scenarios were artificial and ashamed while being viewed by their classmates (Liebrecht & Montenero, 2016). This study reported that 74.2% agreed, as they could easily remember medical terminologies by writing them down several times. 77.7% enjoyed acting out medical conversations and texts. While reviewing the mean score, nursing students perceived the tactile learning style with a mean score close to or more than 4, which shows their preference for tactile learning style in obtaining medical English language skills. Similarly, Aljohani and Fadila (2018) observed that the tactile learning style was dominant among Saudi nursing students. This preference might be because of the impact of the nursing curriculum, which broadly uses clinical practice, hands-on learning, and lecture-grounded and faculty-centered methods.

Moreover, this study observed that self-motivation among nursing students is positively related to their attitude toward CLT. This finding might be because the students are highly motivated and gain the chance to prove their uniqueness, link themselves with others in their environment, and sense appreciation (Kavanoz et al., 2015). On the other hand, CLT also develops students' language skills and enriches their level of motivation. It delivers students' self-management in learning (Mahmood et al., 2019). Furthermore, nursing students' self-motivation positively correlated with visual, auditory, and tactile learning style preferences. In line with this finding, Ghaedi and Jam (2014) found a significant relationship between higher education motivation and EFL students' learning styles. Moneva et al. (2020) also concluded that students' self-motivation does not affect their learning styles.

This study is restricted to the female nursing students of a single public university with a smaller sample size. Future studies can be conducted across Saudi nursing schools regarding gender, nationality, and academic year. Saudi nursing students' attitudes towards CLT and learning style medical English language skills can be compared with those of nursing colleges in other Arabic-speaking countries in further research.

V. CONCLUSION

Nursing students of KKU were highly self-motivated in learning medical English language skills and had a positive attitude towards CLT of those skills. Concerning learning style preferences, nursing students preferred visual, auditory, and tactile learning styles for the acquisition of medical English language skills. Hence, nursing instructors must accommodate various learning styles to motivate the students to learn medical English language skills and enhance their academic and clinical performance. This study contributes to the literature on nursing students' self-motivation, attitude toward CLT, and learning style preferences regarding medical English language skills. It aids policymakers in designing the nursing curriculum to make the students more efficient in their careers.

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Transitivity and Social Context in Balinese Folklores: A Systemic Functional Perspective

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Abstract—*Mesatua* “storytelling” is a tradition that is usually done by parents or grandparents in Bali. Storytelling uses Balinese folklore, which is rich in moral value. It is an effort to preserve the language and culture and develop Balinese cultural values. This study aims to determine Balinese folklore’s transitivity and social context by applying a systemic functional analysis theory. The result of the analysis showed that transitivity elements consist of process, participant, and circumstances. The situational context consists of the field of discourse, tenor of discourse, and mode of discourse. The cultural context involves *mesatua* “storytelling” traditions, the level of Balinese language used in the text, and religious symbolic meaning.

Index Terms—Systemic Functional Linguistic, Balinese folklore, Transitivity, Social context

I. INTRODUCTION

Folklore reveals how a collective society thinks, acts, behaves, and manifests various mental attitudes, mindsets, and values, and perpetuates things that are considered important. Besides its purpose as entertainment and a means of education, folklore also aims to store and pass on ideas and values from one generation to the next. Folklore contains moral education that can be learned and applied in real life. The main thing in folklore is the inheritance of tradition, that is, culture.

Balinese folklore “storytelling” is packaged into a collection of Balinese folklore books. This means that Balinese folklore, which used to be an oral tradition, has now been documented. Balinese people have oral and written traditions that are supported by a script system. *Mesatua* “storytelling” is a tradition that is usually done by parents to their children or grandparents to their grandchildren before going to bed. *Mesatua* “storytelling” is a tradition passed down from generation to generation orally and naturally in the family environment (mostly not from people in urban areas, which have been dominated by electronic media).

Viewed from the perspective of local culture, Bali has many various folklores. However, so far, there are still very few folk tales known by the Balinese people themselves. There are several reasons for why Balinese folklore is less attractive to children. One of them is that it is rare for parents to take time to tell folk tales to their children. Additionally, the popularity of foreign stories is strongly supported by digital media, whereas regional folklore, which is only packaged in the form of a book, is less attractive.

Balinese folklore also conveys the life journey of the characters in the story and has educative points for the education and development of children. The cultural values are very interesting to study, which can later reveal deeper linguistic and cultural phenomena to develop an appreciation of language and culture. This is due to the lack of research and public attention to the continuity of the story. Particularly, Bali has various Balinese folklore stories. They are built by the situational and cultural contexts to achieve the messages intended by the writers.

II. LITERATURE REVIEW

Functional systemic linguistics has great potential in various dimensions of analysis in texts and discourses. The functional systemic linguistic approach to text analysis also includes context analysis. Social context always accompanies the text. According to Halliday and Hasan (1989), the social context is divided into two parts, namely the situational and cultural contexts. The situational context is an important element in a language because humans speak and write based on context of the situation. Situational context is simply the immediate context in which the text

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functions, cultural context is more of an environment that accommodates the existence of the text. It can be seen in Figure 1.

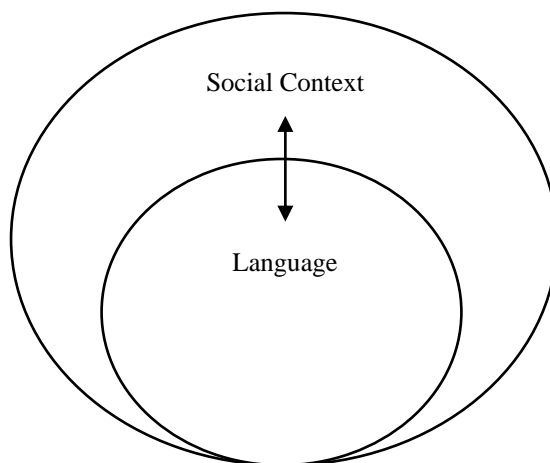


Figure 1 Halliday's Functional Systemic Linguistics

The relationship between one system and another, as shown by the arrows, is a relationship that has the nature of mutualism or reciprocity. This relationship illustrates that language is expressed as text, namely language in its use, or language that has the task of creating meaning. Conversely, language is a social institution, namely in that it is a form of social practice or language in its capacity as a means to actualize knowledge (Halliday & Hasan, 1989).

A situational context in terms of the conceptual framework has three main elements. First, the field of discourse. This relates to the subject matter discussed in the text. The field of discourse refers to the social activities that take place and the institutional setting in which the language units appear. In analyzing the field of discourse, we can ask questions such as what is going on, which includes three things, namely the realm of experience, short-term goals, and long-term goals. The realm of experience is questioning what happens to all processes, participants, and circumstances. Short-term goals refer to goals that must be achieved immediately, and these goals are very concrete. Long-term goals refer to the place of the text in the scheme of a larger problem, and its goals are more abstract. Second is the tenor of discourse. This relates to the participants who take part in a text. The tenor of discourse refers to the nature of the relationship between participants, including their understanding and status in a social context. In analyzing the participants, we can ask the question of who is taking part, which includes the following three things: the role of the agents or society, social status, and social distance. Roles refer to functions performed by individuals or society. Meanwhile, status refers to the individual's place in society that relates to other people, whether it is equal or not and social distance is more in the level of participant recognition of other participants, and whether it is familiar or it has distance. Roles, status, and social distance can be temporary or permanent. Third, the mode of discourse is related to the media and the way the text is created. The mode of discourse refers to the part of a language that is being played in a situation, including the chosen channel, whether spoken or written. In analyzing the mode of discourse, the question that can be asked is "what role is assigned to language?," which includes five things, namely the role of language, type of interaction, media, channel, and rhetorical mode. The role of language is related to the position of language in an activity, may or may not be mandatory, and may be additional support. The mandatory role occurs when language is a whole activity. Conversely, the additional role occurs when language helps other activities. The type of interaction is related to the number of actors; it can be monologic or dialogic. A monologic interaction is a conversation carried out by one participant or a single character with himself, whereas a dialogic interaction is a communication process that occurs between two or more participants. Medium relates to the means used, such as spoken, written, or signed. Channel relates to how the text can be received and the rhetorical mode relates to the feeling of the text as a whole, for example persuasive, literary, academic, educative, and mantra. Conversely, the cultural context is the cultural history attached to the participants to create utterances as text. Hence, the cultural context is broader than the situational context. If the cultural context is a direct context that accompanies the text, the cultural context is more abstract and contains global insights that are institutional.

The previous studies that are related to systemic functional analysis are those conducted by Arnawa et al. (2022), who determined the linguistic patterns of politeness in the Balinese language. The pragmalinguistic approach was used because the linguistic patterns and politeness of the Balinese language are related to descriptive and pragmatic aspects. It showed passive sentence patterns, modality phrases, institutional personification language style, and indirect speech acts as politeness strategies in the Balinese language. Moreover, using linguistic instruments for politeness was motivated by the desire to soften the speech, weaken the position, and form a positive face-saving strategy oriented to the speaker (p. 1746). Kazemian and Hashemi (2014) investigated and analyzed all five of Barack Obama's 2012 speeches, which amount to 19383 words, from the point of frequency and functions of nominalization, rhetorical strategies, passivation, and modality, which can grasp the effective and dominant principles and tropes utilized in

political discourse. This research used Fairclough's critical Discourse Analysis and Hallidayan perspective to depict the orator's deft and clever use of these strategies in the speeches, which were bound up with his overall political purposes. The results showed that nominalization, parallelism, unification strategies, and modality dominated his speeches. Antithesis, expletive devices, and passive voices were also found in these texts. Accordingly, in terms of nominalization, some implications were drawn for political writing and reading, for translators and instructors involved in reading and writing pedagogy (p. 1799). Wang (2014) investigated mood and modality in the Bible using a systemic functional perspective. It revealed that mood and modality in biblical language have directly or indirectly helped to establish a closer relationship between God and his people (p. 1799). Mood and modality in the Bible help build positive interpersonal relationships. Jing (2019) analyzed Trump's victory speech from the perspective of transitivity. The research showed that Trump described the current political and economic situation using material processes. The use of a large number of mental processes in the speech helped Trump to create an intimate and emotional atmosphere, which greatly narrowed the distance between him and the audience. Trump described the current status of the United States, the greatness of Americans, and the excellence of his team to the audience through the relational process. Then, by using verbal processes, he mainly aroused the attention of the audience and called on people (p. 155). Bratayadnya et al. (2021) observed the three contexts in *I Lubdaka Maboros* "I Lubdaka hunts" based on the phenomenon. The theory used to analyze the phenomenon was the theory of systemic functional linguistics (SFL) proposed by Halliday. Based on the analysis using SFL theory, the text in *I Lubdaka Maboros* "I Lubdaka hunts" is one of the Balinese narrative texts that contain a profound moral value in life. Moral values conveyed through text are fundamental for us to control our behaviors in the world. The views that state that doing *Siwaratri* day can omit the sins made by us in the world is not right. We are expected to avoid destructive behaviors, known as *Sapta Timira*, "seven bad behaviors that destruct us in the world" (p. 77).

III. MATERIAL AND METHODS

The data of this study were taken from *Kumpulan Satua Bali* Suwija et al. (2019) and interviews about the cultural context contained in the text of Balinese folklore. The informants in this study are people who are competent in art or art activists, such as puppeteers or dancers. This selection of informants aims to analyze how meaning (cultural context) is conducted through the Balinese folklore. The technique applied to support the above method was a taking-note technique. To record the results of the interviews obtained from the informants, the taking-note technique was applied in this study. The collected data were descriptively analyzed by applying the theory of systemic analysis (Halliday & Hasan, 1989).

IV. RESULT AND DISCUSSION

Referring to the theory of systemic functional analysis proposed by Halliday (1989), this study is divided into two parts, namely the analysis of transitivity and social context (situational and cultural contexts).

Transitivity Aspect

Transitivity is a component of the perfect experience that can be realized in a clause consisting of process, participant, and circumstantial. Experiential meaning based on reality (related to what is experienced by every living thing in the world) is described as a kind of transitivity or process, such as what they feel, what happens, and what they do. The result of the transitivity system in this study is described to help interpret the participants and events in a text. Based on the analysis of the transitivity system of all folklore texts, it is known that the distribution of types and numbers of processes, participants, and circumstances is shown in the following table.

TABLE 1
TYPES AND NUMBERS OF PROCESSES IN BALINESE FOLKLORE

Process Type	Number of Processes in Balinese Folklore Texts										Total
	Story										
	1	2	3	4	5	6	7	8	9	10	
Material	9	2	2	4	1	6	2	1	2	2	31
Relational	1	1	2	3	1	1	1	0	1	0	11
Mental	5	2	2	6	0	5	2	1	2	1	26
Verbal	2	2	4	11	1	6	1	1	1	1	30
Behavior	2	1	0	2	1	3	0	0	1	0	10
Existential	3	3	1	2	0	1	0	1	1	1	13

TABLE 2
TYPES AND NUMBERS OF PARTICIPANTS IN BALINESE FOLKLORE

Participant Type I	Number of Participants I in Balinese Folklore Text										
	Story										Total
	1	2	3	4	5	6	7	8	9	10	
Actor	9	2	2	4	1	6	0	1	1	1	27
Senser	5	2	2	6	0	5	1	1	2	1	25
Owner	1	1	2	3	1	1	1	0	1	0	12
Behaver	2	1	0	2	1	3	0	0	1	0	10
Sayer	2	2	4	11	1	6	1	1	1	1	30
Existential	3	3	1	2	0	1	0	1	1	1	13
Participant Type II	Number of Participants II in Balinese Folklore Text										
	Story										Total
	1	2	3	4	5	6	7	8	9	10	
Gol	7	2	2	4	0	3	0	1	0	0	19
Phenomenon	4	0	2	5	0	5	1	1	2	1	21
Value	0	0	0	0	1	0	0	0	0	0	1
Attribute	0	0	0	1	0	1	1	0	0	0	3
Possession	1	1	2	2	0	0	0	0	1	0	7
Expression	1	2	2	6	1	1	1	1	1	1	17
Exist	3	3	1	2	0	1	0	1	1	1	13

TABLE 3
TYPES AND NUMBERS OF CIRCUMSTANCES IN BALINESE FOLKLORE

Circumstance Type	Number of Circumstances in Balinese Folklore Texts										
	Story										Total
	1	2	3	4	5	6	7	8	9	10	
Time	1	1	2	1	0	2	0	0	1	1	9
Location	6	2	3	1	2	4	1	1	1	1	22
Manner	2	1	0	3	0	3	0	1	0	1	11
Cause	1	0	1	0	0	0	2	0	0	0	4
Environment	0	0	0	1	0	1	0	0	0	0	2
Accompaniment	0	0	0	1	1	0	0	0	0	0	2

Based on Tables 1–3, three types of processes dominate the text, namely material, verbal, and mental processes. The high level of material process in the text shows that the text this story shows a lot of physical activity participants are usually required to go through procedures to achieve something or a goal. It is realized by some verbs, such as *negen* “carry something on the shoulder,” *maboros* “hunt,” and *nyangkol* “carry something or baby on the waist and held by one hand.” Mental processes related to the senses/desire are realized by verbs such as *nepukin* “see,” *engsap* “forget,” *ngugu* “believe,” *ngerasa* “feel,” and *kauningin* “is known.” Some of the verbal processes used in Balinese folklore texts are *ngandika* “speak,” *nerangang* “explain,” *mesaut* “answer,” and *jerit-jerit* “shout.” Furthermore, there is the type of participant I that dominates the stories, namely, the speaker with a frequency of 30 that is realized through words, such as *ia* “he,” *warga desa* “villagers,” *penyarikan desa* “secretary of the village,” *klian desa* “head of the village,” *Pan Balang Tamak* “name of the character,” and *Men Brayut* “name of the character.” In participant II, the dominant type of participant is a phenomenon participant with a frequency of 21. These participants are realized in Balinese folklore texts through words such as *bangkung* “pig,” *arah-arahane* “announcement,” *orta* “news,” and *unduk pianakne* “his son’s problem.” The type of situation that dominates is the situation of the place with a frequency of 22. The author of the story wants to invite the reader to imagine the atmosphere of the events contained in the story by being expressed through a certain place. The circumstances are realized in Balinese folklore texts through words such as *ka alase* “to the forest,” *ka gunung* “to the mountain,” *di pangkunge* “in the valley,” and *ka tengah ebete*, “to the bushes.” The process, participants, and circumstances that dominate Balinese folklores aim at having the readers imagining the events in the story through physical activities or actions carried out by each participant and knowing the characters or traits of all participants and feel more deeply the atmosphere that occurs in each story through the circumstantial location.

A. Situational Context

Context in SFL plays an important role to reveal meaning in a text. The meaning that is realized in a text is the result of the interaction of the language users with the context. The text is always realized in a certain context, and there is no text without context. Context in SFL is a social context. The social context has two categories, i.e., the situational context and the cultural context. The analysis of Balinese folklore texts in the situational context can be interpreted through three dimensions, that is the field of discourse relating to social activities, the tenor of discourse relating to the relationship between the participants who interact, and the mode of discourse related to roles. Table 4 summarizes the analysis of the situational context in each Balinese folklore.

TABLE 4
SITUATIONAL CONTEXT SUMMARY

Folklore	Field of discourse	Tenor of discourse	Mode of discourse
1	Ingenuity and greed	<i>Pan Balang Tamak, Men Balang Tamak</i> "name of characters in the story," villagers, secretary of the village	The supporting participant was treated cleverly and greedily by the main participant.
2	Faithfulness	<i>Men Brayut, Pan Brayut</i> "name of characters in the story," children, son/daughter-in-law	The main participant and the supporting participant educate their children as well as possible to become a smart and successful generation.
3	Ingenuity and duplicity	<i>I Siap Selem, I Ulagan, Meng Kuuk,</i> "name of characters in the story"	The supporting participant was treated greedily and trickily by the main participant to make himself free.
4	Devotion	<i>I Rare Angon, Ida Anake Agung (the King), mother, Jro Dukuh, Rare Angon's wife, I Lubang Kuri</i> "name of characters in the story"	The supporting participant (the King) treated the main participant humiliatingly to defend his throne.
5	Snobbery/arrogance	<i>Maya Danawa, Sang Kul Putih, Ida Betara Indra, Kala Wong</i> "name of the characters in the story"	The supporting participant was treated with contempt and magic by the main participant.
6	Society	<i>I Cupak, I Gerantang, Sang Prabu, I Benaru, Pan Bekung, Men Bekung, Ida Raden Dewi</i> "name of the characters in the story"	The life of the younger and older brothers in which by threatening his younger brother enviously, his older brother got his karma.
7	Stupidity	<i>I Belog, mother</i>	The main participant ordered the supporting participant to realize something by using his logical way.
8	Ingenuity	<i>I Lutung, I Kakua, Luh Ayu Kantrungan, Jro Dukuh Kantrungan</i> "name of the characters in the story"	The supporting participant was treated cleverly and trickily by the main participant.
9	Ingenuity and bravery	<i>Ni Mesaba, Ni Wingsali, I Macan, I Bojog</i> "name of the characters in the story"	The main participant was very brave against the supporting participant so that he was safe from the evil intentions of the latter.
10	Ingenuity and stupidity	<i>Nang Cubling and his wife, I Bojog</i> "name of the characters in the story"	Through his cleverness, the main participant was able to beat the supporting participant's stupidity.

In Table 4, the field of stories is the ingenuity and greed of the participants in the story and the actors can see the weaknesses of a policy or rule, especially if the policy is too forced or too far-fetched. In Story 2, the field of discourse about loyalty to the family emerged. Stories 3, 8, 9, and 10 have the same field of discourse, namely about the ingenuity of the participants in the story. Story 4 has a field of discourse about the devotion of a subordinate to a king. Story 5 is about the arrogance and vanity of the participants involved in the text, Story 6 is about society, and Story 7 is about the stupidity of the participants in the story. Essentially, the whole story has the same basic meaning, which is "ingenuity." The ingenuity carried out by the participants in each story has the aim of protecting themselves from crimes, fraud, or cunning committed by other participants. However, ingenuity can lead to positive or negative things, so there are differences at the end of the story such as death, happiness, or disappointment.

The tenor of discourse in the table above has various roles and statuses, i.e., there are participants in the form of humans, animals, gods, and giants. The statuses found are very diverse, including old, young, descent, and occupation as well as the creation of social distance, which is indicated by the level of language used. From this, apart from teaching about how the shapes or characters are involved in the story, indirectly the author of the book can teach children about social relationships that are not only the relationships between humans but also between humans and other creatures. The language used in all folklore texts is Balinese with different language levels depending on the participants involved.

In texts of Balinese folklore, there are modes of discourse that reflect the last part of the situational context, which simultaneously works to form a contextual configuration of meaning. The main participants in the whole text were treated more unpleasantly by the other participants involved in each text. Material verbs are a type of verb that refers to physical actions or words used to describe a process or condition that occurs in the story text. This can be seen from the discovery of the material process that dominates the 10 Balinese folklores. The type of interaction contained in the text is dialogical, which is a communication process that occurs between two or more participants in the text and is identified with direct sentences contained in the text. The entire text is written text that can be spoken so that it looks as if it were

not written. The point of view used in the all texts of Balinese folklore uses a third-person point of view where the author places the main participant as a person with a third-person pronoun, namely *dia* “he or ia” he or mentions the names of the participants involved in the story. From this point of view, the author is outside the story that tells the story of the main character to the readers.

B. Cultural Context

Balinese people certainly have oral and written traditions that are supported by the script system. The Balinese folklore texts in this study are traditional texts that are included in the folklore or folktale genre which in Balinese is called *satua* “story.” *Mesatua* has the same meaning as storytelling, which is an oral tradition in Bali that still exists today. Activities in *mesatua* are a tradition that parents (grandparents) used to do to their children or grandchildren when they put them to sleep. *Satua* is an oral story that is closely related to the world of children. Its development in this literary tradition is its oral aspect. This aspect has the understanding that the form of communication from *mesatua* requires the presence of listeners, both children and adults, and of course the presence of a storyteller. In *satua* or Balinese folklore, the narrator has his own style to tell the story to the listeners.

In the Balinese folk tales that have been analyzed in this study, there is a quotation at the beginning of the story that shows that the author is doing *mesatua* activities, such as writing the sentence *kacerita* “told,” *ada katuturan* “there is a story,” and *ada kone katuturan satua* “there is a story said.” The presence of these sentences relates to the origin of the story and implies the anonymous nature of the author of the story. This means that the Balinese folklore story was not composed by the author or the narrator himself. The word *katuturan* has the basic word *tutur*, which means advice. The meaning of this advice is connoted that *satua* or folklore is intended to provide life advice as well as moral and ethical values to the listener or reader. The word *kone* “it is said” indicates that the *satua* has been spoken for generations. The essence of *mesatua* activities is the opportunity to gather with the family so that they can build and maintain close relationships between children and parents. Folk tales or stories that are told can provide them with lessons about life and entertainment in the form of these stories.

Meanwhile, the language used in each Balinese folklore has differences because when speaking Balinese, apart from it depending on the participants, it is seen from the point of view of who is speaking, who is the interlocutor, and who is being talked about. According to Suwija et al. (2019), *Basa Kasar* “low level of language” has a bad taste value, is not polite, and is often used when fighting and berating. This is shown in Story 7, when the mother scolded I Belog for his stupidity.

“Sajan cai buka adan caine, belog lolog, olog- olog pong. Dasar cai jlema amah temah, sing tawang kangin kauh. Kadung san cai numitis dadi jlema, benehne dadi buron cai mara je pantes.”

“It is true as your name suggests, stupid fool. You damned people, do not know the direction. Once you were born as human, you should be the new animal you deserve.”

From the quotation above, what is a sign or characteristic of someone issuing abusive language is the use of pronouns such as *cai* which means you, *jlema amah temah*, which means cursed person. Furthermore, the second level of the Balinese language is (2) *Basa Andap* means endep “low” (Suarjana, 2011). It was found in the example of Story 4 showing the King spoke with his subordinate, I Rare Angon, who did not believe that I Lubang Kuri was not real.

“Ah sing ngugu, kema alihang gelah I LubangKuri, yan cening tuara nyidayang, mati palanceninge!”

“Ah I don't believe it, go there quickly and find I Lubang Kuri, if you can't find it, you will die!”

The quotation above shows that *Basa Andap* is used by people who have the same degree or equal status and can also be used by people who have a higher status with people who have a lower social status. The last language level is (3) *basa alus*, which is a high level of Balinese language and is very respectful, as found in the example of Story 5, when the character Sang Kul Putih spoke to Ida Bhatara Indra, the name of God, to help with the chaos that occurred due to Mayadenawa.

“Inggih mapidaweg titiang, yening wantah Betara ledang, titiang nunas tuntunan mangda para janane makasami mawali eling ring swadharmaning magama Hindu.”

“Well, I want to speak, if *Betara* is willing, I ask for guidance so that the whole community can remember again their own duty as Hindu.”

In the quotation above, *basa alus* “high level of language” is used by people who have a lower social status to give respect to people who have a higher social status. The language used in the story plays an important role in training people to speak Balinese properly and correctly and on the other hand to love more and preserve their culture.

Religious symbolic meanings in Balinese folklore can be described as follows.

Law of Cause and Effect (Karmaphala)

The Hindu community in Bali knows about the law of cause and effect, which is one of the basic beliefs. In the *karmaphala* teachings, every human action will produce good or bad results. The law of karma as part of Hindu Dharma applies to everyone, there are no exceptions in karma, and whoever sows will reap. *Karmaphala* is associated with folklore because most Balinese folklores tell a lot of good and bad deeds, as illustrated in Story 9 when the character Ni Mesaba has the courage to fight I Macan through words that were uttered to scare I Macan and she could protect herself from harm because I Macan has bad intentions toward Ni Mesaba and her daughter, Ni Wingsali. So, at the end of the story, I Macan got his karma to fall into the abyss and die. From this story, a lesson can be learned that all actions carried out by each living creature will get a good or bad reward, which is called the result of *karma*.

Aspect of Tri Hita Karana

The Hindu community in Bali believes that the universe and its contents are God's creation as well as a gift from God to mankind to be used for their survival. *Tri Hita Karana* is the three causes of prosperity and harmony that originates in the relationship between humans and their gods, humans and their natural environment, and humans and humans. The relationship between humans and God can be interpreted in the same way as the mindset or value. It was illustrated in Story 5 when the character Sang Kul Putih, who does *yoga semadhi*, wanted to get instructions from Ida Bhatara Indra to be able to defeat Mayadenawa, who has a cruel nature toward the community. Yoga Semadhi is one example of the relationship that exists between humans and God. Meanwhile, the relationship between humans and their environment can be found in Story 8 when I Kakua was caught but Jro Dukuh Kantrungan still wanted to give I Kakua food in his cage. Humans and animals have a context side by side and need each other so that they are mutually beneficial. The last aspect is the relationship between humans and humans, which was found in Story 2, where the character Men Brayut cooperated with her husband, Pan Brayut, educated and raised their children to be useful in society. It can be seen that humans are social creatures who are destined to live in society and always interact with other creatures. Additionally, humans are social beings, which means they can fulfill their needs and humans will always depend on others.

Trust as a Place of Worship

In the Balinese folklores that have been analyzed, beliefs about the existence of places of worship *pelinggih*, that is, temples or statues related to Balinese folklore, are found in Stories 1 and 2. The religious buildings are used as places of worship by the Hindu community in Bali. In Story 1, there is a story titled *Pan Balang Tamak*, which has a philosophy, that is, *Pan*, which means father; *Balang*, which means grasshopper, that is, agile and clever like a grasshopper; and *Tamak*, which means greed or negative nature that is related to selfishness.



Picture 1 Pelinggih Pan Balang Tamak at Desa Temple (Doc. Bali Express, I Putu Suyatra)

The story of *Pan Balang Tamak* is believed by the people, and it is proven by the existence of a place of worship for *Pan Balang Tamak* located in each Desa or Puseh Temple. *Pelinggih Pan Balang Tamak* means that when you enter the Desa or Puseh Temple, the greedy nature can disappear and you become a better person.

In the story titled *Men Brayut*, a mother character in Balinese folklore gave birth to up to 18 children. It was found that a statue of Men Brayut is in Goa Gajah, Gianyar, Bali (Picture 2).



Picture 2 Men Brayut Statue (Doc.kebudayaan.kemdikbud.go.id)

The Balinese people believe that the *Men Brayut* Statue is a symbol of the determination, fortitude, and purity of a mother's heart who can raise her children to become contributing members of society. Additionally, there is a belief in *Baha* village in the story from *Pura Dalem Baha* Village about the existence of *Men Brayut* who, as believed by the people of *Baha* village, can give offspring to those who have not been blessed with offspring of their own (Picture 3).



Picture 3 Pelinggih Men Brayut Baha village (Doc. Ni Putu Nova Puspitayanti)

People are allowed to come to *Pura Dalem Baha* Village by bringing offerings in the form of three *daksina*, which are offered by the priest called *Jro Mangku* at Dalem Temple. People really believe getting offspring. Thus, the two characters in this story become the symbols of various belief systems that develop society, especially in Bali.

Belief in the History of Hindu Days in Folklore

Hindu Days in Bali are always associated with the mythology found in folklore to create the beliefs held by the Balinese people to this day. In the 10 folklore stories that have been analyzed, it was found that two Balinese folk tales that are used as beliefs by the Balinese people about the existence of a Hindu Day are Stories 4 and 5.

The results of interviews that have been conducted showed that the Rare Angon (Story 4) is believed to be the background of the birth of the Hindu Day, that is, *Tumpek Uye* or *Tumpek Kandang*. *Tumpek Uye* is a Hindu holiday to hold a *yadnya* ceremony (holy oblation) for animals as a symbol of love to maintain the balance of the universe. This Hindu day is often referred to as *otonan* or the birthday of an animal. On *Tumpek Uye*, the Hindu community worships *Sang Hyang Rare Angon*, which is a manifestation of *Sang Hyang Shiva Pasupati*. The Rare Angon character is associated with this day because it is believed to be a manifestation of God as the guardian of all animals on earth so that all pets and livestock are provided with safety. *Tumpek Uye* has the meaning to contain wild or negative thoughts, such as the nature of animals. The mind should be able to be controlled, to limit or curb desires. Such desires, for example, are like animals that live without ethics or manners, are wild, lazy, and so forth, which lead to negative traits or characters.

Story 5 is a folk tale entitled *Mayadenawa*. The Balinese folklore *Mayadenawa* is the background for the implementation of the *Galungan* Day for Hindus, which is a symbol of victory in the battle of *Dharma* (goodness) against *Adharma* (evil). If it is associated with the *Mayadenawa* story, *Dewa Indra* is a symbol of *dharma* that won against *Mayadenawa*, which is a symbol of *Adharma* who has an arrogant character. The celebration has a meaning, namely as an expression of gratitude for the Balinese people for all the gifts given by God Almighty and Balinese people can control their passions that can disturb the inner peace and life.

Belief in the Concept of Rwa Bhineda (Balance)

Rwa Bhineda is a philosophy of life for the Balinese Hindu community as a dualistic concept that can be interpreted as a balance in living life. *Rwa Bhineda* consists of the following two words: *Rwa*, which means two, and *Bhineda*, which means different. This concept can be interpreted as two different things, but still side by side and complementing each other. Two folk tales are included in the concept of *Rwa Bhineda*. Story 3 is a Balinese folk tale entitled *I Siap Selem*, which has seven children. This story is included in the concept of *Rwa Bhineda* because it is related to the main character, *I Siap Selem*, which means The Black Chicken (*Si Ayam Hitam*). The black color in the story. *I Siap Selem* symbolizes *Dewa Vishnu*, who represents *Rwa Bhineda*, and it can be said that in *Rwa Bhineda* there are two meanings. Black has a negative meaning that can be interpreted as fear, death, and sadness, whereas the positive side of black is interpreted as a symbol of purity, simplicity, and preserver of life.

Story 6 is titled *I Cupak* and *I Gerantang*. The characters in the story have different traits. *I Cupak*'s character has negative traits and behaviors. Meanwhile, the character *I Gerantang* has traits and behaviors that reflect positive values. Despite being twins who have different characteristics, they can still walk side by side and fill each other's shortcomings. *Atmaja* (2008) said that each human being is positioned to be a center that will give birth to a partner called *antimoni*, which can be likened to *tengen lan kiwa* "right and left." A couple cannot be opposed but can walk side by side and cannot be separated in the dynamics of Balinese life to achieve a balance both physically and mentally.

V. CONCLUSION

In a situational context that shows the same basic meaning is obtained, namely "ingenuity," where the ingenuity carried out by participants who have various roles and statuses in each story has the aim of protecting themselves from crime, fraud, or cunning committed by other participants. Ingenuity can lead to positive or negative things so that there are differences at the end of the story such as death, happiness, or disappointment. In a cultural context, the discovery of the *mesatua* tradition (storytelling), which is still ongoing today, the level of Balinese language used in Balinese folk tales, as well as religious symbolic meanings and sociocultural meanings such as the beliefs of the Hindu community in Bali, ways of behaving or behaving and *karmaphala*, and the *Tri Hita Karana* aspect. From this, readers will understand

the advantages that are displayed in each story and can add insight to the younger generation that the folklore that is read contains the culture and beliefs that have been embraced until now.

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Challenging Trauma's Invisibility: Constructing Voice in AlAmmar's *Silence is a Sense*

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Abstract—Traumatic experiences often leave one suppressed and spiritually weak due to marginalization and voicelessness. This article aims to show how the protagonist in *Silence is a Sense* manipulates the disadvantages following and associated with trauma to create her own voice. Layla AlAmmar employs the theme of trauma to elaborate on refugees' need to concede their own power of speech, acknowledging their past, present and future existence. Through textual analysis, the researcher examines voicelessness as a political, social and cultural challenge to subjugation. Recording her memories, Rana establishes a resisting voice and becomes known as The Voiceless. Interestingly, readers only know her name at the very end, in an indication that Rana's story is no different than any other refugee with any other name. Eventually, AlAmmar succeeds in using the motif of muteness in order to expose the disastrous result of the war especially after the Arab Spring.

Index Terms—Arab spring, trauma, voicelessness, identity, resistance, exposure

I. INTRODUCTION

It is scientifically acknowledged that experiencing trauma often negatively affects the victims' mental, spiritual and physical abilities as the memories continue to manipulate their sense of who they are and what they are worth. As a concept, trauma is "generally understood as a severely disruptive experience that profoundly impacts the self's emotional organization and perception of the external world" (Balaev, 2018, p. 360). Such inability to exist in the external world leaves the victims an easy prey for all sorts of racial, political and economic oppression. Such experiences feed on one's self-esteem leading to exclusion and eventually voicelessness. In other words, trauma as a controversial term is seen as an intruding experience that has the ability to disturb a person's emotional stability as well as his/her conception of the world. Scholars and scientists acknowledge the destructive consequences of trauma and continue to attempt to fully grasp its physical and mental dimensions in order to help victims continue living life as full-fledged human beings. Artists also see the urgency to produce aesthetic works devoted to do victims of trauma justice through retelling their stories and empowering them to resist. Eventually, intellectuals saw the need to establish an independent field of study which dedicate various resources and the efforts of creative and activist minds in order to make sense of victims' actual and metaphorical silence. As it was first developed in 1990s, Trauma studies aimed at exposing the challenge which a traumatic experience imposes on language, expression and meaning. According to Craps, trauma theory is "An area of cultural investigation that emerged in the early 1990s as a product of the so-called ethical turn affecting the humanities. It promised to infuse the study of literary and cultural texts with new relevance. Trauma theory confidently announced itself as an essential apparatus for understanding 'the real world' and even as a potential means for changing it for the better" (2014, p. 45).

In *Beyond the Pleasure Principle* (1955), Freud points out that hysteria as a psychological disorder is mainly caused by sexual assault and that hysteric symptoms such as contractures, paralyzes, hysterical attacks, chronic vomiting, anorexia and recurrent visual hallucination...etc. All these symptoms are the result of a repressed traumatic event (196-199). Freud's ideas are concerned with the impact of sexual exploitation on a person's psyche and mental health while this study elaborates on this by focusing on other factors including oppression, discrimination and violence and their severe outcomes on a person's psyche. Nevertheless, Freud's theory paved the way for a model that perceives trauma as a severe experience that is unspeakable and which exposes the traumatized person to a meaningless and fragmented life. Caruth, a pioneer in coining traditional model of trauma, applies a poststructural approach as a means to claim that trauma causes a lasting fragmentation of the consciousness and thus cannot be represented through the use of language. This view was challenged by a pluralistic model of trauma that suggests traumatic experience creates a reorientation of the consciousness as it produces a new knowledge about one's identity and the external world as well (Balaev, 2018, pp. 363-366). Subsequently, Caruth, defines trauma as "a blow to the tissues of the body—or more frequently now, to the tissues of the mind—that results in injury or some other disturbance" (1995, p. 183). As she observes the recurrent breakdowns and anxiety felt by the traumatized person are acts of narration of the traumatic event and experience (Qing, 2020, p. 2). This means that memory is the box where the trauma resides and once these memories are brought to the

public the cause of the trauma can be revealed and treated. The mission of trauma theory was to bear witness to traumatic histories of victimized people.

The university professor Marder underscores that “some of the most influential and far-reaching new insights about trauma have come from a field that might appear to be far removed from it: literature and literary theory” (2006, p. 2). Furthermore, trauma studies sheds light on the psychological, cultural and rhetorical significance of trauma that is clear in society and the literature that represents it. Literature has proved to be useful instrument that deconstructs issues happening in peoples’ lives all around the world. The concept of trauma has occupied a vast space in the study of literature and literary criticism in the West since the Second World War and till now. It is important to highlight that:

Scholarship analyzes the complex psychological and social factors that influence the self’s comprehension of a traumatic experience and how such an experience shapes and is shaped by language. The formal innovations of texts both print and media, that display insights into the ways that identity, the unconscious, and remembering are influenced by extreme events thus remain a significant focus of the field (Mambrol, 2018).

It is true that literature may not heal the victims of trauma, yet it has the ability to reveal what causes it and to some degree alleviating the pain. As traumatized individuals often tend to hide their psychological pain and are reluctant to seek help, openly narrating similar experiences and aesthetically documenting them may encourage victims to open up and speak out. Consequently, trauma as a buzzword in various fields of study has simultaneously changed the genre of fiction in that “Novelists have frequently found that the impact of trauma can only adequately be represented by mimicking its forms and symptoms” (Whitehead, 2011, p. 3). The strong link between trauma theory and literature is very obvious in that novelists around the world and across time had and still have the desire to represent specific historical instances of trauma that in turn has given rise to several significant works that are labeled as trauma fiction.

Nevertheless, trauma theory was critiqued for being Eurocentric in that it focused on the sufferings of westerners while neglecting the painful experiences of other minorities. As a response to this, several postcolonial critics such as Gert Beulens Michael Rothberg and Roger Luckhurst called for “the transformation of trauma studies from a Eurocentric discipline to one capable of engaging with the multicultural and diasporic nature of contemporary culture” (Andermahr, 2015, p. 1). Likewise, Caruth suggested that “trauma itself may provide the very link between cultures” (1995, p. 11). Eventually wars and catastrophes influenced the production of a new category in fiction such as narratives of survival and persecution. Most often these narratives were based on survival’s testimonies of the Holocaust, the Vietnam War, as well as works about psychological impacts of colonialism and racism. These writings included traumatic instances of numerous people with different backgrounds. Trauma has informed the works of a number of novelists around the world like Toni Morrison, Marguerite Duras, Larry Heinemann, Jamaica Kincaid and many others.

On the global stage, interest in the representation of trauma carries moral weight in the struggle against injustice and war crimes that leave indelible marks on victims. Within Arabic literary fields, writing about trauma can be linked to the idea of commitment in that writers tend to the sufferings of Arab people while accentuating their shared desire to have a voice. Consequently, In the Arab diasporic literary scene, trauma is heavily depicted due to the long and violent history of violence witnessed by the Arab world. The Arab world went through several disastrous experiences ranging from colonialism, the Israeli/Arab conflict, civil wars, and political disputes. All these events marked a turning point in the history of the Arab region. Another event that brought many significant changes to some Arab countries like Tunisia, Egypt, Syria and Libya is the Arab Spring uprisings which played an influential role in the creation of a new category in literature called post- Arab Spring fiction. Such events have caused the dispersal of great numbers from the Arab population around the globe, this category of people was labeled “Arab diaspora”, since this paper is interested in the analysis of a diasporic text; it is important to define the concept of diaspora in order to understand the literary productions produced in this category.

In an article entitled “Twinning Comparative Literature and Arab Diaspora”, the authors state that “diaspora simply refers to the scattering of people from their own country, and the term ‘diaspora’ is derived from ‘scatter,’ which is a Greek term, and shows the dispersed citizens who are forced to flee their home country and live around the world in a new place” (Altharwane et al., 2020). The term diaspora was originally used to address certain people including the Jews and Armenians yet with time the term diaspora included other minorities. Arab diaspora as such include people who left their homes and lived abroad as exiles, refugees or immigrants. Arab writers’ appeals to write under the banner of diaspora was due to the freedom it gives them as Al Maleh (2009) states “diaspora...grants the Arab intellectual, regardless of the linguistic tools at his disposal, an open forum for raising his voice in protest or clarification” (p. 14). The need for a voice that is loud and clear and free from all restrictions has always been a dire need for Arabs as a means to reclaim their pain and history.

Correspondingly, Pederson, a lecturer of humanities at Boston University stresses that “literature may not be the only way of speaking trauma; it remains a valuable tool in the struggle to reclaim our most painful experiences” (2014, p. 350). Indeed, recent diasporic literature witnessed the heavy depiction of trauma which may be linked as mentioned earlier to authors’ need to express painful experiences in their narratives. Also the need and urge to claim pain is very apparent in recent diasporic fiction in that this act helps marginalized and silenced people to reclaim their pain, authors such as Alammar use their pen as an act of solidarity with others who underwent painful experiences. According to Remmler “In the act of reading, we are confronted with the contradiction that pain – itself unspeakable – becomes the most powerful expression of a historical event that seems to defy words” (1994, p. 217). When the denial of pain is a

torturing act, its acknowledgement in fiction is converted into a weapon that finds the roots of pain as a means to uproot them.

In the period when the Arab Spring was devouring the political scene in various Arab countries, the Arabic and diasporic literary arena was also witnessing the birth of varied corpus of fictional and non-fictional works that commented on the uprisings such as Maha Hassan's novel *Tubulul Hubb (Drums of Love)* published in 2012 which is the first novel on the situation in Syria, the novel addresses the uprisings in Syria using real events and real names of activists. The Egyptian revolution had a significant impact on the Egyptian novelist Mona Prince inspiring her novel "*Revolution is My Name (Ismi Thawra)*" that was published in 2012. Another compelling novel about the Egyptian revolution is Mohammad Rabie's *Otared* that features the dystopian reality of Egypt during the uprisings through mixing real and imaginary events. *Otared* captures Egypt as a dystopian place where violence and murder are normality. Similarly, Basma Abdel Azizi's novel *The Queue* published in 2016 is also a dystopian narrative on the Egyptian revolution featuring several themes including oppression and psychological violence. Yasmina Khadra's *The Dictator's Last Night* features a fictionalized day in the life of the Libyan dictator Muammar Gaddafi before he was captured and killed, Khadra uses internal and external monologue techniques in order to reveal the dictator's confused behavior, focusing on his moments of anxiety in the midst of a torn reality these works are samples from the myriad of fiction written on the Arab Uprisings in the period right after the revolutions and few years later. Fiction written about the Arab Spring tackles various themes including violence, oppression as well as trauma.

It is important to note that Arab diasporic writers did not use their pens and imaginations to speak only about the sufferings of their people. But they also attempted to voice all Arabs' painful experiences through their fiction. This endeavor is primarily linked to their shared desire and need for change as well as freedom in all aspects of life, people saw that the act of revolting against authoritarianism brings the potential for a better future. As intellectuals and active members in their societies, some novelists responded to these upheavals in their literary works; others even joined the revolting people in the streets such as Nawal El Saadawi and Ahdaf Soueif.

II. SILENCE IS A SENSE: OTHERNESS AND EXCLUSION

In an online conversation between AlAmmar and Alhinai, the founder of Sekka magazine, the former states that:

What I wanted to do, particularly in my new book, was ask the reader to set aside their learned assumptions about the narratives of refugees or Arabs or Muslims, and receive the truths that the protagonist is attempting to convey. And in a broader and metafictional sense, I hope that's how Arab literature can be received — as expressions of multiple, coexisting and contradictory truths rather than teleological narratives (2021, np).

That being said, AlAmmar refuses the simple reading of Arab literature as mere plots where characters act only to follow the plot designed by the author. Instead she insists that Arab literature contains a myriad of truths presented and not fabricated by writers. Additionally, a teleological form in this sense is defined as "a relatively firm iron-clad sequence of events, which robs the events themselves of their intrinsic interest and intensity and which excludes other events (Goodheart, 1978, p. 82). In order to reverse this assumption about Arab literature, AlAmmar uses her novel *Silence is a Sense* as a counter narrative to the stereotypical image of Arab literature as teleological stories, she gives a loud and clear voice to her marginalized and othered protagonist. Who was unable to even to hear her own thoughts. The author believes that Arab authors play the role of a channel that facilitates the encounter between the world of the text and the reader. *Silence is a Sense* (2021) speaks about the 2010 Syrian Arab Spring while Syrians lacked freedom of speech and endured panopticon-like conditions. AlAmmar is investigating trauma in order to offer the victims a chance to turn their pain and haunting memories into motivators to reclaim life; a life of individuals as opposed to a life of victims, subjects of their own realities as opposed to objects of their memories. Thus *Silence is a Sense* negates the teleological form of stories where "the events and the behavior of the characters are driven, not by intrinsic human motivations and natural causes, but by the need to follow the plot" (Talin, 2021, np).

The work as a counter narrative focuses on Rana, who is a Syrian refugee hopping to find asylum in England. Through that, she maps safe zones for herself in the nameless city where she lives; these safe places are set as borders she cannot cross. She justifies her detachment from others as she declares that "It isn't like that where I come from. There (in Syria), you have your boundary and I have mine and if the lines are crossed, it means that a fucking disaster has occurred. It means there was a bomb and people are running and they don't care who they touch and knock along the way" (AlAmmar, 2021, p. 27). The war deprived Rana of the simple pleasure of being around people and having a normal social life since she is deeply traumatized first by the memories of blood and death of the Syrian war, as well as by the marginalization of dislocation and sexual harassment.

Herman in her book *Trauma and Recovery* calls the act of remembering the traumatic event "intrusion" where "The traumatic moment becomes encoded in an abnormal form of memory, which breaks spontaneously into consciousness, both as flashbacks during waking states and as traumatic nightmares during sleep" (1997, p. 51). Rana's traumas are deeply fixed and intruded within her and making her hyper vigilant when around others. Her spontaneous existence is imprisoned and tangled within the vicious web of traumatic events and memories. The author aims to further substantiate Syrian misery as she portrays the heroine as someone who wishes to be invisible as a way of avoiding any encounters that may trigger trauma. In this, Rana's wish represents a lot of the Syrian people who compensated their visibility for the sake of being able to live sheltered from memories. Assimilation, culturally and politically, often end

up traumatizing such others who abide to it thinking they are free of their old traumatic intrusions. For Rana, this is not an identity denial attempt but a calculated strategy to avoid re-narrating a story that is not hers and reintroducing an identity that is not true to her inner self.

Instead of having real contact with others, the protagonist creates imaginary bonds with her neighbors as she finds solace in watching them from her windows, knowing their every step and deepest secrets. Early in the novel, we learn that the protagonist watches her neighbors only to pass time, yet when she learns some of their hidden secrets she feels that she crossed her borders and that she is too involved in other's lives, In that she feels terrified to create real connections with others as if her exposure to people will put her in harm's way as shown in her medical diagnosis "patient (Rana) shows a distinct lack of trust in others, imagining all persons she comes into contact with to have malicious intent" (AlAmmar, 2021, p. 51). An instance on Rana's reluctance to contact others is when her neighbor's daughter, Chloe asks her if she can come to her flat, Rana shakes her head violently as a refusal as she thinks that "No one comes to my flat. Ever. It's my place, my sanctuary, my hiding hole. It is the only place, in the entire world, where I feel halfway safe. So no, she cannot come, no one can come there" (p. 58). Due to her trauma, Rana likes to have control over everything surrounding her and that is why she considers her apartment as her real home and the only place where she can be safe because it is the only place that she knows every detail in it and nothing there can cause her harm. This being said, Rana perceives peoples attempts to be close to her as an act of intrusion in her life which in turn make her alert and uncomfortable.

Additionally, Rana hides the fact of being Muslim and does not like to be near the Muslim community as she thinks that exposing herself as a Muslim will make others intrude in her life. She even expresses her discomfort when others perceive her as a Muslim especially when the imam tries to talk to her "does he think he can fix me, this Imam in this little city where all I want is to be invisible? Does he think he can cure me with religion, tell me everything is going to be okay does he think anything he says could actually make me feel better?" (2021, p. 38) Rana's exposure to different types of trauma in various places made her lose trust in everything and everybody around her, things that are basics in ordinary people's lives turned into meaningless acts of survival such as friendship and belief.

Despite the fact that Rana is traumatized and cannot trust her mind and memories, she is aware that her trauma is hidden somewhere in the unconscious sphere of her brain as she narrates "I have a box too. In my head. It's where I keep the things that are too much, the things that don't make sense. Images and sounds and smells and textures languish in boxes, stuffed and secreted, stacked up in a room in my mind" (AlAmmar, 2021, p. 12). The protagonist's constant feeling that she is in danger or will be harmed is termed hyperarousal and it is one of the many symptoms of post-traumatic stress disorder in which the traumatized person feels danger at all times (Herman, 1997, p. 50). Rana feels the need to be alert to everything around her so as not to be surprised by anything and this is illustrated in her constant search for bombs in the sky of England, in her country a bomb can land on anyone any time. The protagonist's memories also play a decisive role in keeping her on the lookout. It is true that Rana's memories appear as fragments that she herself cannot be sure of but they give a clear picture of the arduous journey she underwent. All the bad memories of bombs and death in Syria, overloaded rafts overseas, filthy detention centers in European countries cage the protagonist in her own fear of going through that again, in that she finds refuge in silence and isolation.

Rana is unable to cope with the idea that she is free to go wherever she wants; thus by staying alone in her dark flat she reduces herself into a scarred mouse hiding in his safe hole. Her fear is unspeakable and thus language for Rana falls short in providing her with a means to evacuate her mind. She finds writing her thoughts more useful than speaking them, the fact is told in her diagnosis when she reached England and was admitted to a hospital due to severe health problems including anemia, dehydration, tuberculosis and other diseases she got on her journey across seas. Rana responded to the doctors' medical tests via writing as she "exhibited a hysterical mutism" (AlAmmar, 2021, p. 50).

Under the pseudonym "the voiceless", Rana's confrontation with her own trauma starts. Despite this "voiced" action, she is not healed yet to step out of the anonymous comfort zone. Her identity continues to hide behind namelessness till the end of the novel as the author reveals her name in an indication of existence and direct invitation of resistance. As Rana's editor requires her to delve deeper in her darkest memories, she finds the power to recall past events and realities. She hallucinates about family members, daydreams about her beloved Khalid and contemplates about how the revolution turned into a civil war. On the right path yet not fully equipped to rise from the ashes, Rana fought the psychological pain caused by such memories via self-mutilation. One incident for such reaction is when Hassan, the shop owner was killed in front of her, she explains that "The water beats down, hot water to drive out the ice in my veins. I have shaving razors in my hand. There are slashes, deep ones on both forearms" (AlAmmar, 2021, p. 139). Herman underlines that for traumatized individuals, physical pain is much more bearable than emotional pain (1997, p. 131). Besides physical pain, it can be said that Rana is healing her wounded soul through writing her memories to the public which in turn can alleviate her pain. In other words the act of sharing your pain with others may reduce its impact on you. "The flight into exile results in a loss of identity, whereby the refugee as the ultimate stateless person comes to be defined by their facelessness, not their humanity" (as quoted in Piacentini, 9). Rana as such is seen as an other and a stranger in the English city she lives in and this with all her traumatic past puts her in a struggle with her true identity and where does she belong, Herman underscores that:

Traumatized people feel utterly abandoned, utterly alone, cast out of the human and divine systems of care and protection that sustain life. Thereafter, a sense of alienation, of disconnection, pervades every relationship,

from the most intimate familial bonds to the most abstract affiliations of community and religion. When trust is lost, traumatized people feel that they belong more to the dead than to the living (1997, p. 68).

Herman stresses the effect of trauma on one's self perception and their sense of belonging which is reflected in Rana's status as an outcast. She was obliged to leave her homeland escaping literal death in Syria but she ended up suffering psychological and emotional death all the way to England facing various threats ranging from the vandalism of the nearby mosque, outright violent attacks by a group of racists. The protagonist expresses how the police reacted on the first incident when the mosque was violated "no sirens blazing like when they came for Helen, just a lone squad car with a couple of officers on the pavement taking statements" (AlAmmar, 2021, p. 92). She expected England to be more "helpful" yet instead she was "mocked on arrival, pushed around, poked and prodded, assumed to be some stupid sheep herder begging for scraps off her Majesty's table" (AlAmmar, 2021, p. 95). Many alike incidents increase the clash between Rana and her new external world. Desperately in need for inclusion and definition, Rana chooses assimilation as a way. She even gets rid of her Hijab as a means to be accepted and not recognized as an outsider. Later on in the novel, spontaneous relations start to narrow the gap between Rana and others. Even though she is unwilling to establish any friendships with others, her loneliness is intruded by Adam who tries to get to know her more believing that she can hear and speak. Receiving Chloe, the abused teenager, in her flat is another step towards Rana's challenging trauma and fighting for a life where she is in full control of who she is, what she deserves and is capable of. Rana further breaks the barriers between her and others when she rushes to save a choking old man, unlocking her voice for the first time since she lived in that neighborhood. Slowly but firmly, the walls of her dark past get destroyed as she overcomes the terror of being involved in anything which acknowledges her persistence to fight memories' muteness and marginalization. Participating in organized protests against Xenophobia and calling for equality and justice in addition to using her real name to sign her article, mark a level of political self-awareness and mental defiance. Being able to identify herself, Rana was also able to be socially active in the host society, she is also encouraged by Josie to participate in a writing contest called 'short fiction award' that involves submitting short fiction works. Consequently, Rana manages to voice herself and others who went through the same experiences.

III. CONCLUSION

Indeed, Trauma has the capacity to shatter one's identity and make him/her a dissociated individual suffering from severe mental and physical problems. Nevertheless, AlAmmar challenges this fact by extracting the power of reconstructing oneself from the ashes caused by trauma, she wraps up her novel by subverting the exposure to trauma into a weapon that empowers the victims, trauma itself paves the way for the traumatized to discover his/her real abilities. Silence is a Sense serves as an evidence on that "Trauma... is always the story of a wound that cries out, that addresses us in the attempt to tell us of a reality or truth that is not otherwise available. This truth, in its delayed appearance and its belated address, cannot be linked only to what is known, but also to what remains unknown in our very actions and our language" (Caruth, 1996, p. 4). Effectively AlAmmar heard that cry in her character as she manages to tell her readers what it means to live in constant terror under the heavy experience of brutal and traumatic experiences. She successfully captured the fragmentation caused by the traumatic event which left Rana with a fragmented sense of identity; she was reduced into a mere voyeur of others' lives disassociated from the world around her. Through using the motif of silence and showing that writing one's bad memories has a therapeutic effect AlAmmar made the unspeakable spoken. AlAmmar's study of trauma in *Silence is a Sense* offered Rana a chance to shift her status from another into an active subject; she was also able to turn her pain and haunting memories into a means to reclaim life. Thus, AlAmmar's novel subverts the effects of trauma and gives it positive connotations. In other words the author offers her view on that experiencing trauma can be handled and turned into a motivating power toward recognition and change.

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Impediments to the Application of Communicative Approach: Survey Among Saudi University Teachers

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Abstract—Communicative language teaching (CLT), which is considered to be a promising approach to language teaching-learning, has appeared as a reaction to situational approaches which mainly focus on teaching structures in limited contexts rather than on communication. However, the applicability of communicative language teaching in all contexts is still under debate. This study intends to explore the impediments university lecturers face in applying communicative language teaching in Saudi Arabia's social context. It also examines the feasibility of attaining communicative competence as a central goal of communicative language teaching. Twenty-six professors and lecturers from three universities were interviewed to collect the data. The findings revealed that in the social context of teaching English as a foreign language, the low English learning outcomes at secondary school and the low motivation of learners are some of the impediments to the successful implementation of CLT. Moreover, the findings demonstrated that communicative competence is difficult to attain in a society with an EFL context without engaging learners in various social interactions and multicultural contexts in real life. The mere sensitization of sociolinguistics competence will not serve the purpose of achieving communicative competence.

Index Terms—impediments, communicative approach, communicative competence, English language teaching, EFL social context

I. INTRODUCTION

When language teaching methods are developed, social contexts, circumstances, and surrounding learners should be considered. Collentine and Freed (2004) cited Hymes, who stated that 'the key to understanding language in context is to start not with language but with context ... (and then to) systematically relate the two'. Hymes observed that knowing what happens outside the school setting is necessary to understand what happens inside. Kumaravadivelu (1994) argues that any serious attempt to study the development of teaching methods for second and foreign languages necessarily entails the study of social contexts as important variables. If a teaching method is not based on a proper study of learners' social contexts, it might face some obstacles at the application level. Its applicability and success in a certain society owing to supportive social contexts and conditions might not be replicated in another society with different conditions.

The communicative language teaching (CLT) is generally a prominent approach with convincing principles. It owes its origin to the British linguist Michael Halliday and the American linguist Dell Hymes, besides others. In European societies, this approach is convenient, as it was developed based on European conditions and social atmosphere. However, the approach might not be appropriate in some other societies, such as Saudi Arabia or the rest of the Arab world, where English is learned at schools only as a foreign language and is not used for communication as a second language. In this light, it could be said that a social context which is not convenient or supportive for the implementation of the approach becomes a barrier to its successful application. Furthermore, the CLT approach aims to make communicative competence the goal of language teaching; this is quite difficult to attain in social contexts in the Arab world, as it is defined in terms of four components—grammatical competence, sociolinguistics competence, discourse competence, and strategic competence—the specific contextual difficulties of which will be discussed later in the article. According to Canale and Swain (1980), the central component of communicative competence is sociolinguistic competence, which needs a supportive environment that enables learners' involvement in various real-life situations that expose them to different language samples. Thus, the suitability of the CLT approach in the context of Saudi Arabia and the challenges that lecturers face while attempting to apply it should be investigated.

However, inadequate research has been done to fill the gap in the literature about the social and cultural factors that influence preferences and predilections in terms of language choice. Saudi Arabia is unique not only in relation to Western contexts but also in the context of the Gulf region. In the Saudi context, English is considered not merely foreign, but alien. Therefore, this study aims to fill the gap in the previous research locating social and cultural factors that influence preferences and predilections in terms of language choice. It adds valuable knowledge to the field of research, and the findings will help researchers, education policymakers, curriculum designers, students, and instructors formulate CLT in such a way that the sociolinguistic component or the social context will be prioritized.

II. LITERATURE REVIEW

A. *Communicative Language Teaching Approach*

Until the late 1960s, situational language teaching (SLT) was the main British approach to teaching English as a foreign language (EFL). In SLT, teachers focus on structures in situation-based activities. The need for the CLT approach was felt when SLT was found not to meet the stated goal of language teaching and support the process of imparting communicative elements in language learning. Manoliu (2012) pointed out that two significant views led to the CLT approach. First, Noam Chomsky in his *Syntactic Structures* stated that structural theories of language could not account for creativity and uniqueness in individual sentences, which he viewed as the fundamental characteristics of language. Second, applied linguists and philosophers such as Van Ek and Alexander (1980) and Wilkins (1972) emphasized the importance of the functional and communicative potential of language. Moreover, economic development and globalization was a major factor that created demand for communication among nations, and thus, new approaches and methods of language teaching that focus on communication have been explored. One of these approaches was CLT, which was based on Hymes's views in the 70s. The CLT approach has been proposed as an alternative to traditional methods such as the Grammar-Translation Method and the Audio-lingual Method, with a focus on communication, not grammar and structure. Little et al. (1994) stated in their book *The Communicative Approach and Authentic Texts* that communicative approaches emphasize teaching language in terms of real-life situations, interactive communication, and meaningful context, whereas traditional methods of teaching second language concentrate on grammatical rules, imitation, drillings, and memorization.

The influence of the CLT approach was not limited to teaching but also to curriculum design and textbooks. Many countries have started to apply methods that emphasize communication. For instance, the Ministry of Education in Taiwan has initiated many reforms since 1994 in the field of English education and moved away from traditional pedagogy, which emphasizes grammar and translation, to more effective methods which focus on enhancing learners' communicative proficiency. This has been done in response to the demands created by internationalization and globalization (Huang, 2016). Japan has launched a major initiative to improve English language teaching in its educational system and concentrate on communicative competence of learners in the country (Ohno, 2002). Nevertheless, the question of the applicability of the CLT approach in all societies is still controversial, and requires more investigation. This paper attempted to discover how EFL social context hinders the application of CLT in Saudi Arabia where English is taught only as a foreign language. It also highlights reasons behind the difficulty of attaining communicative competence as the final goal of CLT approach.

B. *EFL Context and the Implementation of CLT*

Adopting CLT is a difficult task compared to traditional methods. In CLT, teachers are not confined by textbooks to teach the structure, grammar, and vocabulary of a language. They should teach learners how to use the language in real life communication situations. Widdowson (1990), for example, emphasizes the importance of getting learners to do things with language. To accomplish this task, teachers need to update and modify their teaching techniques; they need to be creative and innovative in selecting appropriate supplementary materials to expand their knowledge beyond textbooks and use a variety of materials that reflect an authentic environment and correspond with the principles of CLT. Effective supplementary materials selected from real life situations not only trigger learners' desire to learn, but also expand their knowledge and horizons. Besides, the CLT approach requires a supportive environment and society for successful implementation. Therefore, these questions are important: 'Can we apply CLT in any context irrespective of the social dynamics which underpin society? Which context is more congenial and supportive for CLT: English as a second language (ESL) or English as a foreign language (EFL)?'

Application of a new method in language teaching may cause problems unless social context, environment, culture, and economic conditions are considered. The ESL context where the community uses English to communicate is more convenient to utilize CLT as there is room for learners to involve themselves with the community and practice the language. However, an EFL social context might affect the effectiveness of CLT approach and cause some impediments to EFL teachers due to the environment that does not help them apply CLT approach which emphasizes utilizing real life situations. A society that considers English as a foreign language has differences compared to a society where English is a second language; thus, the social norms and contexts should be considered. Lamie (2004) asserts that a proposed language teaching method should be compatible with the prevailing standards and norms in a society. Ellis (1996) states that for its successful application in a society, the CLT approach needs to be culturally attuned and accepted. He points out that ESL is integrative and occurs in an English-speaking society where students can test out or practice new language skills in authentic situations. ESL is designed to help individuals function in a community whereas EFL is only a part of the school curriculum and depends on teachers' language proficiency, teaching resources, and the availability of teaching materials. Learners cannot practice English if it is not used in a community for communication. Sometimes, they might not even be motivated to learn English seriously when they observe that it is not used in their daily life.

Many educators and experts express their reservation over the suitability of CLT approach to teaching ESL. Ellis (1996) stated that the application of CLT has encountered resistance in EFL classrooms. Littlewood (2007) pointed out

that despite the interest of East Asian educators and governments in CLT, some reports have expressed practical and conceptual concerns regarding its implementation. Other researchers believe that CLT approach occurred as the result of studies, surveys, and analyses in Western societies, where conditions and environment are different from those in many Asian and African countries. Alsyed (2018) claims that adopting CLT is a challenge for EFL teachers mainly because of its Western origins and that the method clashes with many local EFL contexts and cultural settings.

Wei et al. (2018) claim that the CLT approach shares many commonalities with two hypotheses proposed by Krashen (1981)—'Comprehension Hypothesis' and the 'Affective Filter Hypothesis'. Combining these two hypotheses, Krashen argues, 'We acquire language when we receive comprehensible input in a low anxiety situation', rather than 'by learning about language, by studying rules and by memorizing vocabulary' (Krashen, 2003, p. 3). Krashen emphasizes that a learning environment with rich language input and anxiety-free context provides exactly optimum conditions required to develop communicative competence using CLT. Canale and Swain (1980) claim that sociolinguistic competence is the central component for achieving communicative competence; by sociolinguistic competence, they meant that learners should have sufficient knowledge of sociocultural communication rules to successfully handle communications in different sociolinguistic contexts, in accordance with settings, topics, and relationships. Unlike ESL societies, in EFL societies such as Saudi Arabia or other Arab countries, the opportunity for learners to practice and communicate in a native sociolinguistic context is unavailable. Therefore, learners cannot achieve sociolinguistic competence as long as the environment does not enhance communication practice in social contexts. In the EFL context, the classroom is the predominant source. In contrast, in ESL context, non-native speakers mainly communicate in English, thereby practicing language skills using a variety of registers and using English to meet various life demands (Wei et al., 2018). Therefore, applying CLT approach in EFL societies, such as Arab countries, is not easy because of serious challenges. Bax (2003) criticizes CLT for completely neglecting the context of learning language and considering only the teaching methodology as an essential factor. To reflect the importance of contexts and reject the CLT approach, Bax suggests a new method, which he called the Context Approach. He argues that good training and good teachers prioritize context and that in CLT, methodology is generally dominant, and the context is secondary. There are some other factors that affect the application of CLT relevant to learners. Chang (2011) conducted a study on factors affecting the implementation of CLT and found out that students' resistance and low English proficiency weaken the teachers' efforts to use CLT and caused difficulties carrying out communicative activities. Sherwani and Kilic (2017) pointed out that lack of English proficiency and insufficient fluency of students undermine the efforts of teachers during CLT implementation. Alharbi (2022) listed a number of difficulties with the implementation of communicative language teaching approaches, such as students' passive style and resistance to communicative activities, low motivation, and the absence of a real need to use English outside the classroom.

C. Challenge of Achieving Communicative Competence

The term 'communicative competence' is interpreted in different ways. Chomsky (1965) defined it first as the shared knowledge of the ideal speaker-listener set in a homogeneous speech community. This shared knowledge enables users to produce and understand an infinite set of sentences from a finite set of rules. Chomsky only focused on linguistic competence and claimed that social factors were not part of the domain of linguistics. Hymes (1972) disagreed with Chomsky's notion of competence, stating that the theory does not consider language use competency in social life. Arguing that this notion ignores the socio-cultural dimension, Hymes says that social life influences outward performance and internal competence. He added that social life restricts utilization of grammar because rules of use dominate the rules of grammar. Based on this argument, Hymes (1972) defined communicative competence as the ability not only to control linguistic form but also to use grammatical competence in a variety of communicative contexts. That is, Hymes added the notion of sociolinguistics to Chomsky's definition of competence. Canale and Swain (1980) defined communicative competence as the ability to interpret and enact appropriate social behaviours, which requires learners' active involvement in the production of the target language. Vesnabagarić (2007) pointed out that Savignon (1972, 1983) described communicative competence in a different way than Hymes (1972), Canale and Swain (1980) or even Widdowson (1990), stating that Savignon (1972, 1983) emphasized the aspect of ability in her concept of communicative competence. She described communicative competence as 'the ability to function in a truly communicative setting—that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors'. Canale (1983) explained communicative competence more deeply, regarding it as a term encompassing four components: grammatical competence (the rules of grammar, vocabulary, and pronunciation), sociolinguistic competence (the ability to use language appropriately in social contexts), discourse competence (the ability to understand, construct, and structure language into cohesive texts—either spoken or written), and strategic competence (communicators' capability to maintain communication and repair communication breakdown).

Vygotsky (1962) in his social learning theory emphasized that people learn through interactions and communications in social contexts with others. He added that culture is the primary determining factor behind knowledge construction and we learn through the cultural lens by interacting with others. Hymes (1972, 1979), Canale and Swain (1980), Savignon (1972, 1983), and Canale (1983) strongly emphasize the role of social contexts and setting in attaining communicative competence. Theorists and linguists unanimously agree that social context is essential to achieve communicative competence.

III. RESEARCH QUESTIONS

Despite the interest in many Asian countries in applying the CLT approach at schools and universities, some reports claim that teachers and lecturers encounter challenges during the application, particularly in EFL contexts. In the light of literature and from the perspectives of university lecturers at Jazan University, King Khalid University, and Bisha University in Saudi Arabia, this study attempted to locate impediments to the application of CLT. Specifically, it aimed to address the following research questions:

- What are the impediments university teachers face to the application of CLT?
- How feasible is the achievement of communicative competence in the Saudi EFL context?

IV. METHODS

A. Participants

Participants in this study have been drawn from lecturers at three universities, whose majors were English language, linguistics, and applied linguistics. To obtain reliable and valid results a purposive sample was selected by the researcher. From nearly ninety-two academics, twenty-six professors and teachers were selected as a non-random sample and can be referred to as an expert sample to fit the purpose. Purposive sampling was selected to get a targeted population that is homogenous, has the same attributes, and consists of highly qualified faculty. Participants were selected based on their experience, readiness, and availability. They were categorized as four associate professors, eleven assistant professors, and eleven lecturers with experience of at least five years.

B. Data Collection

The design of the study is qualitative, to better investigate human attitudes. The researcher used an interview as a tool to collect the data since interviews are the most appropriate and commonly used instrument for collecting data in qualitative research. A semi-structured interview was utilized as it allows the interviewer to probe for information and enables participants to crystallize their ideas. Interviews with the participants were recorded. The interview consisted of two sections, according to the research questions of the study. The first section consisted of a number of key questions to obtain data to answer the first research question which explored information pertinent to impediments to the application of the communicative approach. For example, some of the key questions were ‘while using the CLT approach, what challenges do you encounter? Are there any difficulties caused by students? Are there any impediments caused by the social context in Saudi Arabia? Is CLT an appropriate teaching method? Do you give your students examples of communicative interactions from real-life situations? Do students participate effectively in activities?’ For more details, follow-up questions were raised where needed, such as ‘why do you have difficulties in applying CLT? Can you explain why the social context is not supportive? Do students face difficulties in carrying out communicative activities? Why do you think students’ participation is very low?’

The second section consisted of key questions to elicit data related to the second research question which investigates the feasibility of achieving communicative competence in the Saudi context. In this section, the interviewer asked key questions followed by follow-up questions when needed. Some of the key questions, for instance, were ‘what is the main goal of communicative language teaching approach? Is it easy for students to achieve communicative competence? Are there any difficulties students face to achieve communicative competence as the main goal of CLT? Do students use English outside classes, in the community? Do you take your students to real-life situations to allow them to hear authentic conversations? Do you think that Saudi social context is a barrier to achieving communicative competence?’ Follow-up questions were used by the interviewer where necessary to obtain more reliable data, such as ‘why do you think students face difficulties to achieve communicative competence? Are students active or passive participants? Why so? Do students find opportunities in community to practice English skills? What do students need to achieve communicative competence?’

C. Data Analysis

After gathering the data orally, a thematic content analysis was conducted to identify patterns or themes in the data. The researcher at first listened to the recorded data properly once, to become familiar with the data before transcription. Then, the recorded data were transcribed into texts, annotations were used to label the relevant qualitative data in the transcribed data, and brief descriptions of what was said by the interviewees were coded. Identified themes and data were reviewed and refined again for the purpose of confirmation and improvement. A report of the findings was written to answer the research questions of the study.

D. Ethical Considerations

For the sake of scientific and ethical integrity, several measures were taken. Participants were informed about the nature, purpose, and benefits of the study. They were told that they would be interviewed and recorded. At the same time, they were assured that the recorded data would be strictly confidential. Participants chose to participate willingly on the basis of informed consent, without any coercion, and were offered the right to withdraw their participation.

Furthermore, the researcher abided by the university code of conduct, and the research design was approved by the institutional review board.

V. RESULT AND DISCUSSION

This study intended to address the following research questions:

- What are the impediments university teachers face to the application of CLT?
- How feasible is the achievement of communicative competence in Saudi EFL context?

The data obtained through the interview with professors and instructors are thematically analysed below, based on the research questions of the study and in sequence.

A. Analysis of Research Question 1

What are the impediments university teachers face to the application of CLT?

The analysis of the data for the first research question revealed the following findings:

Participants asserted that the social context was a challenge that hindered the successful application of CLT. Approximately 69% of the participants noted that the CLT approach was developed in a European context, which is completely different from the social context of Saudi Arabia, and due to the difference in social contexts, they stated that they encountered difficulties applying CLT in Saudi Arabia EFL contexts. Thus, they emphasized the importance of considering social contexts when proposing and developing new teaching methods. They believe that language teaching is a cultural negotiation, and students' motivation is largely culturally influenced. Thus, awareness among educators and theorists of the social context of learners is essential to develop teaching methods compatible with the social context. Furthermore, participants noted that the purpose of learning languages is not only to further academic skills but to achieve social functions, affirming that to know where to start in language teaching, we should know where we are located in social context. Therefore, a method which is based on principles that ignore the social context of a certain society might not be sufficiently feasible or applicable to that society.

The majority of the participants pointed out that EFL social context in Saudi Arabia is a barrier to the effective implementation of CLT. About 81% of the participants claim that the community in Saudi Arabia does not use English to communicate in daily life, which makes the social environment discouraging and unsupportive for learners to enhance and reinforce what they have learned in class through the exercises of authentic communicative interactions. Another challenge in applying CLT is poor outcomes from learning English in secondary school. The participants stated that students usually finish secondary school with low proficiency in English, which makes them unable to cope with CLT classes, as these classes require active interactions, collaborative work, role-play activities, and communication. Students' low motivation is another challenge to the successful implementation of CLT. About 76% of participants emphasized the negative influence of students' low motivation on successfully applying CLT, stating that students at schools were passive participants—they played the role of receivers rather than active participants. They ascribed learners' low motivation and passiveness to the influence of the traditional methods, such as the Grammar-Translation Method, which are still used at schools. These methods concentrate only on memorizing grammatical patterns, translations, and teaching vocabulary through bilingual word lists.

The participants stated that they faced challenges in finding authentic teaching materials covering real-life sample situations—principles outlined in CLT—in Saudi Arabia to be utilized in classes. They also encountered difficulties arranging authentic activities outside classes, to enhance strategies used in the communicative approach and motivate students to get involved in authentic interactions in social contexts, such as restaurants, malls, and clothes shops. Instructors are directly able to facilitate language learning in classroom activities only. For the majority of the participants, social environment and context are real hindrances to the effective application of CLT. They believed that creating a social environment conducive for learners to naturally practice English is important; otherwise, English departments will produce mere machines that can memorize only meaningless utterances, rather than social humans who can communicate in ways appropriate to cultural and social contexts. The practice of shifting from native to a second or foreign language is still missing in Saudi Arabia.

B. Analysis of Research Question 2

The second research question of the study examined the feasibility of achieving communicative competence in Saudi Arabia, the central target of the CLT approach. Participants illustrated that communicative competence is difficult to attain in the EFL social context, where English is only superficially taught at school and the connection of the language to real-life situations is not maintained. The participants emphasized that experience using English in real-life contexts would give learners not only confidence in using English but also patterns or scripts of narratives, which would help them produce meaningful utterances with confidence when these patterns were turned into internal structures or power. The participants pointed out that language learning is not just limited to learning the rules of grammar in classrooms or conversations that are isolated from real-life situations; it is all about using language appropriately to a range of contexts or settings. The cultivation of contextual intelligence is impossible through classroom discourse, as a wide range of examples of variations in language use cannot be authentically brought to the restricted classroom setting. Learners' sociolinguistic competence needs to be enhanced by teachers by engaging them in various social interactions,

so that the learners can attain communicative competence. Mere sensitization for sociolinguistic competence will not serve this purpose; exposure to multicultural contexts in real life is essential to achieve communicative competence, which, according to the participants, is unattainable in a society with an EFL context. But it might be more convenient and achievable in ESL social contexts.

C. Discussion

Twenty-six professors and teachers willingly agreed to be interviewed in this study. These participants shared their experiences with regard to the communicative language teaching approach. The research objective was to enquire about the impediments university lecturers encounter to the application of CLT and to explore the perspectives of lecturers on the feasibility of achieving communicative competence, the main goal of CLT. This discussion is drawn from the findings of the study presented above.

The study showed some significant findings concerning impediments to the application of CLT in the Saudi EFL context. First, participants stated that social context is a major hindrance, as CLT is an approach that originated as a response to the needs of the European context, with principles that are most probably applicable in an ESL society but are incompatible with the EFL context in Saudi Arabia. This finding implies that EFL social contexts require methods that take into account the characteristics and culture of the society. This conforms to Ellis (1996) who stated that the CLT approach needs to be culturally attuned and accepted that ESL is integrative and occurs in an English-speaking society and is designed to help individuals function in that community, whereas EFL is only a part of the school curriculum and depends more on teachers' language proficiency, teaching resources, and the availability of teaching materials. The study identified that low English proficiency and low motivation undermine lecturers' efforts to carry out communicative activities. This result corresponds with previous findings (Chang & Goswami, 2011; Sherwani & Kilic, 2017) which indicated that students' resistance and low English proficiency undermine lecturers' efforts. Students' low motivation is another barrier that hinders the application of communicative activities such as role play, pair work, and collaborative work. It could be said that low language proficiency and low motivation connected together weaken teachers' ability to focus on communicative interactions. This agrees with the findings presented by Alharbi (2022) who asserted that low motivation, students' passive style and resistance to communicative activities, and absence of the need to use the language outside class are real challenges to successful implementation of CLT. Another challenge faced by teachers that hinders their effort to apply the principles of CLT is the absence of opportunities to arrange authentic activities outside classes to enhance strategies of the communicative approach and motivate students to get involved in authentic interactions in social contexts. This corresponds with Widdowson (1990) who pointed out that teachers need to be innovative in selecting a variety of authentic supplementary materials that enhance the principles of CLT and expand learners' horizons.

With regard to communicative competence, the results of the study showed that communicative competence is unattainable in a social context where the connection to the language of real-life situations is not maintained. It is inferred from the findings that using language in real-life contexts is crucial to enhance learners' confidence and allow them to acquire various patterns of narratives, which would help them produce meaningful utterances and facilitate their task of achieving communicative competence. This insight is also advocated by Canale and Swain (1980), Savignon (1972, 1983), and Canale (1983), who strongly emphasize the role of social contexts and settings in attaining communicative competence. Moreover, the findings illustrated that sociolinguistic competence needs to be enhanced by teachers, by engaging learners in various social interactions to achieve communicative competence. The study highlighted that the promotion of contextual intelligence is impossible or very difficult in a restricted classroom setting. Exposure of learners to activities in sociolinguistic contexts in real life equips them with communicative techniques that would help them to achieve communicative competence. This result agrees with Canale (1983) who asserted that sociolinguistic competence is a central element in achieving communicative competence.

The findings of this study help address the lack of focus on the sociolinguistic context of language learning, which may adversely impact applicability and learning outcomes. The participants whom the author interviewed to collate data for this study pointed to several context-specific issues that impede the successful application of CLT in Saudi Arabia's context. The findings of the study will help researchers, curriculum designers, students, and instructors formulate CLT in such a way that the sociolinguistic component or the social context will be prioritized.

VI. CONCLUSION AND IMPLICATIONS

Though CLT approach has achieved enormous popularity among various sections of the English language teaching community, this approach has suffered severe limitations in contexts which are less open to the influence of instructional interactions. While the participants of this study emphasize the pivotal role of social context in allowing learners to construct knowledge and enhance their communicative skills, the real dilemma lies in the fact that the social context in Saudi Arabia does not provide appropriate opportunities for learners to practice English through social interactions. EFL social contexts in Saudi Arabia and similar Arab countries have unique characteristics and cultures which require a corresponding teaching method. The study concluded that pitfalls and challenges are apparent and are due to the implementation of teaching materials and communicative language teaching techniques without a thorough analysis and understanding of the nature of the reality of the social context of EFL learners in Saudi Arabia and similar

Arab countries. Teaching method, techniques, and materials must emanate from the social context to be feasible. Learners' low-level English proficiency, low motivation, and lack of authentic materials are other impediments to the successful application of CLT. Communicative competence is an essential aim in CLT, but it also remains challenging. To achieve communicative competence, sociolinguistic competence should be achieved, as indicated by Canale (1983). It is not easy for learners in the Saudi Arabian EFL social context to achieve sociolinguistic competence in a situation where they have no exposure to English outside the class.

This paper argued that a single-minded focus on 'communication' alone, while ignoring contextual challenges and realities, will not yield any tangible results in terms of language acquisition. The applicability of CLT in Saudi Arabia's context poses several challenges that should be addressed not only from an academic perspective but also from social and cultural perspectives. Finally, the application of CLT in Saudi Arabia and other similar countries has not been based on the needs of the Saudi Arabia context, but was the result of a change in the methods of teaching English in the West. Therefore, there is a need to develop a teaching method that emerges from EFL social contexts and conditions—what Bax (2003) called 'a context approach'.

A. Implications

This study suggests practical and theoretical implications helpful for stakeholders, educators, policy-makers, researchers, curriculum designers, students, and instructors. One implication is the importance of exploring new dimensions of the applicability of the much-hailed CLT, in order to make it more accommodative and dynamic than what it is now. A thorough analysis of the EFL social context in Saudi Arabia, as well as the needs of learners, can be carried out, and accordingly, appropriate teaching materials and techniques can be decided on. Another implication is that policymakers and educators need to reconsider the way the English language is taught at public schools, to ensure communicative activities and improve students' English proficiency. Moreover, stakeholders and teachers should create a more motivating English environment that maximizes learners' use of and involvement in English by providing effective visual aids that support communicative activities and extracurricular activities that enhance communication.

As communicative competence is difficult to achieve due to the real absence of practice of sociolinguistic activities, it is suggested that various patterns of language use from sociolinguistic contexts should be brought to the classroom to provide students with examples from real-life situations to enhance their communicative competence.

B. Limitations

This study investigated the impediments to the implementation of CLT from the perspective of university professors and lecturers in the south of Saudi Arabia. Therefore, the findings cannot be generalized to universities all over Saudi Arabia, only the southern region. In addition, it was planned to interview males and females lecturers, but due to cultural constraints, only three females were interviewed.

Since this study was limited to universities in the southern region of Saudi Arabia, further studies are recommended in other universities in the Northern and Eastern regions and at secondary schools as well. This study focused on the feasibility of CLT from the perspectives of lecturers; students were not included. Therefore, there is a need to explore learners' perspectives on the CLT approach.

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An Ecoliterature Approach to Environmental Conservation: Take Four Selected Literary Works as Examples

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Abstract—The reciprocal relationship between humans and nature is determined based on their respective natures. This mutualism symbiosis is based on a relationship of use for mutual prosperity. Living together with nature means living in cooperation, mutual help and tolerance. The whole relationship becomes an inseparable entity; all things are interrelated and functional and have the same goal of protecting and preserving nature. Protecting the environment is key to the survival of fragile ecosystems, wildlife, and even humankind. However, the endless human needs often make humans act excessively, exploiting the environment as much as possible to meet the needs of life, resulting in severe environmental damage. This is the rationale for raising the theme of environmental conservation through literary media by referring to the concept and theory of eco-literature. The whole research is conducted using a qualitative descriptive method that focuses on content analysis, revealing the concept of nature conservation. The data sources are obtained from literary works randomly taken: *Lines Written in Early Spring*, a poem by William Wordsworth, *Ode to Nightingale*, a poem by John Keats, *Nature*, an essay by Ralph Waldo Emerson and *An Enemy of the People*, a drama by Henrik Ibsen. The results show that all the literary works chosen stand as the representative of literature on environmental conservation and literary works are sure to become an appropriate medium to teach and awaken people's consciousness of the importance of nature conservation.

Index Terms—consciousness, ecosystem, environmental conservation

I. INTRODUCTION

The environment surrounds humans and affects the development of human life, consisting of biotic and abiotic components. Abiotic components are inanimate things such as soil, air, water, climate, humidity, light, and sound; while the biotic component is everything animate such as plants, animals, humans and microorganisms (viruses and bacteria). In the scope of the environment, humans, animals and plants need one another; thus, environment conservation is a necessity pondering that environment provides basic human needs, sources of energy and minerals, a home for humans and other living things, and ecosystems of flora and fauna.

Just like the concept or understanding of the environment that starts from the natural environment and the artificial environment, environmental conservation efforts that have an impact on environmental damage sometimes cannot run well (Okyere-Manu et al., 2022; Kopela, 2019; Idowa et al., 2020); this is caused by two main factors, natural and artificial factors. Man-made factors in environmental damage are the biggest. Nowadays, people are unaware to see the condition of cruel activities that are happening in both nature and animals where they are treated inappropriately (Yudith et al., 2023). As the most intelligent creatures on earth, humans can perform appropriate or inappropriate actions for certain purposes. The development of science and technology makes it easier for humans to carry out their activities including meeting their needs. These developments also have an impact on increasing human needs which

often lead to excessive exploitation of natural resources. This is in line with the concept of nature preservation proposed by Arafah et al. (2021) in which it is said that people's intense activities have considerably changed the natural environment due to their intimate relationship to science and technology which can mainly be felt and seen in the era of the industrial revolution. Advances in science and technology have changed the way of thinking in this era (Arafah & Hasyim, 2019). Development has a major impact on society by drastically changing how to live and how to believe. The everyday life of people tends to be easier and more sophisticated, proven by the existence of online services in almost every aspect which makes it as simple as just one click away on the internet (Anggrawan et al., 2019; Purwaningsih et al., 2020). It continues all aspects of human life (Suhadi et al., 2022). As for the rise of online media, the changing behaviour can be seen through the high number use of social media, the addition of emoji in conversation, or the excessive use of tablets or gadgets (Arafah & Hasyim, 2019). In the language system, the shift of using language, words, or lexicon from traditional to modern impacts the authenticity and the changing of meaning in a community (Takwa et al., 2022). As for nature, if this keeps continues, it will eventually trigger natural disasters such as waste disposal in rivers causing flooding and illegal logging in forests causing landslides (Zhou et al., 2020; Aliabadi et al., 2020; Gao, 2020).

Environmental conservation must be a priority in shaping the personality of the nation's children and can be determined through education (Yun-Sen et al., 2020; Xuan, 2021; Poskus, 2017; Anufrieva et al., 2020). One of the teaching materials in the world of education is literature because literature has a major role in the formation of human character through its didactic function (Hersila, 2019; Hart et al., 2019). Teaching literature gives the students a realization of cultural consciousness and the existence of cultural value in a text that reflects human life (Sunardi et al., 2018). The cultural values here refer to how a group of society act and behaves to perform a good attitude that later becomes their guideline in life (Takwa et al., 2022). The moral message conveyed by literary works can be used as a reference in carrying out life, including protecting and preserving the environment, commonly found in eco-literature, an interdisciplinary study providing an overview of the relationship between living things and the natural surroundings in a literary work. The relationship and harmonization between humans and nature, in a literary work, is a cultural product with a focus on human behaviour in conserving the environment. Based on the concept that literature is a reflection of human life, it is illustrated that there is a dependence of literary texts on the environment. In many cases of writing literary works, the author usually puts ideas and thoughts using metaphor because it presents vivid images (Baa et al., 2023). Nevertheless, the meaning of particular messages should be interpreted according to the context because it can cause multiple meanings. Therefore, semiotic analysis can be used since metaphor is a part of comparable meaning in the scientific field of semiotics (Hasyim & Arafah, 2023).

Literary work is classified as a social and cultural product that represents the existing reality consisting of values and various sociocultural backgrounds (Arifin et al., 2022). It can also be said that literary work is a creation of human creativity from ideas, thoughts, and imagination that produce highly valued text (Mutmainnah et al., 2022). The reflection of human life presented in literary work comes from the author's personal opinions on a certain matter that happened around the environment in the author's life (Fadillah et al., 2022). It is proven that literary work links to the environment where it was created (Sunyoto et al., 2022). In short, it can be said that eco-literature leads to the study of literature and environmental discourse, analysis of problems and the preservation of nature and at the same time presenting the value of local wisdom to maintain the balance of the ecosystem (D'Cunha & Saldanha, 2021; Sharma, 2019). Implicitly local wisdom surely emerges to shape character education, meaning that character education shaping could be obtained from the either formal or informal system. The goal of character education is to shape the moral visions within which the next generation becomes socialized and encultured (Mokoginta & Arafah, 2022). This goal can be achieved if a person has a positive view that will create positive energy to help that person in shaping moral visions (Arafah et al., 2020b).

A good literary work is at least able to present the two main functions, meaning, a literary work can be said to be of high literary value if the work can provide entertainment to the reader, and to provide positive teaching for the reader. A literary work should contain values as it is a product of an author's perception based on a real-life experience so that it is full of lessons in life either good or bad (Afiah et al., 2022). Literary works that are only able to provide entertainment without any benefit are barren. Likewise, literary works that are only able to provide benefits and are not able to provide entertainment for readers will taste bland. Therefore, literature then should be an entertaining teaching medium. Using style in the language is also a tip from the author to entertain the readers and becomes an identity that shows the uniqueness of the author as a way to brand himself (Asriyanti et al., 2022; Hasyim et al., 2020). Furthermore, it needs to note that the language used is important to entertain the readers by not using complicated words or abbreviations that can ruin the whole meaning of a literary work (Hasjim et al., 2020). If an error or mistake exists even after a literary work has been done, then it can cause a misunderstanding or misinterpreting (Iksora et al., 2022). As a result, the language used needs to be written effectively, so that both author and readers understand the context and gain the same perception (Yulianti et al., 2022).

“Nature never did betray the heart that loves her” (Wordsworth, 2022).

This is a famous line from the poem *Tintern Abbey* by William Wordsworth, one of English famous romantic poets. Wordsworth is known as a nature poet as he highly cults nature as a source of human life. It is undeniable that nature has a major role in the formation and development of human civilization. Everything is given by nature for the welfare

of mankind, from air, water, soil, and light to other facilities. Nature is a storehouse of incomparable happiness for humans. A nature lover will never feel sad or disappointed in carrying out his life because nature is a place of beauty and beauty can calm the mind.

Unfortunately, modern man because of the advancement of science and technology always ignores nature and even destroys it for personal and group interests. People like this are ready to pawn their self-esteem and also their hearts to worship the progress of the times without realizing that progress will never exist without the intervention of nature. We must realize that nature is the mother of all beings and when we destroy nature for unlimited profit, we are betraying our motherland (Abas et al., 2018; Rubenstein & Newman, 2020).

Irresponsible people, destroying nature and destroying ecosystems do not realize that their actions also damage other species other than humans. Surprisingly, when a natural disaster occurs, people like this easily blame other parties and even blame nature and this is a reflection of hypocrisy. They should realize that every action must be followed by a reaction; their actions destroy nature, of course, will be followed by nature's reactions in various forms of disaster. For this reason, actions to protect and preserve the environment cannot be delayed any longer and socialization regarding nature conservation can be carried out through literary media.

II. LITERATURE REVIEW

A. *Eco-Literature*

The environment is a combination of physical conditions that include the state of natural resources such as land, water, solar energy, minerals, and flora and fauna that grow on land and in the ocean, with institutions that include human creations such as decisions on how to use the physical environment. In essence, humans live in an environment that consists of several components. This environment is known as the living environment (Francis & Thomas, 2020).

According to Agoes (2012), the environment or the living environment is everything that is found in living things and affects the lives of related living things; humans are one creature on earth, so everything that is around humans and that supports human survival is called the human environment; as well as other creatures such as animals, or trees.

Details related to the environment can then be narrowed down into two major parts: the natural environment and the artificial environment. The natural environment is provided by nature without any human intervention; the artificial environment is certainly made by humans and these two types of environments must be maintained and preserved to obtain harmony in the relationship between humans and humans or humans with nature. In addition, it is undeniable that human life is very dependent on nature and if the natural environment is not well maintained, then human life cannot run well (Batinovic et al., 2019).

Through eco-literature, an interdisciplinary study, which is also a combination of two disciplines, literature and environment, it is hoped that there will be changes in behaviour, perspective and mindset to overcome this environmental crisis. Ecology and literature can be applied with a natural approach as the main study and then literary ecology can be concluded as a study of the relationship between literature and the environment. The environment or nature is a source of inspiration in literature, while literature is a conservation tool for nature.

By looking at literature anthropocentrically as a cultural artefact that is centred on humans, we, guided by logic, see that the moral message as the main essence in literary works is addressed as a standard reference for human behaviour in social life as individual or social beings, not as biological or ecological beings. However, if we rely on eco-literature, we can see that literary works are creating products that are supported by nature and this concept reveals that humans are inseparable from nature, an integral part, so that the moral message or wisdom in literary works can reach the whole of life in the universe, not only human life (Sharma, 2019; Asenath & Santhanalakshmi, 2021).

Eco-literature explores the problem of the relationship of literature with its environment extrinsically, thus any discipline outside literature is included in the category of environmental science which is directly related to the relationship of organisms with their environment. Eco-literature is the study of guidelines related to writing and reading that describe and influence the interaction of living things with the natural environment in a literary work (Niblett, 2020).

The concept of ecology can be used as a critical tool in literary works. The relationship between the concept of ecology and the literary work gives birth to a form of eco-critical concept with the basic paradigm that every object can be seen in an ecological network and ecology can be used as a tool in the critical approach. The criticism of human and nature relation comes from the fact when an author finds or experiences a situation where an action violates the social norms, in this case, nature, and fails to meet the author's expectations then finally turns out that critic into a literary work (Arafah & Kaharuddin, 2019). Eco-literature is then the study of the relationship between literature and the physical environment, the study of literature centred on the world (Muderere et al., 2018).

The study from the perspective of environmental literature can be focused on: pastoral and apocalyptic narratives with a focus on respect for nature, an attitude of responsibility towards nature, an attitude of solidarity with nature, an attitude of compassion and concern for nature, and an attitude of not disturbing the natural life, all of which are described through literary works.

The discussion of environmental literature produces a literary narrative construction environment with important elements, the presence of the environment or nature and the theme of the environment as an ethical orientation of the

text. The presence of the environment or nature as an ethical orientation of the text will be a precondition for a more in-depth study on the discussion of environmental wisdom. Nature and the environment are not only understood as the setting of the place and atmosphere in making the storyline in a literary work but also as aspects that help build the storyline of a literary work. The use of language in a literary work relates to the cultural environment (Arafah et al., 2020a). Therefore, the text presented in a literary work uses language as means of persuading the readers as the function of language can impact people's perceptions and thoughts about the world (Arafah et al., 2023).

B. Environmental Conservation

The environment is an inseparable part of the lives of all creatures, especially humans because in this case, humans have a very large role to maintain or damage the existing environment. Preservation is the activity of maintaining, restoring, and maintaining something both concrete and abstract. Ideas, cultural traditions or ideologies are examples of things that are abstract and in space and time, related things like this must be preserved (Lamba et al., 2019).

Talking about environmental preservation we refer to human activities to save the environment from species loss, and ecosystem damage, especially due to pollution and human activities or extinction and the fading of the concept of cultural heritage due to changes in lifestyle, modernization, technological developments or other related matters. Conservation is generally held to include the management of the use of natural resources by humans for the current public interest and sustainable social and economic use (Ola, 2019). Nature or the environment has a large enough influence on human life. Humans and the nature of the environment have a causal relationship. Human behaviour has a major impact on the preservation of nature (Siwi et al., 2022)

The earth is a home for a wide variety of living species and we all depend on the environment for food, air, water and other necessities. Therefore, every individual needs to save and protect our environment. The environment provides many resources, from medicine to food. In addition, the environment is home to countless species of organisms, some of which are on the verge of extinction. Another factor that accelerates the extinction of organisms is the destruction of their environment. Most maximum organisms need their natural habitat to thrive. Without it, organisms can perish.

According to Asteria et al. (2021), the objectives of various environmental conservation efforts are,

1. Protecting an area from pollution and/or environmental damage.
2. Ensuring the safety, health and life of humans and other species.
3. Ensuring the continuity of the life of living things and the preservation of the ecosystem.
4. Realizing the sustainability of human relations with the environment.
5. Realizing humans as environmental coaches and partners.
6. Controlling the use of natural resources wisely and wisely.

Conserving the environment does not mean that humans should not take advantage of the environment. Environmental preservation means using the environment wisely so that the environmental balance is maintained (Hamilton et al., 2019).

III. RESEARCH METHOD

This research is conducted employing a descriptive qualitative method to reveal and analyze the roles of literature in environmental conservation, by assessing the nature and circumstances of the visible to obtain an overview of the characteristics of environmental conservation as they are (Busetto et al., 2020). The data are then described in the forms of text according to the problems studied based on five data sources from selected literary works, *Lines Written in Early Spring*, a poem by William Wordsworth, *The Odes*, a poem by John Keats, *Nature*, an essay by Ralph Waldo Emerson, *Eternal*, a novel by Kancan J and *An Enemy of the People*, a drama by Henrik Ibsen.

In addition, this study is also focused on the natural data related to the context of environmental conservation based on the eco-literature approach with the basic assumption that there is a relationship between literary works and the environment and the concepts of environmental conservation exist in literary works. Eco-literature is then used as guidelines to analyze aspects of nature conservation, and the impacts of natural damage by humans so that if there is no effort to raise awareness about the importance of nature conservation, humans and other living things could be victimized.

The data collection technique used is a documentary study by reading and observing the five literary works mentioned above, identifying the problems discussed, classifying the data related to environmental conservation, and describing the data obtained. The researchers stand as data instruments, planners, implementers, data collectors, analyzers, interpreters and reporters. The data validity checkups in the forms of observer persistence, triangulation, peer checking and adequacy of references are carried out to get truly objective data so that the research results can be accounted for (Ormston et al., 2014; Gheondea-Eladi, 2014; Aspers & Corte, 2019). The data analysis technique is performed by analyzing and interpreting all the data related to environmental conservation and concluding the results of the analysis in line with the points of discussion.

IV. RESULT AND DISCUSSION

Literature as art places language in the most important domain in the appearance of aesthetic aspects. Literature combines sound, rhyme, style of language and other supporting elements to become a blend that is full of meaning,

aesthetics and even ethics. Plato makes a kind of formula that art is the result of imitation of nature, literature is no exception. This formulation produces the concept of a literary approach, namely mimetics. Nature is the starting point of language in literature. Literature is bound by convention and nature is one of the elements that make up the convention (Lawtoo, 2022; Gu, 2021). In literature, the use of natural phenomena as a building object in literary works almost always appears.

Below are literary works referring to environmental conservation. Through the analysis, it is seen that literary works play important roles in preserving the environment and at the same time raising public awareness about the importance of maintaining the integrity of the ecosystem. Harmonization must be preserved; a harmonious relationship between humans and humans and humans with nature.

Lines Written in Early Spring by William Wordsworth

If this belief from heaven be sent,
If such be Nature's holy plan,
Have I no reason to lament
What man has made of man? (Wordsworth, 2022, Stanza 6)

The name of William Wordsworth (1770 – 1850), a poet from England, is no stranger to the world of literature; he is one of the founders of romanticism. He is always remembered as being very concerned with the relationship between humans and nature. For Wordsworth nature is everything to humans.

The above quote is from Wordsworth's poem *Lines Written in Early Spring*. The word 'heaven' here refers to nature or natural resources that are abundant and created by God for humans so that humans can live calmly, peacefully and happily and do not lack the necessities of life. For this there is no reason for humans to complain about life, competing with each other to defend their ego and possessions because basically all forms of ownership do not belong to humans because life is temporary. Unfortunately, so many people are dragged down by worldly passions that they forget that everything comes from God and will return to God; from dust to dust; which metaphorically describes everything will return to nature, a sacred place that does not deserve to be polluted or damaged. God's love has been manifested through nature.

Through this poem, there is an implicit moral message that nature is given or say given by God to humans, so it is appropriate that every individual who lives depending on nature must take care of nature, its environment and all the components involved in it. William Wordsworth is a high priest of nature because, throughout his literary career, Wordsworth writes about nature through his romantic works. Wordsworth does not give a sensuous description of an object; the element of eroticism is not the focus of his work, he is more focused on the element of sensuality in nature as a vehicle for eternal happiness.

Wordsworth's poetry is also characterized by optimism; for him, even though there are many crimes committed towards nature, he still believes that basically all humans are good and no human wants to destroy his mother, namely nature. Evil is a process within a person to become good. Evil is the embodiment of suffering. Man is not alone in the world, nor is he alone in his suffering, for God, is always and everywhere present to protect and support him.

For Wordsworth nature is sacred; nature is a teacher, protector, nurse and caregiver for humans. No human being can repay nature's goodness except by taking care of it.

Ode to Nightingale by John Keats

Tis not through envy of thy happy lot,
But being too happy in thine happiness,—
That thou, light-winged Dryad of the trees
In some melodious plot
Of beechen green, and shadows numberless,
Singing of summer in full-throated ease (Keats, 2009)

John Keats (1795–1821), an English poet also uses nature as a source of inspiration in producing his works. His poetry contains praise and high respect for nature for her sensuous appeal. For him, nature is a refuge from all existing problems, especially those related to modern life problems. Using beautiful language, Keats describes the beauty of nature as God's masterpiece: flowers for their colour, scent and softness; rivers for their coolness and oceans for their unlimited wealth.

Keats gives an overview of the calm, happy and peaceful life that Nightingale has. The bird is free from feelings of fear or worries about the life it leads. The life of the bird is always colourful and full of joy. Keats compares the life of the bird to that of a human. Humans are always hit by various problems that make them always feel anxious, afraid, and uneasy in carrying out life and also facing the future.

Keats says that he too wants to live like the bird, which is full of happiness; he does not feel jealous of the bird. He feels that the bird is so close to nature that nature is also close to the bird. The bird loves nature and nature also loves the bird. Humans who are not close to nature, or who do not love nature, certainly cannot enjoy all the needs and facilities provided by nature. Nature has provided all human needs and for that, it is natural that humans express gratitude to nature by taking care of nature.

Nature by Ralph Waldo Emerson

To speak truly, few adult persons can see nature. Most people do not see the sun. At least they have a very superficial seeing. The sun illuminates only the eye of the man but shines into the eye and the heart of the child. The lover of nature is he whose inward and outward senses are still truly adjusted to each other; who has retained the spirit of infancy even into the era of manhood. His intercourse with heaven and earth becomes part of his daily food (Emerson, 2019, Chapter I).

Ralph Waldo Emerson (1803–1882) is an American poet, and essayist, the leading exponent of Transcendentalism, the 19th-century movement of writers and philosophers in New England who were loosely bound together by adherence to an idealistic system of thought based on a belief in the essential unity of all creations, the innate goodness of humanity, and the supremacy of insight over logic and experience for the revelation of the deepest truths (McGraw, 2020).

For Emerson nature is everything to humans. The sun rises and sets every day providing warmth and other invaluable benefits to humans, but not everyone realizes how important the sun is for human life. Only those who have a clean and sincere heart and are free from negative thoughts can feel and realize the importance of the existence of the sun. The sun with its rays sees no difference; all people, regardless of religion, ethnicity, or nationality have the same right to get that sunshine, an incomparable form of justice.

In essence, humans cannot live without nature. Humans need trees for oxygen and protection from floods. Trees also provide beauty, coolness and inner peace. These are gifts whose value cannot be measured. All progress is a deposit from God; therefore, humans do not deserve to destroy nature, whatever the reason is. People who love nature must have very good personalities so that without being forced, they always protect nature from damage.

An Enemy of the People by Henrik Ibsen

Henrik Ibsen (1828-1906), a Norwegian playwright and poet is considered to be the father of Modern Theatre and also referred to as the father of realism. As a realist, Ibsen sees that the function of nature has changed for humans, initially nature is hope and a source of life for humans, but over time humans have completely controlled nature for their interests and to fulfil their unlimited needs.

In the drama script entitled *An Enemy of the People*, Ibsen provides enlightenment for humans about the importance of environmental conservation so that humans do not stumble with their actions. Nature is not to be destroyed. Advocacy against environmental damage caused by human actions must be performed.

DR. STOCKMANN:

Does not make sense!? Instead, I said: The whole building is none other than only limestone graves spread the poison. Threatening people's health. All of this is due to pollution from oil companies as far as the Miil Valley there. You know how bad it smells in the area around the place. And the sewage had seeped into the pipe-pipe that goes into the popa chamber. Not only that, this toxic waste even continues to seep all the way to the shore (Ibsen, 2019).

Through the main character, Dr. Stockmann in the play *An Enemy of the People*, Ibsen gives a real picture that humans have destroyed nature. Humans have succeeded in making natural breakthroughs in technological progress, providing convenience for humans to carry out life, and improving their standard of living; but unconsciously humans also destroy not only nature but all elements of the environment. This can be seen from the existence of giant industries in various sectors which eventually trigger other problems such as pollution, the release of hydrocarbons, and increasingly narrow residential areas, all of which make human life more uncomfortable and can even be said to be threatened with extinction. Technological progress should be balanced with nature conservation. Therefore, it is important to preserve nature to provide a healthy and decent environment for living things.

V. CONCLUSION

Literary works with environmental themes are born from writers who place nature and the environment as a source of inspiration and imaginative creations. The number of literary works that contain nature and the environment shows that literature and the environment are closely related and inseparable. The writers show that from time immemorial, they care about nature. Eco-literature is a bridge for literary enthusiasts to criticize humans who are not responsible for today's natural conditions.

In the world of education literature also plays an important role. Maintaining and caring for the environment is one indicator of character education. Increasing readings on children's literature with environmental themes can help children to care more about the environment. Folklore with a natural setting contains many educational values that can be a behavioural guide for children so that a sense of love for nature will naturally be embedded in them.

Literature is also very relevant to the literacy movement, which is to get children to read literary works, whether poetry, short stories, or pictures with the theme of nature and the environment. This will educate children's awareness from an early age about the importance of nature. Earth is our home and place to live. Therefore, as a living being that enjoys and absorbs a lot of the results of the environment, it is obligatory to maintain, care for, and preserve it. The literature considers nature and culture as signs. Signs in literature represent a text's meaning. Nature as an object of the sign is an inexhaustible source of inspiration to create images and aesthetics in literary works.

Earth is home to a wide variety of living species and we all depend on the environment for food, air, water and other necessities. Therefore, every individual needs to save and protect our environment. The environment provides many

resources, from medicine to food. In addition, the environment is home to countless species of organisms, some of which are on the verge of extinction. Another factor that accelerates the extinction of organisms is the destruction of their environment. Most maximum organisms need their natural habitat to thrive. Without it, organisms can perish.

The results of the analysis show that the earth is home to a wide variety of living species and we all depend on the environment for food, air, water and other necessities. Therefore, every individual needs to save and protect our environment. One effective way is to apply education or teaching that is environmentally sound and the media that can be used to socialize environmental conservation is literature with various genres such as novels, dramas or poetry, which of course have the theme of nature and the environment.

From this, it is illustrated that every individual is obliged to protect, maintain and preserve the environment, both natural and artificial and starting from the smallest scope, the family, as the first educational institution for children. Within every family, there should be a discussion or some kind of education about environmental conservation so that every member of the family can act following the concept of environmental preservation. At the formal school level, students should be given information about the importance of environmental conservation; such information can be provided through various subjects and one of them is literary texts.

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On the Source of U-Shape Learning in Interlanguage Processing: A Pilot Study on the L2 Acquisition of Number Agreement in French by Jordanian Arabic Learners

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Abstract—This paper investigates the L2 acquisition of the morphosyntax of number agreement of French by L1 learners. The study is based on a pilot study that investigates learners' knowledge of number agreement of two paradigms of subject-verb number agreement in French: the so-called matching paradigm in which agreement in number is expressed audibly via an alternation of the verb stem between a singular and plural forms and the mismatching paradigm in which the number agreement is not audible realized via singular vs. plural alternation. We discussed our sample's proficiency in (de-)normalizing number agreement and the implications it has for the theory of corrective feedback and linguistic input in L2 processing in Language acquisition.

Index Terms—Number agreement, input-providing vs. output-pushing corrective feedback, U-shape processing

I. INTRODUCTION

Central to Second Language processing are the two notions of what McLaughlin (1990) called *automaticity* and *restructuring*. In automaticity, an L2 learner exercises control over their linguistic capacity by routinizing a number of cognitive, social or perceptual skills. For the learner to automatize a certain linguistic knowledge in second language acquisition (SLA), it is necessary to activate a kind of associative connection of an input-output pattern through fast and unconscious processing. Restructuring, on the other hand, involves the process of incorporating additional information that facilitates organization and reconstruction (for more information on this concept with respect to the processing of L2, see for example Crookes, 1991, 1989; Bialystok, 1978; Ellis, 1987; Williams, 1990; Segalowitz, 2003).

Restructuring refers to the qualitative change that the internal representation of L2 undergoes through learning. To move from one step to another in language learning is to re-construct and organize an existing system of knowledge. Such a move is not a mere accumulative addition of information, but it is a process of restructuring an existing system in order for the change on the internal representation of L2 to take place (Lightbown, 1985; McLaughlin & Heredia, 1996).

One well-studied form of restructuring is the so-called *destabilization*. This form refers to the situation in which a learner begins with a single rule that is generalized over all cases in hand and when an additional rule becomes available in a subsequent stage, the learner either alternates between the rules or alters them until the correct patterning and distribution of the structure in question is established (Ard & Gass, 1987; Gass et al., 2013).

Destabilization as a form of restructuring in L2 acquisition is characterized by what is known to be *U-Shaped learning* which is a well-attested form of development by reconstructing in L1 acquisition and other domains of cognition (see Carlucci et al., 2005). U-shaped learning gives rise to the so-called U-Shaped patterns which represent the following stage-level development. Earlier in acquisition, the learner produces the target-like L2 form in an error-free manner. At a later stage, the learner starts to produce errors in the production of the target-like form in such a way that an apparently remarkable decline in the L2 acquisition becomes noticeable. Finally, the learner retains her error-free performance in producing the target-like normal form. The three stages which result into U-shaped pattern is visualized in the following figure (Gass et al., 2013).

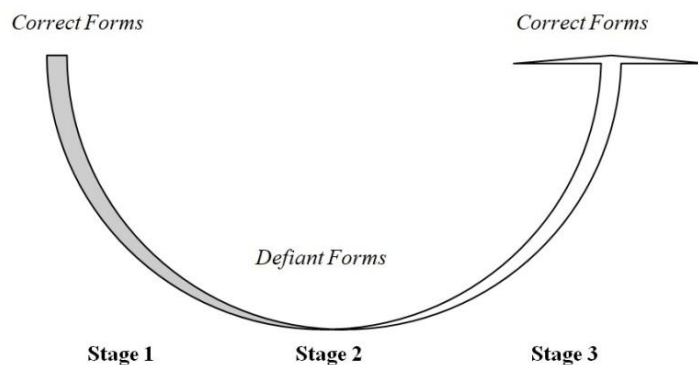


Figure 1 U-Shape Behavior in Language Acquisition

An example of the U-shaped pattern in SLA is the production of the progressive -ing pattern in L1 French acquirers of L2 English which was analyzed in Lightbown (1983). In this study, it was observed that at an early stage of L2 acquisition, French learners responded to describing pictures by using the correct form of the progressive -ing in English.

(1) He is taking a cake.

At an advanced level, the use of the progressive -ing started to decrease by using forms such as (2). This indicated that there was a decline in the learners' knowledge of the -ing progressive form was declining.

(2) *He takes a cake

What explained this decline in the knowledge of the progressive -ing? Lightbown (1983) argued for a U-Shaped pattern in which the L2 learners normalized the use of the progressive -ing at an early stage since it was the only form available for the learners. Later on, the learners started to learn new forms of tense and aspect. With such new forms in hand, the learners started to deviate from the correct use of the progressive. Finally, with their knowledge of tense and aspect being appropriately restructured and re-established, they knew the limits of the use of the two forms and started to use them appropriately in context.

In this paper, we investigate the L2 acquisition of two paradigms of subject-verb number agreement in French by L1 Jordanian Arabic learners. In one paradigm, the agreement in number is expressed audibly via an alternation of the verb stem between a singular and plural form as exemplified in (3). We call this paradigm '*the mismatching paradigm*'.

- (3) a. Le copain /di/ bonjour
The-SG friend-SG say-SG hello
"The friend says hello"
- b. Les copains /diz/ bonjour
The-PL friend-PL say-PL hello
"The friends say hello" (Ågren et al., 2021, p. 4)

In the other paradigm, the number agreement is not audibly realized via singular vs. plural alternation as represented mainly by verbs with the first conjugation -er verbs as in (4) (Ågren et al., 2021). We call this paradigm '*the matching paradigm*'.

- (4) a. Le copain /paʁl/ fran çais
The-SG friend-SG speak-SG French
"The friend speaks French"
- b. Les copains /paʁl/ fran çais
The-PL friend-PL speak-PL French
"The friends speak French"

(Ågren et al., 2021, p. 4)

In non-natural school-based learning setting, the mismatching paradigm of number agreement can be taught through both an *input-providing corrective feedback* in the form of recasts which can be used to provide positive evidence to L2 learners (Nicholas et al., 2001; Leeman, 2007)¹ and an *output-pushing corrective feedback* which is only capable of providing negative evidence based on self-correction in the part of learners (Lyster, 2002).

The matching number agreement paradigm, on the other hand, can only be taught using an *output-pushing corrective feedback* which is only based on self-correction (Lyster, 2002). This is the case due to the absence of number agreement in spoken input through recasts so that the output-pushing corrective feedback remains the most effective method to teach this paradigm.

Assume that our learners show a U-shaped learning pattern of number agreement in one or both paradigms, two questions arise with respect to U-shaped learning. First, does the type of input play any role in normalizing the target-like error-free forms (e.g., recasts vs. written feedback) at an early stage of processing? Second, if input and input type

¹ See also Egi (2007) and Ellis and Sheen (2006) for a discussion on the use of positive and negative evidence in recasts.

doesn't play any role in normalization, does L1 transfer take this role? The same two questions can be asked with respect to the learner's deviation from the normal form (let us call it denormalization), does input or input type play any role in such decline of knowledge or alternatively does negative transfer from L1 is the culprit?

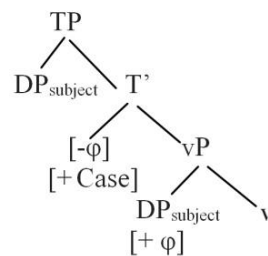
This paper is structured as follows. Section 2 describes the framework of language representation and learnability which we will assume in the subject-verb agreement in number of in French and Jordanian Arabic. Section 3 outlines the two modes of instruction; the so-called *Input-providing and output pushing corrective Feedback* in relation to L2 acquisition. Section 4 reformulates the null hypotheses based on our research questions which have to do with the relationship between input and L1 transfer on normalization and denormalization of emerging agreement patterns. Section 5 describes and discusses the results of an experimental pilot study and its procedures. The last section concludes the paper with further theoretical implications in language processing in SLA and recommendations for extending our pilot study into a full-scale project.

II. THE MORPHOSYNTAX OF NUMBER AGREEMENT IN FRENCH IN FEATURE ASSEMBLY

In this section, we describe a simplified standard minimalist procedure based on Chomsky (1995) that derives the subject-verb number agreement in the French sentences (3) and (4) and their Jordanian Arabic counterparts (See Jarrah, 2019) and the subsequent work on the syntax of agreement in Jordanian Arabic).² It is assumed that the nominal subjects (*Le copain/Les copains*) enter the derivation with the valued ϕ -features (number, gender, person) and the unvalued Case feature. The nominal subject 'Le copain' enters the derivation with the valued set of ϕ -features symbolized as $[+\phi]$, and with an unvalued feature of Case symbolized as $[-\text{Case}]$. The Tense phrase head T^0 , on the other hand, comes with the Case feature as already valued (i.e., $[\text{Case}]$) and the ϕ -features as unvalued (i.e., $[-\phi]$).

Given this featural set-up, the syntax operates on valuing the unvalued features through a set of computational procedures mainly characterized by Agree-Move operations.

(5)



Following a standard practice which is due to Chomsky (1995), agreement in number proceeds as follows. The head T^0 , by virtue of having the $[-\phi]$ feature, probes into its c-command domain to locate as its goal the DP_{subject} whose matching $[+\phi]$ feature is already valued. The $[-\phi]$ feature on T^0 will get valued by Agree. At this point, the unvalued $[-\text{Case}]$ on the DP_{subject} will also get valued in the process since its agreeing probe T^0 carries the valued feature of Case $[\text{Case}]$.^{3,4}

How does Subject-Verb number agreement in number come to be acquired by L2 acquirers? In order to answer this question, we need to make available some working assumptions about Language architecture and the second language learnability.

First, we assume that the core syntax of Language assembles syntactic expressions out of relevant different morpho-lexical items specified for matrices of features by means of specialized syntactic mechanisms (such as Probe-Goal Agree). Such expressions are then sent to the relevant interface levels for the phonetic and semantic assignments. While the computational processes of the core syntax are universal, different languages may use different morpho-lexical elements with different featural realizations (See for example Ramchand & Svenonius, 2008; Chomsky, 2004).⁵

Let us illustrate this idea with subject-verb agreement in French and J.Arabic. The computation of the core syntax, being universal, assembles the TP structure in (5) using a T head with Case and phi-agreement features and the DP subject with corresponding Case and ϕ -agreement features using Probe-Goal Agree and the associate movement operations. If languages are different in the featural contents of the morpho-lexical items used and hence different

² For more on Arabic, see Al-Gharaibeh (2019).

³ Finally, two additional operations apply in the derivation: (i) the EPP feature on T^0 triggers the DP_{subject} into the Specifier of TP and the T^0 undergoes head movement into v^0 resulting into an affix hopping

⁴ Chomsky (1995) proposed that the valued vs. unvalued distinction of features associates with another distinction of interpretable vs. non-interpretable features. Interpretable features have semantic effects and non-interpretable ones need to get interpretable in the Agree-Move operation. See Pesetsky and Torrego (2000) for an argument against this correlation between valuation and interpretability.

⁵ We take no position on the debate whether syntactic structures are assigned phonetic and semantic forms in independent interface components in connection to the intentional-conceptual and sensory-motor external systems or through the external systems directly (c.f., Ramchand & Svenonius, 2008).

agreement patterns resulted for different languages⁶, a syntax-semantic mismatch arises in second language acquisition (See Cho & Slabakova, 2014).

In our example, all the JA acquirer needs to do in order to acquire subject verb number agreement in French is to make use of the relevant morphosyntactic elements such as T and the DP subject with its target-like featural specifications in assembling target like number agreement paradigms using the universal narrow syntactic mechanisms of Probe-Goal Agree and the relevant transformations.

Capitalizing on this assumption, Lardiere (2008) proposed the following approach of L2 acquisition based on features reassembly (i.e., the feature reassembly hypothesis). First of all, the L2 acquirer performs an initial mapping of the featural matrix of the L1 morpho-lexical element onto its counterpart in the L2 based on perceived similarity between the two forms. Second, once the initial mapping is achieved, the L2 acquirer adjusts the featural matrix by deleting or adding features based on the evidence they receive from the input. In looking at the task of L2 acquisition of number agreement in French by L2 acquirers, there is an obvious mapping between the two patterns of number agreement in the two languages based on meaning and function similarities.

III. TWO TYPES OF CORRECTIVE FEEDBACK

Corrective Feedback (CF), be it oral or written, has been thoroughly investigated from two theoretically polarized second language acquisition (SLA) perspectives.⁷ Under the behavioristic approach to SLA, CF plays the central role in language learning by eliminating errors through experience and instruction (See VanPatten & Williams, 2015 and the references therein). On the nativist view (mainly represented by generative SLA), CF in the form of negative evidence (NE) plays no crucial role, especially in first language acquisition. Its focus is placed on the internal factors of the mental processes of learning rather than on merely external behavioristic factors (Chomsky, 1959).

Under the generative approach, at least some aspect of language follows from mental properties which are embodied within a language-specific module in the cognitive system called 'Universal Grammar' (Chomsky, 1964 and the subsequent work).⁸ The UG characterizes the linguistic competence that the speaker-hearer possesses. To what extent that input is involved in developing the linguistic competence of L2 learners (i.e., the interlanguage) remains a controversial topic. Many researchers argued that in CF is a necessarily inevitable condition in L2 acquisition (Gass, 1988; Schachter, 1988; Birdsong, 1989; Bley-Vroman, 1989; White, 1991). Others underestimate the role of CF as only capable of affecting linguistic performance rather than linguistic competence (Bley-Vroman, 1989; Schwartz, 1998). Schwartz (1998), for example, differentiated between two forms of interlanguage development: linguistic competence which arises through the interaction of UG and *primary linguistic data* of positive evidence as characterized by natural, contextual, and communicative paradigms of language use and a *learned linguistic knowledge* (LLK) which forms using negative evidence such as CF. Such knowledge only underlies the performance of the L2 learner (See for example Krashen, 1982; Truscott, 1998).

Recent investigations have studied the effect of two types of CF: Input-providing and output pushing CF (Lyster 2002, 2007; Lyster & Mori, 2006, 2008; Ranta & Lyster, 2007). While input-providing CP provides the correct reformulation through recasts and explicit correction. Output-pushing CF avoids the correct reformulation and instead encourages learners to self-correction through prompts such as clarification requests, repetition of learner error, metalinguistic clues, and elicitation (Yang, 2010, pp. 237-238).

The two types of CP differ in one major respect: while input-providing CP, in the form of recasts, can be used to provide positive evidence to L2 learners (Nicholas et al., 2001; Leeman, 2003), out-put pushing CP is only capable of providing negative evidence since it is based on self-correction in the part of learners (Lyster, 2002).

Previous research particularly highlighted the importance of recasts as promoting observed development in language acquisition in at least two ways. First, recasts provide both (implicit) negative and positive evidence (Grimshaw & Pinker, 1989; Long, 1996; Pinker, 1984, 1989). Second, recasts enhance the salience of target forms (Farrar, 1990; Long et al., 1998; Nelson, 1987; Saxton, 1997; Leeman, 2003).

It has been suggested that a recast can be juxtaposed with a slightly different preceding utterance making the reformulated information included in the recast more perceptually salient (Farrar, 1990; Long, 1996; Long et al., 1998; Nelson, 1987; Saxton, 1997). By using recasts, juxtaposing utterances in L2 acquisition may increase the salience of the target form, which then has the effect of promoting noticing and learners' attending of that form with a consequence of incorporating the form in the grammar (Leeman, 2003).

⁶ Notice that languages vary w.r.t the featural content of the heads their functional category, e.g., C or v. One class of languages have agreement in ϕ -features such as French, English and Arabic. Another class lacks ϕ -agreement and they have instead agreement based on discourse features such as Japanese and Korean. One more class makes use of both phi- and discourse agreement such as Greek and Arabic (For more information on this typology, the interested reader is referred to comparative syntax studies such as Miyagawa, 2010; Jimenez- Fernandez & Spyropoulos, 2013; Abu Helal, 2022, 2019).

⁷ From the perspective of second language writing, the question under investigation is whether CP helps L2 learners develop and/or improve their writing productive skill (e.g., Sheen, 2010; Ashwell, 2000; Chandler, 2003; Fathman & Whalley, 1990; among many others).

⁸ The UG view explains two important facts about first language acquisition: first, humans tend to have propensity for acquiring a first language. Second, children acquire their first language in a uniformly effortless and perfect way. When it comes to SLA, the question of whether UG is operative in acquisition is a controversial one (See for example Eubank, 1991; Schwartz, 1986; Thomas, 2003; White, 2015).

IV. THE NULL HYPOTHESIS

Based on our research questions which were presented in the introduction, we formulate our null hypothesis as follows.

Given a U-shaped learning procedure, does input-providing corrective feedback in the form of recasts play any role in normalizing/ denormalizing the correct form of target-like form in the L2 acquisition of number agreement by J. Arabic learners of L2 learners?

V. THE EXPERIMENT (PILOT STUDY)

A. Participants

This study included two groups of participants: the first is a control group comprising native speakers of French (n=13). The second group is a group of J. Arabic learners of L2 French (n=20) which were further divided into an advanced and an intermediate group (10 students each). The experimental group were university students who specialize on French Language and Literature in a number of Jordanian Universities. The participants provided demographic information such as gender, age and length of French study (for the learners). We strictly controlled these variables in such a way that only a uniform and well controlled group were tested.

TABLE 1
PARTICIPANTS DEMOGRAPHIC INFORMATION AND LEVEL OF PROFICIENCY

	Gender	Age	Years of Study	Proficiency
Native Control	8 male 5 female	19-30 M=23	N/A	N/A
L1 J. Arabic (n=20)	7 male 13 female	19-25 M=21	3-5 M= 3.5	Intermediate (n=10) Advanced (n=10)

B. Test Procedures and Instruments

Two offline tests were used in this study: a grammaticality judgement test and a proficiency test. The proficiency test consists of 20 items and it is based on DELF (Diplôme d'Études en Langue Française) which is an official test designed by the French Ministry of Education to confirm the French language proficiency of candidates from outside France. We only used a subset of the exam that tests grammar and vocabulary with varying levels of difficulty.

The grammaticality judgment task (GJT, K= 61, including fillers) asked students to correct verbs based on the paradigm of number agreement it has. Two paradigms of number agreement were tested. The first one we call 'matching verbs' in which the singular and plural forms, which have different forms in writing, are indistinguishable in pronunciation as exemplified in (1).

(6) (Matching paradigm)

Les bus et les trains réguliers ____ (cesser) de fonctionner aux alentours de minuit.

In the example in (6), the correct agreement form of the verb 'cesser' is the plural form 'cessent'. Notice that the plural form is pronounced in the same way as its singular counterpart 'cesse'; the two forms are pronounced as \ses\. This form cannot be taught using input-providing means of CF such as recasts so that the only effect means to teach this is output-providing CF which involves self-correction through writing.

Consider, now, the following sentence which exemplifies a mismatching form of number agreement in French where the plural and singular forms have distinguishable pronunciations.

(7) (Mismatching paradigm)

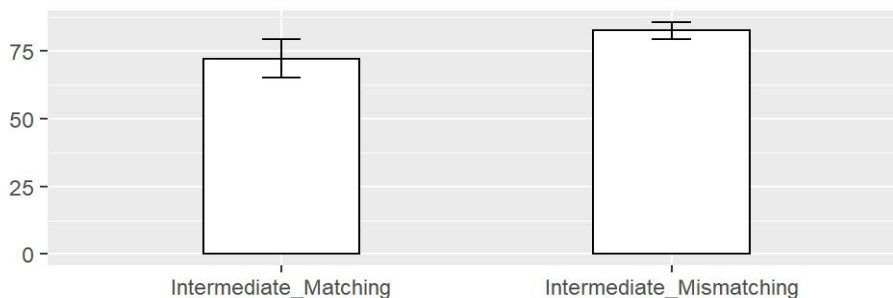
Plus on s'écloigne de notre étoile, plus elle _____ (faiblir).

The correct form here is the singular form 'faiblit' pronounced as \fe.bli\. Notice that the plural form of this verb is 'faiblissent' which is pronounced as \fe.blis\. The difference in pronunciation between the two forms is salient in conversation making an input-providing CF based on recasts a practicable means of teaching this form.

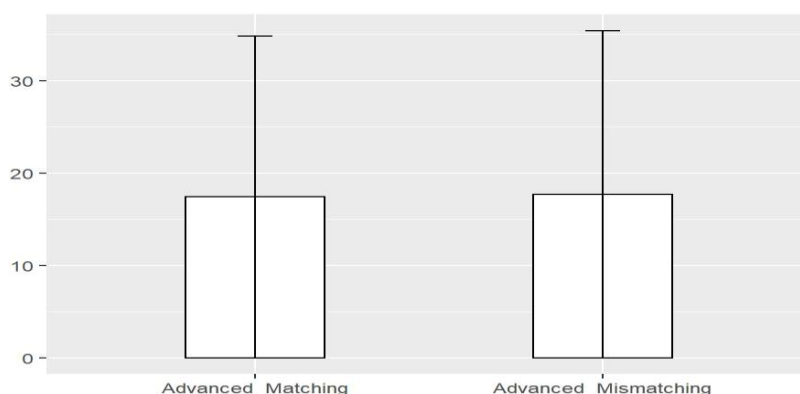
C. Results and Discussion

A repeated measures ANOVA were performed to compare the effect of learners' proficiency on the L2 acquisition of the two paradigms of number agreement of French. There was no statistically significant difference in performance between the advanced and intermediate groups ($F_{1,1} = 0.931, p = 0.341$).

For the intermediate group of L1 Arabic L2 French, we performed a paired t-test to compare their performance in using matching and mismatching paradigms of agreement of number in both intermediate and advanced groups. For the intermediate group, there was no statistically significant difference in performance between the matching paradigm of number agreement (Mean = 72.1, Standard Deviation = 7.078057) and the mismatching paradigm (Mean = 82.5, Standard Deviation = 3.045032); $t(18) = -1.3497, p = 0.1938$.

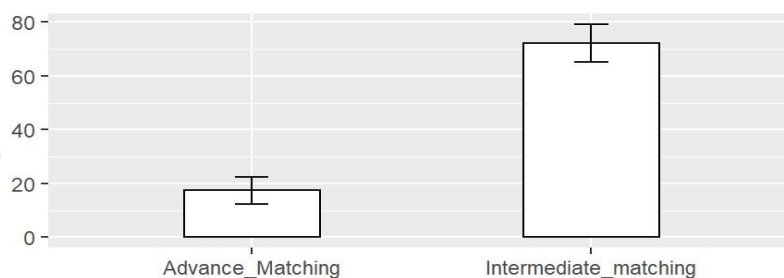


We also found no statistically significant difference in advanced groups between the matching paradigm of number agreement (Mean = 17.4, Standard Deviation = 17.4) and the mismatching paradigm (Mean = 17.7, Standard Deviation = 7.1); $t(18) = -0.03761, p = 0.9704$.

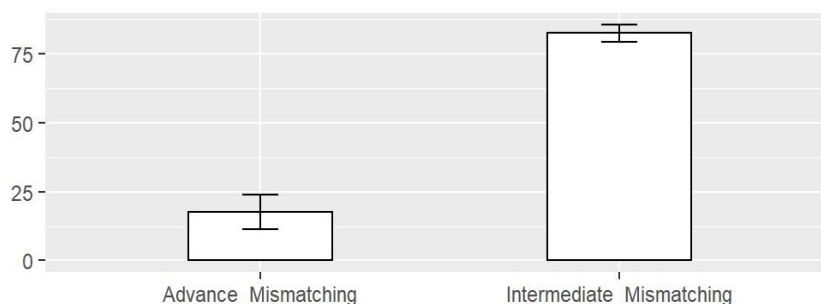


As we can see, the two groups of learners show no sensitivity to the type of paradigm of number agreement (matching vs. mismatching paradigms).

Let us compare the groups with respect to their performance in each paradigm of number agreement. Let us begin with the advanced vs. intermediate group with respect to the matching paradigm. Again, we run a paired t-test to compare the performance of the two groups. In fact, we found a statistically significant difference between the advanced group performance on the matching paradigm (Mean= 17.4, Standard Deviation= 17.4) and the intermediate group performance on the matching paradigm (Mean= 72.1, Standard Deviation=7.07), $t(18) = -6.3137, p = 5.966e-06 \approx 0.00005966$.



The same result applies to the learner’s performance on the mismatching paradigm of number agreement. We found a statistically significant difference between the intermediate group performance on the mismatching paradigm (Mean= 17.7, Standard Deviation= 6.218342) and the advanced group performance on the mismatching paradigm (Mean= 82.5, Standard Deviation=3.045032), $t(18) = -9.3589, p = 2.451e-08 \approx 0.00000002451$.



The experimental results of this pilot study indicate that the sampled J. Arabic learners of L2 French displayed a U-shape learning situation; the intermediate group performed better than the advanced group on both matching and mismatching paradigms of number agreement. It is possible that the learners started to normalize a generalized paradigm of number agreement at an earlier stage as a consequence of L1 transfer (i.e., since J. Arabic makes use of number agreement) or through the universal mechanism of feature valuation in the syntax using featural (re-)assembly based on positive input, which can only be provided through the input-providing CF through recasts in our non-naturalistic L2 teaching setting.

Since, as the results showed, there is no statistical difference in performance between the matching and mismatching agreement paradigms in the two groups of learners, it follows that the role of input-providing CF through recasts may not be crucial. If recasts were to be shown effective in the L2 acquisition of number agreement, we expected that our participants would perform better in mismatching paradigm than in the matching one. Contrary to this expectation, the results showed no significant difference between the two paradigms in the two groups of learners.

VI. CONCLUSION

In conducting this pilot study, we hoped to bring attention to an interesting question in L2 processing through restructuring via U-Shape Learning: given a U-shaped learning situation, which is well-attested in the acquisition of inflectional morphology, is input/ input responsible for normalization/denormalization of the target-like form in language development in interlanguage? Our pilot study preliminarily showed that the input type, be it input-providing or output-pushing, has no effect in both normalizing or denormalizing the number agreement form of L2 French. It is possible that such a situation of U-shaped learning follows from positive L1 transfer or from universal mechanism of the syntax based on successful featural assembly. Since it is just a pilot study that aimed at giving a rough idea of a full-fledged study on the question of the source triggering U-shaped learning, there is no claim that our finding is conclusive. It is our hope to motivate feature full-scaled research to look at the U-shape learning of number agreement paradigms of L2 French by L1 learners from different L1 backgrounds.

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