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Contents

Jing Duan An Evaluation of Teacher and Students' Talk to Develop Classroom Interactional Competence in English at Wenxing Middle School, Tengchong, Yunnan, China	1-23
Arisara Ngamsomjit, M.A. and Prannapha Modehiran, Ph.D. A Model of English Writing Instruction Using Digital Activities on Smartphones	24-39
Prof Dr. Naseem Achakzai Cognitive Curves of Translation	40-46
V. Rajesh, M.A., M.Phil., (Ph.D.) and J. Jaya Parveen, M.A., M.Phil., PGCTE (EFL), Ph.D. 'Silence as Discourse' in Chitra Banerjee Divakaruni's <i>Sister of My Heart</i>	47-53
Bablu Ray A Stylistic Analysis of Tagore's <i>Gitanjali</i>	54-65
Sirakan Yingkunakul, M.A. An Analysis of Thai Students' Recount Writing Through the Use of the Curriculum Cycle Approach	66-86
J. Jaya Parveen, M.A., M.Phil., PGCTE (EFL), Ph.D. and V. Rajesh, M.A., M.Phil., (Ph.D.) Anglicized Indian Culture – An Analysis Based on Kiran Desai's <i>Inheritance of Loss</i>	87-92
Prodyut Paul, M.A. English Language and Literature Online English Language Teaching (OELT) at the Tertiary Level During Covid-19 Pandemic in Bangladesh: Problems and Solutions for Future Adaptability	93-103
Al-Haj Badran Crawler and its Linguistic Challenges in the Arabic Language Sites	104-114
Elanthendral C, MASLP., Sivamani J, MSc. SLP, and Vishnavi S, BASLP., Intern Introducing Telepractice for Parkinson's Disease – Deciphering the Ease and Hurdle – A Single Case Report	115-122
Dr. S. Latha Venkateswari Blended Teaching and Learning	123-131

Asmita Kaushik, Ph.D. Research Scholar, Dr. Sunil Kumar Mishra and Dr. Jyoti Jakhar Dahiya Transfiguration of Sita—Emancipation of Women: An Elucidation of Chitra Banerjee Divakaruni’s Mythic Novel <i>The Forest of Enchantments</i>	132-140
Archita Kumari, Abhilash Ghadei, Suresh T. and Srividya A. Comparison of Video Conferencing Services (Google Meet and Zoom) Based on Perception of Speech Language Pathologists on Tele-Rehabilitation	141-157
Dr. Huda Mohammed Qazza The Language of University Youth – Between Reality and Expectations: A Socio-psychological Study	158-174
Peter Oyewole Makinde, M.A. and Lynda Uju Mgbodi, B.A. A Social Semiotic Discourse Analysis of Gender Expressions in Selected Nigerian Newspapers	175-189
Jingwei Tang, M. A., Doctoral Candidate A Review on the Research of English Reading Theories —A Perspective from Second Language Acquisition	190-200
Lakhwinder Dhull Narrative and Structural Similarities Among Select Haryanvi Folk Tales	201-210
Danish Rahim (PhD) Radio Programming in India	211-216
Rema Mohammad Othman Othman and Majd Abushunar Effective English Teaching Strategies for EFL Students in Jordan	217-225
Lekhosei Seiboy Touthang and H. Surmangol Sharma Compounding in Gangte	226-234
Mahmuda Alam Motivational teaching and learning techniques of EAP (English for Academic Purposes) at tertiary level students: Exploring the situation of Private Universities -- Masters Dissertation Submitted to North South University, Bangladesh	235-316

An Evaluation of Teacher and Students' Talk to Develop Classroom Interactional Competence in English at Wenxing Middle School, Tengchong, Yunnan, China

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Abstract

This study aimed to identify the teacher and students' classroom interactional competence (CIC) in English at Wenxing Middle School, Tengchong, Yunnan Province, China. There were 40 Senior 1 students and 1 English teacher who participated in this study and the researcher used qualitative research to collect the data. The research instrument used was observation using Walsh (2006) adapted SETT checklists for students and the teacher classroom interaction. It was found that students used seeking clarification, extended learner turn, and display question to develop their classroom interactional competence and the teacher who taught Senior 1 students at Wenxing Middle School used content feedback, scaffolding, direct repair, extended wait-time, teacher echo, teacher interruptions, and extended teacher turn to help students develop their classroom interactional competence. Pedagogically, this research shows that if teachers want their students to develop their communicative competence, they (teachers) need to provide students with a learning space for learning to participate in the classroom and contribute to the class discussions that would likely prevent them from being silent.

Keywords: Classroom Interactional Competence (CIC), Teacher and Students' Talk, English Learning.

Introduction

The influence of globalization all over the world has impacted how communication is viewed not only in educational settings but also in society at large. With the increasing popularity of English as a global language (Cheng, 2012), there is a greater emphasis on

the ability to communicate in English among students, especially in the context of China. English as a medium of instruction becomes the focus. Normally, American English is taught in the schools. Furthermore, there is a shift towards the practicality of language in which English is used for communication purposes and encourages learners to actively use the language in interactional contexts rather than studying it merely as an academic subject. In this manner, teaching methods need to be modified into a more engaged and participative approach.

A country that uses English as a foreign language has shaped a culture of learning where teachers have absolute authority in the classroom. Thus, students have very high regard for teachers in terms of knowledge, and challenging teachers often in their ability to teach is not encouraged. Also, as the Chinese language is a non-Roman alphabet, rote learning is used from the early years of learning where memorization is almost the foundation of all learning. Therefore, although the approach of teaching has changed, memorization exists to this day. It is understandable as China has a strong centralized educational system where students' ability is measured by the result of the examination they take. Because of this culture, Chinese students remain quiet and do not consider asking questions (Cheng, 2000).

In the EFL classrooms, this often takes the form of knowledge transmission from teacher to students. Much of this knowledge is grammar, structure, and vocabulary. Therefore, it is not surprising that in EFL classrooms in the Chinese context, there is a lack of active and dynamic interaction, individualization, creativity, and self-expression. In other words, there is a lack of interaction in the classroom where language is used to negotiate meaning in context (Walsh, 2012).

For English language teaching and learning, classroom interactional competence is important. Since learning processes affect the learning outcomes, interaction as a tool for learning and language learning might have a considerable effect on students. As a result, the classroom interactional competence practiced by Senior 1 students of Wenxing Middle School in Tengchong, Yunnan, China, was the focus of this study, as the researcher was interested in finding out how spoken interaction has been exercised in the English language classroom.

Research Objectives

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Jing Duan

An Evaluation of Teacher and Students' Talk to Develop Classroom Interactional Competence in English at Wenxing Middle School, Tengchong, Yunnan, China

The research aimed the following:

1. To identify the features used by the Senior 1 students to develop their Classroom Interactional Competence in English at Wenxing Middle School, Tengchong, Yunnan, China.
2. To identify the features used by the teachers to help students develop their Classroom Interactional Competence in English at Wenxing Middle School, Tengchong, Yunnan, China.

Review of Literature

Background of EFL education in China

East Asia was one of the cradles of world civilization, with China, an ancient East Asian civilization, being one of the earliest cradles of civilization in human history. For thousands of years, China has had a large influence on East Asia (as it was principally the leading civilization in the region), exerting its enormous prestige and influence on its neighbors.

The learning of English in China has a long history and occupies the attention of millions of Chinese people. According to a 2010 China Daily article, the number of English learners in China is now around 400 million, approximately one-third of China's population. There are many reasons for learning English in China, but the most important one is for the educational success of Chinese students. Wang (2007) mentioned that since 2001, it has been the official policy that English should be learned from the age of 8 or 9 onwards, in Grade 3 of the national education system. In a school system, internal and external examinations are emphasized as being of high importance, which has led to the growing importance of the language for intra-national purposes nowadays. The key importance of English in educational advancement can be seen in the National University Entrance Qualifying Exam (or gaokao), which this year was taken by over 9 million students (China Daily, 2010), who were tested in three subjects: Chinese, Math, and English. Understanding the state of English in the Chinese education system leading up to the National University Exam helps us understand the reason for the recent growth in English language study.

According to modern Chinese education, English language learning is emphasized from kindergartens to universities in these years (Bolton & Graddol, 2012). Thereby, the English language is more or less taught at different stages of the students' learning period. All students at universities in China are required to study English, not only to enter university but also to graduate. Those majoring in subjects other than English are required to sit for the

College English Test (CET) before graduation. Because English-speaking ability is not required for CET, students pay more attention to grammar. Since middle school education is between primary school and university, the learning abilities of students have been shaped, and English language learning has attracted attention from teachers and students. Moreover, educational migration has come into vogue in the last twenty years, leading to English language learning being popular among students who want to study abroad (Bolton & Graddol, 2012). On the other side, with the development of China, many international students from other countries come to China to study, which is another reason for the English language learning setting in the Chinese education system.

Interactional Competence

Since language acquisition is the process of information exchange, the interaction between learners and teachers occurs when they are learning by re-teaching. According to Walsh (2012), interactional competence is apparent when studying spoken interaction; different speakers have different levels of competence and varying abilities to express their ideas and achieve understanding. It is true both in and out of the classroom, and for language learning, this shows native or non-native speakers' ability in their language proficiency. Some people seem better than others in communicative situations, and if we put this into a second language classroom context. Language teaching area has developed for many years, thereby interactional competence has been noticed by some scholars and given definitions for it.

Kramersch (1986) was the first to coin the term "interactional competence" to give our students a truly emancipating, rather than compensating, foreign language education. She focused on how the communication interactions of humans should be considered in terms of collaboration, negotiation, and accommodation, whereas other researchers emphasize accuracy (Pratoomrat, 2018). Since the learning procedures occur between teachers and students, the skills of students for learning should be produced rather than following the requirements of teachers.

There are some strategies of interaction, as Young (2003) pointed out, that involve a number of interactional resources, such as turn-taking, topic management, and signaling boundaries. Furthermore, Markee (2008) proposed three components of interactional competence, each of which includes some features. The first one is language as a formal

system that includes grammar, vocabulary, and pronunciation. The second one is semiotic systems, including turn-taking, repair, and sequence organization. The last one is gaze and paralinguistic features.

According to Young (2008), interactional competence is a relationship between participants' employment of linguistic and interactional resources and the contexts in which they are employed.

Classroom Interactional Competence

Classroom interactional competence is defined by Walsh (2011) as teachers' and learners' ability to use interaction as a tool for mediating and assisting learning, the starting point is to acknowledge the centrality of interaction to teaching and learning. According to Walsh (2011), CIC focuses on how teachers' and learners' interactional decisions and subsequent actions enhance learning and learning opportunities.

In the ELT classroom, interaction can provide some chances for students to learn and help teachers decide which area they have to focus on to help the communication process. The importance of a pedagogical activity has provided means for teachers to understand the interaction to achieve certain pedagogic goals that determine the focus in the class.

Soraya (2017) mentioned that each mode has several pedagogical goals that are specifically related to the learning activity. To express students' proficiency in the English classroom context mode, teachers need to promote students' oral fluency ability. Thus, each mode is realized through some interactional features.

In this study, CIC was concentrated on the routes by which teachers' and learners' interactional choices enhance the spoken opportunities of English language learning. This means teachers' and learners' ability to use interaction as a tool for mediating and assisting learning (Walsh, 2011, p. 158) and teachers' and learners' ability to use interaction as a tool for conversation and language learning (Walsh, 2011, p.130).

Walsh (2012) claimed that classroom interactional competence (CIC) can occur

in a number of different contexts. Furthermore, he mentioned that CIC can create an interaction between teaching and learning that has a positive impact on their learning and opportunities for learning.

Classroom interactional competence (CIC) is selected as a tool in the study for students to initiate interaction and communication with their teachers and peers. In this study, the CIC framework was not only used to analyze interactional strategies of the Chinese student-student but also used by the Chinese teacher-students conversation to enhance the student interactional competence. Specifically, the CIC framework was analyzed using CA to encourage oral interactions between the students and teacher and to analyze the data collected during the study. The researcher justifies the adoption of the CIC framework that fits into this study (Walsh, 2012).

Conceptual Framework

The researcher aimed to identify the different features used by the senior 1 students and teacher to develop students' CIC in English classroom. The figure below illustrates the conceptual framework of this research.

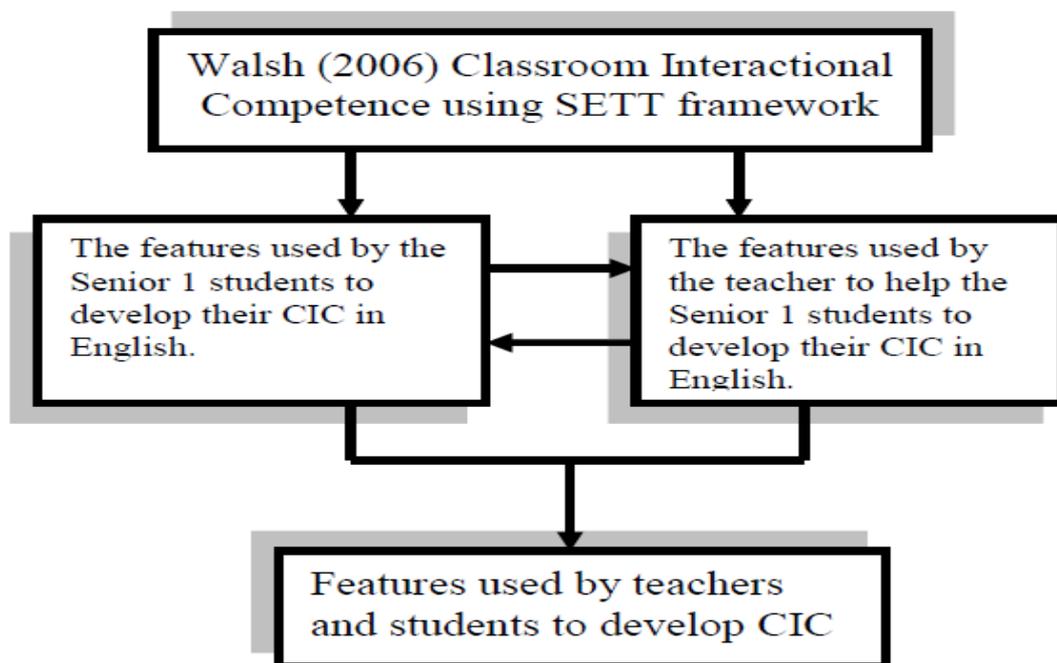


Figure 1. The Conceptual Framework for this study.

Research Design

This study focuses on the classroom interactional competence (CIC) of the Senior 1 students and their teacher at Wenxing Middle School. The qualitative research design methodology was used to identify the different features of CIC used by the Senior I students and their teacher in the English language classroom.

Sample

Convenience sampling was used in the study, using one English class as the sample. There were 40 Senior 1 Chinese students and a 25 years old Chinese English teacher from Wenxing Middle School, Tengchong, Yunnan, China participated in the study. The membership background of the sample are normal. The role of the researcher was just an observer, thus there was no input from the researcher at the time of the research.

Research Instrument

The instrument used to carry out the data collection was a classroom observation checklist while a mobile phone was used as a tool to record the interaction. Another instrument used at the observation was the observation checklist. The observation checklist was adopted from Walsh's (2006) SETT Grid. In this study, as this observation checklist was originally used to 'teachers talk', instead of using the "Self-Evaluation Teacher Talk" (SETT), it was used for "Students-Teachers Talk Evaluation". Besides the name of the evaluation list, the features of students' talk content remained the same as these were found appropriate in the study that was conducted.

As 40 students were divided into four groups, thus, there were four checklists prepared, one for each group. Besides the checklist, note-taking and journal writing were done in every observation section to jot down information that might not be captured in the audio.

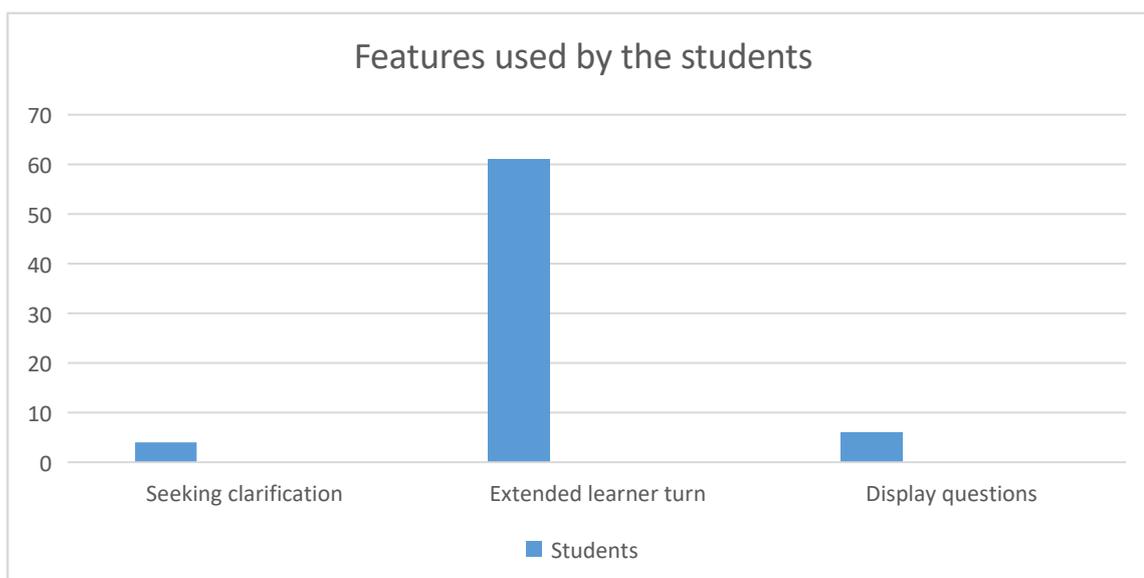
Summary of Findings

Presented below were the findings of the research objective 1 to 2.

Findings from Research Objective One

According to the data taken from the observation, out of 14 features, there were only 3 features found used by the Senior 1 students in their English classes. *Seeking clarification* used 4 times, *extended learner turn* used 61 times and *display questions* used 6 times which had shown in following figure.

Figure 2 Features used by the students



1. *Seeking clarification*

Seeking clarification was found to be used by the students when they were asking their teacher to clarify something their teacher had said.

Example 1: from lesson 10

1 Teacher: “it was very dangerous because↑ if I was caught↑ I could be out in prison.”

2 What’s meaning of this sentence?

3 Students: [answered in Chinese.] 那是很危险的因为如果我被抓到可能会被
4 送进狱。 [*It’s dangerous because if I get caught I could be sent to prison.*]

5 Teacher: [explained in Chinese and English.] <大家看[Ok] If introduces

6 conditional adverbial clauses, 用虚拟语气[in the subjunctive mood]。与

7 将来事实相反[Contrary to future facts], 所以用[So we use]“could +

8 动词原[could + base form of the verb]”。 [Then added more explanation

9 in Chinese]. 里用了[Here we use]“could be out in prison”, >为什用

10 [Why we use “could + 动词原形[could + base form of the verb]”, 因

11 为与将来事实相 Because it’s contrary to future reality, 也就是说条件

12 状语从句里面塔做出的假设如果与将来事实相反那么从句就要用

13 [That is if the assumption madeby the tower in the conditional adverbial

14 clause is contrary to the future fact, then the clause is used]“would/could

15 + 动词的什么形态[What form of would/could + the verb] (.)

16 Students: answered in Chinese. (unclear)

17 Teacher: (.) 原形[base form]? Yes, [then continued using Chinese explain].

18 <大家它说的是[Look what it says] If I get caught, 那他逮到了没有

19 [Did he get caught]? >

20 Students: [answered in Chinese]. 没有[No].

21 Teacher: Is that the opposite of future reality?, 所以用了虚拟语气[So we use the

22 subjunctive mood]。

23 Students : (unclear)

24 Teacher: “but I was happy to help because I knew it would help us achieve our

25 dream of making black people and white people equal.” (.) explained in

26 Chinese. 但是很高兴我帮了他因为我知道我提供的帮助将会促进实

27 现黑人与白人的平等 But I was glad that I helped him because I knew

28 that my help would contribute to the achievement of equality between

29 blacks and whites. “of making black people and white people equal”是

30 后置定语[Is post-attributive], 修饰 [which embellishes]“dream”。文

31 章梳理完了[That’s all for the article], (.) do you have any questions?

32 Students: [answered in Chinese]. 虚拟语气还可以再讲一遍吗[Can you explain

33 the subjunctive again]? ↑

34 Teacher: [explained in Chinese]. 好的我们再来看[Ok, let’s take a look], <“if

35 though, as if,”引导条件状语从句 [Adverbial clauses of introductory

36 conditions] 后面接虚拟语气[This is followed by the subjunctive

37 mood]↑ write on blackboard 第一种情况是与现在事实相反[The first is

38 the opposite of what is happening now],从句用一般过去式[The clause

39 uses the past simple tense]↑; 与过去事实相反[Contrary to past facts],

40 从句用过去完成 The clause uses the past perfect tense ↑; 与将来事实相

41 反呢[Contrary to future facts], could/would+ 动 词原形 [Could

42 /would+ base form of the verb] ↑>

43 Students: took notes.

In this example, it can be seen that the students asked the teacher to clarify the subjunctive mood again after the teacher’s explanation as indicated in line 32. Before line 30, the teacher explained the subjunctive mood in Chinese, after her explanation the students were still confused about the subjunctive mood. Therefore, students asked the teacher to clarify one more time. Seeking clarification ‘therefore’ was used as a strategy to enhance

the interaction between students and teacher. The discussion also showed that the teacher used Chinese and English to clarify something the students could not understand.

2. *Extended learner turn*

It refers to the learner's turn of more than one utterance.

Example 2: from lesson 4

- 1 Student 16: the first word is 'quality'. [then explained in Chinese and English]. 词
2 性是名词 [Part of speech is a noun] , Consciousness is“质量
3 [quality], 品质 [trait]”; 当它做品质是可数名词[trait is a countable
4 noun when it does], 当它做质量时是不可数名词容易混淆的词是
5 [It's uncountable when it comes to mass and the confusing word is]
6 “quantity-”
- 7 Teacher: [correct the pronunciation]
- 8 Student 16: (.)词性是名词[Part of speech is a noun], which means “数量
9 [quantity] , 数目 [number] , 数额 amount”。
- 10 Teacher: take it easy when you teaching. (.) Take notes, if you have questions let
11 me know.
- 12 Student 16: Miss Zhang, should I write phonetic symbol on the blackboard?
- 13 Teacher: you can decide. Can you teach a little bit quickly?
- 14 Student 16: (write on the blackboard) (15) the second one is 'mean', the
15 meaning-
- 16 Teacher: Wait a minute, I have something to add. Guys, did you write down what
17 he said?↑
- 18 Students: not yet↑, we need more time.
- 19 Teacher said to the student who is teaching: please give time to your classmates to
20 take notes and ask them to understand
21 or not what you taught. Now let us
22 remember the phrase 'be a good/
23 high quality.↑ 高质量[High
24 quality], 高质[Best quality]。
- 25 Students: [took notes].
- 26 A few minutes later.
- 27 Student 16: the second one is 'mean'↑. [then explained in Chinese]. >它是一个形

28 容词[It's an adjective], 意思是[which means]“吝啬的[stingy], 自
29 私[selfish], 卑鄙的[despicable]”; 作为动词意思是[As a verb it
30 means] want , 意味着[which means]”。它的过去式[Its past tense],
31 过去分词都是 [The past participle is]“meant”↑<。

Example 2, student 16 did the teaching role in word learning, and while he was teaching, the teacher interrupted him several times. From the examples shown in lines 6 and 13, many extended turns were going on while the student paid more attention to what the teacher was trying to explain.

3. *Display question*

This feature refers to asking questions to which the teacher knows the answer.

Example 3: from lesson 5

1 Student 23: °‘Patient’, then explained in Chinese. 形容词[adjectives], 有耐心
2 的[patient]。作为名词是[As a noun]“病人[patient]”的意思
3 [meaning]°
4Teacher: Did you finish taking notes ↑
5 Students: No. How to spell patience↓
6 Teacher: p-a-t-i-e-n-c-e↑. Any supplement?
7 Student 23: °That’s all °

In the example, students asked the teacher how to spell a word in line 4 of example 3. Since the example of teaching content was about words or vocabulary learning, the feature was used by students to know how to spell the word being spelled correctly. In typical Chinese English classes, vocabulary learning situations occur frequently, so students typically use display questions to understand and know how words are spelled to help them write them easily.

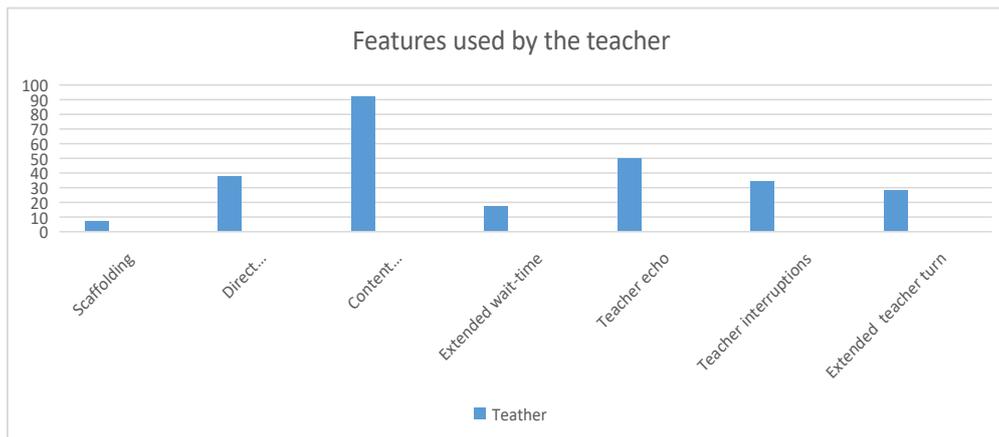
Findings from Research Objective Two

The findings taken from the observation data indicated that the teacher used 7 features from 14 features to help students develop their CIC when she was teaching English in the classroom.

For example, *scaffolding* was used 7 times while *direct repair* used 38 times. In addition, *content feedback* was used 92 times, *extended wait-time* used 17 times, *teacher echo* used 50 times, and *teacher interruptions* used 34 times and *extended teacher turn* used 28 times in this study.

The representation of the usage can be seen in the graph below.

Figure 3 Features used by the teacher



1. Content feedback

The first feature was content feedback. This refers to the comment made by the teacher first to start the interaction.

Example 4: From lesson 1

- 1 Teacher: ↑Zhou, please answer ↑question 21.
- 2 Student 2: ↓ In the third paragraph, (.) our paid teaching applied holidays.
- 3 Teacher: This sentence is also the answer , 但是第一自然段已经可以找到答案
- 4 [But the answer is already there in the first paragraph], (.) am I right,
- 5 students?
- 6 Students: Yes.
- 7 Teacher: The first paragraph says that “teaching English organized by use company
- 8 is the best way to get pay to travel the world”. This is the answer in the
- 9 first paragraph. Right?
- 10 Students: Yes.

The example shows the content feedback used by the teacher for students’ feedback on the understanding of teaching content. In example 4, lines 6 and 10 showed students using

yes to give feedback on what the teacher asked to check if the students used the reading strategy correctly or not. This was used to check students' ability to understand.

2. Scaffolding

It refers to (1) reformulation: rephrasing a learner's contribution; (2) extension: extending a learner's contribution; and (3) modeling: providing an example for learners.

Example 5: from lesson 4

- 1 Student 18: none of it is 'meaning', then explained in Chinese. 意思是[means]“意
2 义 [significance], 意思[meaning]”; 形容词是[Adjective is]
3 “meaningful”, 意思是[means]“有意义的[significant]”(.) Did you
4 finish writing it down?
5 Students: yes↓
6 Student 18: >相关短语有[Related phrases are]“be mean with sth”, 对某物吝啬
7 [Be stingy with sth]; (.)“be mean to sb”, 对某人刻薄[Be mean to sb];
8 (.)“mean doing sth”, 意味做某事[Means to do sth]; (.)“mean to do
9 sth”, Intend to do sth 。 <
10 Teacher: I add one phrase ↑ ‘be mean for’↑, [then explained in Chinese]. 命中注
11 定[doomed]。 [Then repeat what student said], “we mean with sth”↑, 对
12 某物吝 Be stingy with sth ↑; (.)“be mean to sb”↑, 对某人刻薄[Be mean
13 to sb]; (.)“mean donging sth”↑, 意味做某事[Means to do sth]; (.)
14 “mean to do sth”, 打算做某事[Intend to do sth]。 Wang's teaching was
15 not clear, [then explained in Chinese and English]. Mean 有三个词性
16 [There are three parts of speech]↑, 第一个是形容词[The first one is an
17 adjective], 意思是“吝啬的 [Mean means mean], selfish, 卑鄙的
18 [despicable]”; 作为动词[As a verb], 意味着[It means], [intend]。过
19 去式过去分词都是[Past tense past participle] meant, 作名词是 [A
20 noun is] meaning 。
21 Students: took notes.

In example 5, the teacher extended a phrase that relates to *mean* to let students know more related phrases during word learning, as illustrated in line 10. Then, the teacher reformulated the student's teaching content in lines 11, 12, 13, and 14. This lets students who were listening understand the teaching content. Since the situation of the example was based

on word learning or vocabulary, this feature used by the teacher had different functions. For example, to help the other students understand the content of the teaching, the assigned students taught other students. Reformulation in this context helped him learn how to organize content and how to convey their ideas to others, in which learning can be viewed as an extended knowledge of using words.

3. *Direct repair*

Another feature discovered was direct repair, in which the teacher immediately corrects the error made by the students.

Example 6: from lesson 3

- 1 Teacher: Go on. 'Next month the city will open a new park to honor those↑ who
2 died in the Tangshan Disaster.' then explain the sentence in syntax
3 meaning. 当 [when]those 指人的时候它的引导词只能用[When
4 referring to a person, the leading word can only be used] who↑, (10) Then
5 learn the word "owner". What the syntax meaning of it?
6 Student 11: it is a none↓
7 Teacher: Really? It is a verb in the sentence, [then explained in Chinese]. 它是这个
8 不定式词组的动词[It's the verb of this infinitive phrase]. How about the
9 meaning when it as a none?
10 Students: quiet.
11 Teacher: As a transitive verb, 尊敬[respect], 致敬[Pay tribute to]。(.) 作名词
12 的时候呢[As a noun]? Did you remember?
13 Students: quiet.
14 Teacher: explained in Chinese. [荣誉[honor], 荣幸[pleasure]]↑Then ask
15 students to translate the sentence.
16 Students: [answered in Chinese and English]. next month ↑要开一个新公园来致
17 敬那些在唐山大地震中去世的人。 [A new park will be opened to pay
18 tribute to those who died in the Tangshan earthquake].

In example 6, when students gave the wrong meaning of *owner*, the teacher used *really* to let them think whether the answer was correct or not and gave the right answer immediately. As illustrated in the example, the students had made grammatical mistakes. As the teaching indicated, these were all grammar drills in which communication never took

place. It shows that grammar has a big role in Chinese English teaching classes and teachers highlight it every time they teach the students. Thus, the teacher in this study normally used direct repair to let students see the wrong answer and provided the right answer so that the students would be aware of their mistake immediately. Based on the turns, it also illustrates the dominant role of the teacher.

4. Extended wait-time

Extended time is a feature that allows students to have sufficient time (several seconds) to respond to the questions asked by the teacher.

Example 7: from lesson 7

- 1 Teacher: Turn to page 34, (.)we will continue our reading part. Please read the text
- 2 and filling the blanks.(8) First, you read the text then I will choose some
- 3 students to answer my question.
- 4 Students:(no)
- 5 Teacher: you have no choice.
- 6 1 minute later. (60)
- 7 Teacher: The first blank what should be the answer, Zhou?
- 8 Student 29: (2) more helpful.

In the example, the teacher allowed a few minutes for students to prepare and Think about the answers, then waited for a few seconds after asking a question. It is shown in the line 8 of example 13, the waiting-time was used by the teacher, which gave students more space to formulate their answers and let them prepare inside, which might have given them more confidence to answer the questions.

5. Teacher echo

It refers to the teacher repeating the teacher's previous utterance and the teacher repeats a learner's contribution.

Example 8: from lesson 6

- 1 Student 26: ° Next one is 'come to/into power' .(.) [Then explained in Chinese and
- 2 English]. 意思是 [means]“当权[In power], Came to power , began
- 3 to take power “。 (.) 反义词是[Antonyms are]“out of power”, 意思是

4 [means]“丧失权利[Loss of rights]”
5 Teacher: repeat what the student said, >come to/into power↑, “当权[in power],
6 Came to power, 开始执政[began to take power]”, (.)反义词是
7 [Antonyms are] “out of power”, 意思是[means]“丧失权利[Loss of
8 rights]”<

In example 8, the teacher repeated what the student said to let other students write it down, as shown in lines 5, 6, and 7. This is helpful and ensures that words’ learning went well and ensures other students remember the phrases’ meaning in learning. The teacher’s echo used by the teacher in the English classes helped students remember what they needed to learn well.

6. Teacher interruptions

It refers to interrupting a learner’s contribution.

Example 9 : from lesson 4

1 Student 21: LAWYER. £ (unclear from other students) [then explained in Chinese]. 意
2 思是[means]“律师[lawyer]”, 名词[noun]。它有一个变形[It has a
3 deformation]。
4 Students: Only one? Really?
5 Student 21:° law, 名词 [noun] , “法律 [law]”
6 Teacher: (2) I will add one more morpheme. ‘lawful↑’, what’s the meaning of it?
7 Students: answered in Chinese. 法律的[legal]?
8 Teacher: look at the PowerPoint and explained it in Chinese. 法律许可的[Legally
9 permitted] ↑, 守法的 [The law of] , 合法的 [legal] 。OK, you can have
10 a break after taking notes.

In example 9, the teacher interrupted a student while teaching for extending knowledge in line 6. An interruption is used frequently by the teacher during English classes. The example show that when students teach words, the teacher normally interrupts them, adds some phrases, and relates words or sentences to the students. The feature is used by the teacher to add knowledge for students’ English learning outside of the textbook, which the students did not learn or help them review the knowledge they have learned.

7. *Extended teacher turn*

It is referred to the teacher's turn of more than one utterance.

Example 10: from lesson 7

- 1 Teacher: Go ahead. 'Elias () strong believed,' [then explained in Chinese
2 and English] Believe 是动词 [is verb], What word modifies a verb?
3 Students: [Answered in Chinese]. 副词[adverbs].
4 Teacher: 所以要把 [so we need to] strong 变成[change]?
5 Students: Strongly↓.
6 Teacher: You are right↑. (5)Now we will turn to your testing papers. 'the building
7 () wall is white is my uncle's home'. then explained in Chinese. 出
8 现了两个谓语动词[There are two predicates], 对不对[right]?
9 When there is a sentence with two predicates, 并且没有连词的时候说明 10
其中一个句子肯定是从句 [And when there is no conjunction, one of the 11
sentences must be a subordinate clause] 。If there are clauses, we should 12 underline
the main clause, 主句是 [The main clause is]“the building is
13 my uncle's house”, “wall is white” 这个句子是从句
14 [This sentence is a subordinate clause] , 跟在[followed]“building”
15 And then it's a noun , 所以这是定语从句[So this is the attributive
16 clause], “wall” 和 [and]“building”是同属关系[It's a congener
17 relationship] So we need to fill it out here,“whose”。知道了吗[got it]?
18 Students: (yes)

In example 10, the teacher turned off grammar analysis for sentences, which shows that the teacher normally leads the English class and interactions. According to Kramsch (1986) effective communication rests on learner's ability to interact with others and to collectively reach understandings. However, students illustrated that they have insufficient still have had difficulty in producing correct strings of utterances. That was the reason why, students were needed to rely on their first language or L1 to ask questions and show that they have understood, to clarify meanings, to repair breakdowns and so on, this requires mental and interactional ability. Thus, teachers can pay attention more on the ability of students to communicate meaning and establish a constant process of trying to make sense on what students were trying to negotiate, query, and clarify.

Discussion

This section discusses about the findings of this research by linking them to the findings of the previous research studies.

• The features of classroom interactional competence used by the Senior 1 students to develop their CIC in English at Wenxing Middle School, Tengchong, Yunnan, China

In objective 1 of this study, 40 Senior 1 students who studied in Wenxing Middle School, Tengchong, Yunnan, China were observed for 2 months, which involved 24 classes. Based on the result of the findings, there are three features used by the students. They are seeking clarification, extended learner turns, and display questions (Walsh, 2006, 2011).

In this study, seeking clarification happened when asking about grammar knowledge. According to the recordings, we could know that grammar learning plays an important role in Chinese English classes, which has an effective influence on English examinations, as required by the Chinese educational system. Just as Watanabe (2016) mentioned, through extended learner turn, learners developed methods to participate in multiparty classroom interactions to achieve and co-construct a specific recurrent communicative activity led by the teacher. In this study, students used learner turn for tasks given by the teacher and interactions led by the teacher. Students use display questions to learn what the teacher knows and to increase interaction opportunities during English learning.

According to Kirkpatrick and Zang (2011), the exam system could be defined as the influence of testing on teaching and learning, which reflects on students' learning targets in this study, English grammar. Grammar explanations may require high levels of teacher talk and very little learner participation, which is mentioned in Walsh (2002). Thus, the students put more time and energy into writing and memorization, which makes English classes lack motivation in speaking. As a result, less communication happens in high school English classes, which leads to students using fewer CIC features in their English learning procedures. What was obvious from the examples were, there was a limited interactional strategy the students used to engage with their teacher.

• The features of classroom interactional competence used by the teacher to help students develop their CIC in English at Wenxing Middle School, Tengchong, Yunnan, China

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An Evaluation of Teacher and Students' Talk to Develop Classroom Interactional Competence in English at Wenxing Middle School, Tengchong, Yunnan, China

In objective 2 of this study, one English teacher who taught at Wenxing Middle School, Tengchong, Yunnan, China, was observed for 2 months, which included 24 classes. To analyze the features used by the teacher in her English classes, a conversation analyzer was used to determine the teacher's use of classroom interactional competence during teaching procedures.

There are seven features of classroom interactional competence used by the teacher at Wenxing Middle School, Tengchong, Yunnan, China. They are content feedback, scaffolding, direct repair, extended wait-time, teacher echo, teacher interruptions, and extended teacher turn.

The teacher used content feedback, responding to the message, and not the linguistic forms used to articulate a particular message. In this study, the teacher used content feedback the most frequently compared with other features. Content feedback in this study showed that the teacher checked whether students understood or not during their learning procedures. According to Hougham (2015), scaffolding is a necessary balance between evaluative and discursal kinds in particular, and less teacher-teacher echo and more extended wait time is needed. These findings are consistent with Walsh's (2002, 2006) and Walsh's and Li's (2013) findings that using scaffolding and extended wait-time while reducing teacher echo can create space for learning. Extended wait-time gave students the courage to answer questions, and teacher echo could make students remember knowledge that needed to be tested well in this study.

Extended teacher turn sometimes happens after teacher interruption. The teacher interrupted students for many reasons, such as correcting their errors, which was called "direct repair" in this study. In the research, extended teacher turn was used by the teacher to add or explain the teaching contents. This feature was important in the teaching process since the teacher played a core role in the Chinese English classes. Teacher interruption was used in this study to correct errors or extend students' contributions. Furthermore, the teacher interrupted students and gave them suggestions when they asked, "teacher," how to teach in a way that is more useful to other students' learning. In this case, the direct repair is used by the teacher to correct students' errors when they are pronouncing a word or answering a question. According to Walsh (2002), "there is certain logic in keeping error correction to a minimum in oral fluency practice activities to reduce interruption and maintain the flow of interaction"

(p. 11). Those findings were mentioned by Wasi'ah (2016), who said that the teacher used those features related to the pedagogic goal.

As previously stated, China's education system is a state-controlled public education system that emphasizes a nine-year compulsory system. This includes preparation time for the National College Entrance Examination (NCEE) or *gaokao* (Brandenburg & Zhu, 2007). Since the population in this study is in high school and learning and teaching for Gaokao, due to this situation, English is a required course for students. Therefore, the teachers are required to teach according to the teaching program of the educational system in high school, which is led by teachers in Chinese education. Therefore, teacher-centered learning normally happens in Chinese English classes, which caused teachers to use many types of features of classroom interactional competence more than students in this study.

Recommendations

Teachers need to understand CIC carefully and then arrange and design teaching objectives using CIC, such as adding more teaching activities that can promote the smooth running of the teaching procedures or allow students to interact more. In addition, the teacher should also develop their abilities to use CIC in English teaching, depending on the English level of the students, to avoid no function feature use.

More importantly, perhaps teachers can learn something on this research by trying to understand their teaching by looking at the transcriptions as these tell what was going on in the classroom. Perhaps if teachers would let their teaching to be more student centered rather than teacher centered type of teaching, they might be able to provide more space to their students' to interact with their peers or teacher further.

A longer period for further research is needed to make the study more comprehensive and on teacher and student talk evaluation in English classrooms. As well, future researchers need not only to focus on checklist or observation as part of the instrument but a comprehensive journal is needed.

Conclusion

There have been several studies in the ELT domain on classroom interactional competence. Many researchers have found CIC affects students' English language learning;

thereby, many teachers use CIC to enhance students' learning space and chance when they are teaching. This study was focusing on indentifying the students-teacher talk/ teacher-students talk features to develop students' interactional competence using Walsh (2006) SETT Evaluation in the Chinese English classes. As the researcher, I believed that the students and the teacher who participated in this study still need to understand how to use certain features of CIC in a classroom further and that teacher should focus more on their students' communication rather than focusing on mistakes. As teacher-centered teaching is widely used in China, this is the reason why the classroom is dominated by the teacher, and the students are just there to answer what they were asked to answer or do. Thus, in order to help students' interactional competence, especially in English, teachers should be aware of how they teach by evaluating how many turns they make in teaching and slowly shifting their way of teaching to a more student-centered type of pedagogy in order to make teaching and learning English effectively.

Similarly, teachers need to understand; rearrange, and redesign activities to make more space for students to participate actively. In this manner, students might be able to engage more in discussion and motivate them to interact during classes. Due to the test system, perhaps this is one of the limitations of time for Senior 1 students to do many activities in their English classes. Therefore, the teachers need to develop their ability to teach strategies to enhance students' interaction during English classes and not just focus on the drill system. Hopefully, this research will help teachers and students to be aware of why communication is always the weakness in the Chinese system. In this manner, the features found will be used further to help teachers and students be more engaged in real classroom interaction.

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A Model of English Writing Instruction Using Digital Activities on Smartphones

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Abstract

This research aimed to develop a model of English writing instruction using digital activities on smartphones to improve the students' writing ability in this digital era and to study the effectiveness of the designed model using quasi-experimental design with explanatory mixed methods in the context of English as a foreign language at lower-intermediate level in a private university in Thailand. By amalgamating the research's findings on the students' preference for English writing learning with the use of digital activities on smartphones inside and outside classroom (Ngamsomjit, 2021; Ngamsomjit & Modehiran, 2022) with the documentary research, four components of the designed model were proposed including learners' learning, teacher's teaching, digital tools and technology for English writing learning, and English writing instruction. The lessons in the instruction comprised nine steps for in-class collaborative writing activities and an outside-class group project as an instructional instrument. The findings from the pretest/posttest revealed the students' writing scores in the experimental group increased in the posttest at a significance level of .05. The semi-structured interview and the online questionnaire after students' attending the instruction as the designed model reported their satisfaction towards the teaching as the model. The research concluded that the developed model satisfactorily influenced students' confidence, motivation, enjoyment, engagement, and interaction in their writing learning, and improved the students' writing ability in this digital era.

Keywords: Instructional model development, Digital writing activities, smart phones, English writing instruction, English as a foreign language

Introduction

Technology has been incorporated into English instructions for many decades; however, the world's digital transformation and the disruptive technological innovations have changed all aspects of lives including how people write (Electronic Transactions Development Agency, 2019, 2020). In a private university in Thailand, a lower-intermediate English writing instruction in an English as a foreign language context is conventionally conducted with the use of common teaching tools and technology such as textbook, computer and a projector, students seem increasingly inactive in their learning leading to ineffective learning and

unsuccessful academic results. One of the possible factors might be that the students' ways of learning English writing have changed on account of their digital attributes (Ngamsomjit, 2021; Ngamsomjit & Modehiran, 2022); as a result, the traditional English writing instruction currently in use might probably be less suitable. Therefore, a cautious research study is necessary to raise some concerns of the EFL communities to mitigate the impact of the digital transforming on English writing teaching and learning. This current research firstly aimed to develop a model of English writing instruction using digital activities on smartphones to improve the students' writing ability in this digital era and investigated its effectiveness on significant improvement of the students' writing ability and their satisfaction toward the writing instruction as the model.

Related Literature Review

The related studies regarding the designing of the writing instruction model included SLA principles, English writing instruction, digital technology for English writing learning, and instructional models as follows.

Related SLA Principles for Learners' English Learning

An insight into the related principles of second language acquisition could reflect on how learners learned English rendering right direction towards appropriate EFL teaching and learning. Three groups of second language acquisition (SLA) principles including cognitive-interactionist perspective, sociocultural perspective, and innatist perspective can be applied in the proper writing teaching and learning. Beginning with the **cognitive-interactionist perspective**, to set up the steps of learning writing, students' new knowledge should be primarily and gradually formed by increasing experiences and practices, scaffolded by the teacher's directive lecture and presentation, and developed by the modified interaction with the teacher (Lightbown & Spada, 2013; Long, 1996; Ortega, 2007). For the **sociocultural perspective**, English writing can be taught for the communicative purpose. Social interaction could be focused to enhance the learners' cognitive development (Lightbown & Spada, 2013; Margolis, 2020; McLeod, 2020; Shooshtari & Mir, 2014). Vygotsky's Zone of Proximal Development (ZPD) and the More Knowledgeable Others (KMO), defined as "a skillful tutor" (McLeod, 2020, p.4), conceptualized how a child could learn language when supported by adults and peers with higher language proficiency (Margolis, 2020). McLeod (2020) pointed out that technology and tools could also help the learners with the new knowledge development in the ZPD. Social interactions and learning collaboration played a significant role in knowledge development as explained by Margolis (2020) that "interactions of the two actors" (p.20) could promote the true joint-learning construction (co-constructive learning), from inter-psychological processing to intra-psychological processing, resulting in the cognitive development (Shooshtari & Mir, 2014). For the **innatist perspective**, learning how to write reflects from the internal and external factors affecting language acquisition as proposed by Krashen (1982)'s Monitor Model: Acquisition/Learning Hypothesis, Input Hypothesis, and Affective Filter Hypothesis. Acquisition/Learning Hypothesis focused on the learning environment affecting the learners' learning. It was believed that learners consciously learn

and unconsciously acquire language which was similar to Margolis's "spontaneous (everyday – outside classroom) concepts" and "scientific (inside classroom) concepts" (2020, p. 22). The unconscious acquiring (or the spontaneous – everyday outside class learning) was developed primarily at the bottom, promoting the conscious learning (scientific - inside class learning) at the top. They both interacted with each other in the two-sided process (top-bottom and bottom-top). For the other two hypotheses, Input Hypothesis focused on the proper input for learners' effective language comprehension which could be promoted by the interactional modifications (Long, 1983) through learning collaboration with peers and teacher, while Filter Hypothesis focused on the factors affecting learners' learning which can include anxiety, boredom, and emotions obstructing learning. Each individual learner who possessed different characteristics, learning styles, and preferences should be taken care of by their teacher to create the proper learning environment (Lightbown & Spada, 2013). Therefore, the integration of writing learning collaboration with peer feedback and support from teacher and digital technology should create the proper learning environment with less affects that could better assist the learners to develop their English writing learning with effective cognitive development as aimed.

English Writing Instruction

Writing is regarded as a complicated process consisting of many dimensions such as context, culture and background, purpose, and genres. Hyland (2002) suggested that writing instructions should be based on the tripartite framework emphasizing on writer, text, and reader. This principle consisted of nine traits: collaborative, responsive, recursive, developmental, generative, problem-solving, authentic, interactive, and meaningful. These qualities therefore should be included in the writing activities. From concepts to the writing teaching approach, the tripartite approach consisting of product, process, and project as the base with the key mechanism using Funds of Knowledge would guide the construction of the writing activities both inside and outside classrooms (Chen et al., 2017; Hyland, 2002; Kokotsaki et al., 2016; Sarhady, 2015). First, the product-based approach would guide the students to practice towards the end product whereas the process-based approach would encourage the students in realizing the process of writing. Second, the project-based approach would provide the students with opportunities for social interactions, collaboration, and authenticity of English writing. Last, the Funds of Knowledge (FoK) (Hogg, 2011, 2016; Maitra, 2017) would allow the students possessing different experience and background to share their existing related knowledge together and build new knowledge for writing learning. The FoK-based approach using class discussions and collaboration among the students, and between the students and their teacher would be the way to increase the exchange of the funds of knowledge related to the writing tasks. This would help students lacking prior knowledge on or being less interested in the writing topic content to succeed their writing learning.

Digital Technology for English Writing Learning

Due to the speedy technological developments improving all aspects of life, many studies revealed significant benefits of technology-assisted language learning, from computer-

assisted language learning (CALL) to mobile-assisted language learning (MALL) and this means that technology has changed how learners acquire their language input (Otto, 2017; Rahim & Adzharuddin, 2018; Santos Costa & Xavier, 2016) and produce language output (Hyland, 2002). Particularly, for the past decades, Kim et al. (2013) revealed that the use of social networking features could enhance the learning collaboration increasing learners' motivation and effecting learning. And such integration of technology in English instruction was expected by the learners in their learning environment (García Botero et al., 2018; Kim et al., 2013; Ngamsomjit & Modehiran, 2022; Sun & Gao, 2020). And in the era of digitalization when smartphones have become indispensable part of lives, the digital devices with touchscreens are available for teaching and learning disruption with the more effective qualities and better accessibility (Godwin-Jones, 2017). It is also correlated with the study findings by Ngamsomjit (2021) and Ngamsomjit and Modehiran (2022) on the EFL university students' preference for the use of digital technology for writing learning.

Instructional Models

Designing and developing a model as aimed involved three related instructional models: instructional design model, model for instructional technology and media integration and teaching models. First, the **ADDIE Model**, which is an instructional design model (Levesque, 2019), was chosen as the primary procedure to design and develop the aimed English writing instruction. **ADDIE Model** consists of five main steps: Analyze, Design, Develop, Implement, and Evaluate. This instructional design could help teachers to plan lessons with all teaching and learning steps in different learning environments (Linh & Suppasetserree, 2016; Richards & Lockhart, 1994). Second, the **ASSURE Model** is a model chosen for utilizing technology and media in learning. **ASSURE Model**, defined as “a procedural guide for planning and conducting instruction that incorporates media and technology” (Heinich et al., 2001, p. 54), consists of Analyzing learners, Stating objectives, Selecting methods, media and materials (including technology), Utilizing media and materials, Requiring learner participation, and Evaluating and revising. With the strategic guidelines, digital technology integration could both facilitate teacher's teaching and engage students in their active learning. The third model includes one of the **models of teaching**. Joyce and Weil (2003) explained that a model of teaching was “a description of a learning environment. The descriptions have many uses, ranging from planning curriculums, courses, units, and lessons to designing instructional materials – books and workbooks, multimedia programs, and computer-assisted learning programs” (p.11). Also, most teaching models were basically designed to be the “tools” (p.2) to manage education for learners' academic accomplishments. Therefore, a variety of different models have been designed to serve different curriculums, course contents, teaching and learning objectives, and learners' learning styles. The two instructional models applied to develop the writing instruction model for the current research included cognitive processing model and collaborative learning model (Joyce & Weil, 2003) as discussed when presenting the model below.

Therefore, the writing lessons and activities that responded to the learners' preference should be designed as a teaching model that was developed to improve the students' writing ability as conducted in this research.

Research Methodology

The current research applied mixed-method quasi-experimental design. The research first brought the findings of learner analysis of preference for digital writing activities (Ngamsomjit, 2021; Ngamsomjit & Modehiran, 2022) to design conceptual components to develop a teaching writing model by selecting conceptual components, digital tools, and technology to design a model of English writing instruction using digital activities on smartphones. The teaching as the designed model was then conducted with the experimental group, while a conventional teaching method was used with the control group. The writing instruction as the designed model was investigated into its effectiveness in improving the students' writing ability by pretest and posttest and the opinions toward the teaching as the model was investigated by questionnaire and semi-structure interview.

Research Context

The present research was carried out in a private international university in Thailand in the communicative, EFL context. The subject course of the study was a lower-intermediate academic English course to foster all four skills. However, in terms of English writing learning, through a commercial textbook currently in use, content and exercises mainly focused on texts as a model. Additionally, students' mother tongues were different, for instance Thai, Chinese, Cambodian, Burmese, and more; consequently, English was the medium of the instructions.

Participants

The present study applied the intact groups of 32 university students from different faculties, and different levels of English proficiency. The participants were in the 18-25 age range, studying the course in 2021. Unfortunately, on account of the COVID-19 pandemic since 2019, the short number of students caused the decline of student enrollment. This resulted in unequal sample size, causing eight participants in the control group and 24 in the experimental group. After the teaching treatment, 13 participants from the experimental group volunteered to fill in the online satisfaction report questionnaire and six interviewees were selected from the group to participate in the semi-structured interview yielding a supportive qualitative data.

Research Instruments

The explanatory mixed-method research design utilized six research instruments to collect data from different sources for insightful understanding of the study. The research instruments included pretest and posttest, teacher's observation form, students' satisfaction questionnaire, semi-structured individual interview, and an instructional treatment developed as the designed model of teaching, all of which were explained as in the following.

Pretest and Posttest Writing and the Writing Rubric. The present research used the existing writing test and rubric offered by the university's language institute to examine the students' writing ability. They were rated the Item-Objective Congruent (IOC) by three experts and received a positive result (0.87). Moreover, an inter-rater who was teaching the same course was invited to regrade the students' test writing. Correlation analyses yielded a correlation coefficient of 0.93 for pretest and 0.95 for posttest.

Teacher's Class Observation Form. During the activity was conducted, the researcher as the teacher observed all groups and filled the form accordingly. The table form consisted of five aspects potentially observed in the digital group-based English writing activities (engagement, motivation, collaboration, interaction, and achievement), using five-point Likert scale. Space for short written comments and suggestions was also provided. It received positive average IOC score (1.0).

Online Questionnaire on Students' Learning Experiences and Satisfactions towards the Effectiveness of English Writing Instruction Using Digital Activities on Smartphones. It consisted of 23 questions. Part I explored the students' profile. Part II examined the students' learning experiences and satisfactions towards the effectiveness using five-point Likert scale. Part III allowed students to give feedback. It received positive scores for both the average IOC (0.90) and the Cronbach's Alpha (0.96).

The Semi-Structured Interview for Students' Learning Experiences and Satisfactions towards the Effectiveness of English Writing Instruction Using Digital Activities on Smartphones. Five questions were adapted from the online questionnaire on students' experience and satisfactions to give more insight into the students' learning experiences and satisfactions. The interview questions received the positive average IOC score (1.0).

Instructional Instrument. The two in-class writing lessons with digital activities on Line and Facebook in accordance with the developed teaching model (See Figures 1 and 2) and the outside class project assignment on any digital platforms of the students' own choice, all lasted 348 hours: 12 hours in-class and 336 hours out-of-class. The lesson plan received the positive average IOC score (0.96).

Findings

The explanatory mixed method resulted in both quantitative and qualitative findings. The research results revealed the designed instructional model and the effectiveness of the teaching as the designed model as follows.

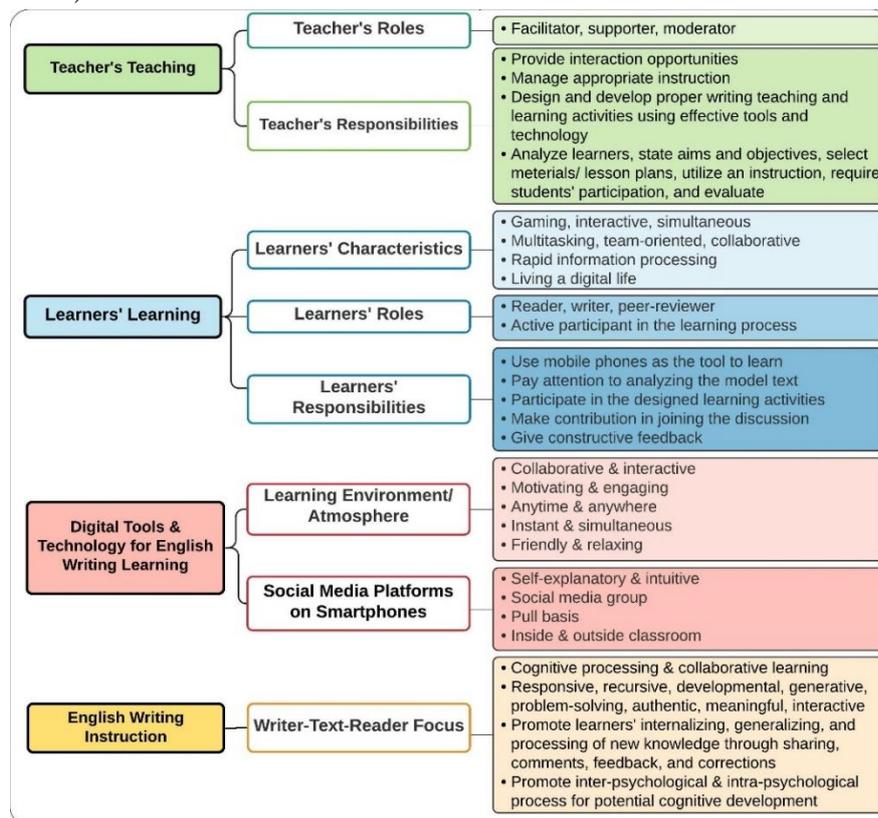
Model of Writing Instruction Using Digital Activities on Smartphones

The elements applied in consideration as the base to design the writing instruction model for the current research included four components: **learners' learning, teachers'**

teaching, digital tools and technology for English writing learning, and English writing instruction (Ngamsomjit, 2021; Ngamsomjit & Modehiran, 2022). The four components were intervened into one another aiming to enhance students' writing ability and satisfaction towards the effectiveness of English writing instruction using digital activities on smartphones. Each component possessed the qualities and details that constituted an English writing instruction using digital activities on smartphones as the designed model (See Figure 1).

Figure 1

Model of English Writing Instruction Using Digital Activities on Smartphones (Ngamsomjit, 2021)

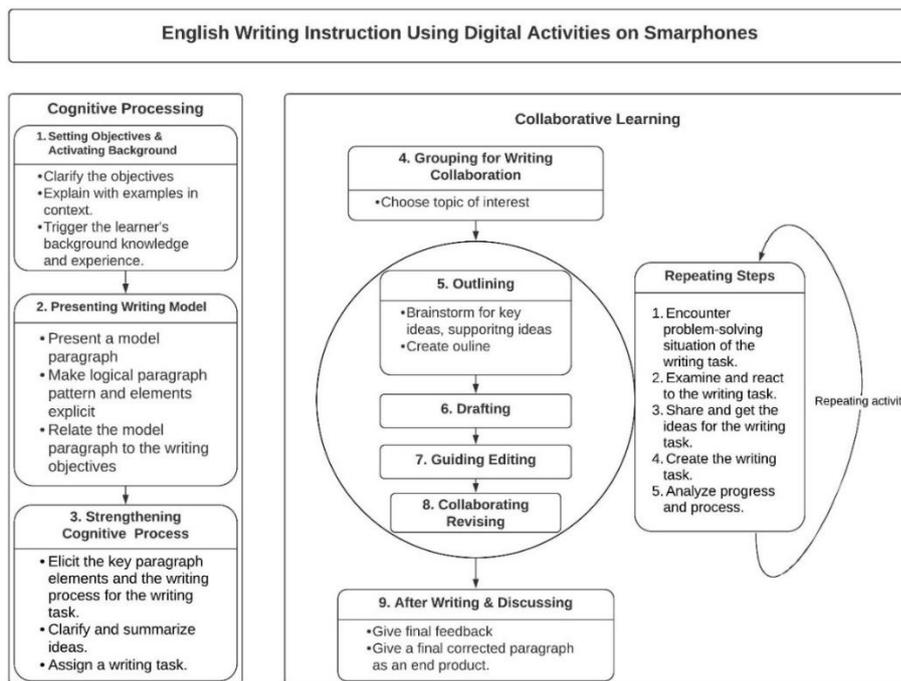


As shown in Figure 1, the designed teaching writing model for the current research comprised the congruent dimensions under the four components: 1) roles and responsibilities of teachers, 2) characteristics, roles, and responsibilities of learners, 3) learning environment and atmospheres with the use of social media platforms on smartphones, and 4) the writer-text-reader-based writing instruction. In planning and developing a lesson for writing teaching in accordance with the developed model, the two models of teaching adapted from teaching models by Joyce and Weil (2003) were combined as they suited the concepts of related SLA principles for an English writing instruction using digital activities on smartphones as aimed. First, the current English writing instruction as described involved the **cognitive processing model** consisting of step one: presentation of writing lesson objectives, step two: presentation of writing task/ model paragraph, and step three: strengthening cognitive process. Additionally, to create a proper learning environment to suit the learners' learning styles and preference for collaboration with peer feedback and knowledge sharing, the **collaborative**

learning model was also involved. It promoted collaborative learning and interactions among learners, consisting of six teaching steps - step one: encounter problem-solving situation of the writing task, step two: examine and react to the writing task, step three: get and share the ideas for the writing task, step four: create the writing task, step five: analyze progress and process, and step six: repeat activity. Consequently, the writing instruction of the developed model of English writing instruction using digital activities on smartphones comprised nine-step in-class activities, and one project of outside-class assignment (Ngamsomjit, 2021; Ngamsomjit & Modehiran, 2022) (See Figure 2).

Figure 2

English Writing Instruction Using Digital Activities on Smartphones (Ngamsomjit, 2021)



The in-class teaching process was divided into two stages of teaching and learning. **Stage one** was **Cognitive Processing** - 1) Setting Objectives and Activating Background, 2) Presenting Writing Model, 3) Strengthening Cognitive Process, and **Stage Two** was **Collaborative Learning** - 4) Grouping for Writing Collaboration, 5) Outlining, 6) Drafting, 7) Guiding Editing, 8) Collaborating Revising, and 9) After Writing and Discussing. The first three steps supported **cognitive processing**, and the later six steps supported **collaborative learning**. The outside-class project assignment promoted authenticity in English writing using situational instructions to collaborate in groups with their own choice of topics and teammates for outside-class work and inside-class presentations.

Significant Increase of Posttest Scores in Experimental Group

For the pretest, both experimental and control group manifested very close mean score with the control group slightly higher than the experimental group, where the pretest scores showed no significant difference between the two groups (See Table 1). The results indicated that the control group's mean value was 14.44 and SD was 1.60 while the

experimental group's mean value was 14.27 and SD was 5.13. Based on the two-sample t-Test ($t = .26$, $p = .80$), it assured the comparability for the experiment since there was no statistically significant difference between the two groups.

Table 1

Pretest Mean Scores and t-Values

	N	M	SD	t	df	p
Control Group	8	14.44	1.60	0.26	22	0.80
Experimental Group	24	14.27	5.13			

For the posttest, after the exposure to the use of digital activities on smartphones of the students in the experimental group and the conventional teaching in the control group, the posttest scores of the two groups indicated significant difference at the level of .05, revealing the significant effect of the different methods of teaching (See Table 2).

Table 2

Posttest Mean Scores and t-Values

	N	M	SD	t	df	p
Control Group	8	14.43	2.60	2.41*	30	0.01
Experimental Group	24	15.81	1.80			

Note. * $p < .05$

As can be seen in Table 2, the results of the two-sample t-Test ($t = 2.41^*$, $p = .01$) indicated that there was a statistically significant difference between the two groups since the control group's mean value was 14.43 and SD was 2.60 whereas the experimental group's mean value was 15.81 and SD was 1.80. Next, t-Test: Paired Two Sample for Means by MS Excel was used to investigate the writing ability improvement of the two groups.

Table 3

Pretest and Posttest Mean Scores and t-Values

	Control Group (CG: N=8)		Experimental Group (EG: N=24)		t		p	
	M	SD	M	SD	CG	EG	CG	EG
Pretest	14.44	1.60	14.27	5.13	-0.02	3.42*	0.49	0.00
Posttest	14.43	2.60	15.81	1.80				

Note. * $p < .05$

The results shown in Table 3 revealed that there was statistically significant difference between the pretest and posttest scores of the experimental group ($t = 3.42^*$, $p = .00$). On the other hand, there was no statistically significant difference between the pretest and posttest scores of the control group ($t = -.02$, $p = .49$).

Since the sample size of the control group was quite small, Wilcoxon Signed-Ranks Test for Paired Samples by MS Excel, the non-parametric statistics used for a comparison of unequal sample size groups (Rattanasiri, 2014; Sullivan, 2017), was used to analyze the scores of both groups as a verification. The results re-confirmed the former two-sample t-Test in that there was no statistically significant improvement between pretest and posttest scores ($p = .87 > \alpha .05$) in the control group, but there was a statistically significant improvement between the pretest and posttest scores ($p = .00 < \alpha .05$) in the experimental group.

Furthermore, qualitatively, the writing ability of the students from the experimental group could be clearly noticed. Based on the AI-powered and human-based analyses, it indicated that the use of digital writing activities on smartphones could support the students with low English proficiency to improve their writing ability in the areas of basic grammar, spelling, and paragraph composition. Especially, on the readability aspect, it indicated that the development made paragraph more comprehensible.

Students' Development by Teacher's Class Observation

Teacher's class observation investigated students' writing collaboration quantitatively and qualitatively, yielding positive results in that quantitatively it supported their achievement ($\bar{X}= 4.63, SD=0.52$), motivation ($\bar{X}= 4.50, SD= 0.53$), engagement ($\bar{X}= 4.50, SD= 0.76$), collaboration ($\bar{X}= 4.50, SD= 0.76$), and interaction ($\bar{X}= 4.25, SD= 0.89$) in writing learning. Qualitatively, it was observed that they actively used comments for writing collaboration with the highest number of 32 group comments. Additionally, tasks were shared among teammates, and a variety of writing versions was posted for whole group selection, part by part, until they arrived a final group paragraph.

Online Questionnaire on Students' Learning Experiences and Satisfactions towards the Effectiveness of English Writing Instruction Using Digital Activities on Smartphones

After all activities and the project assignment were completed, 13 students consented to participate. The questionnaire using the five-point Likert scale yielded positive results (See Table 4).

Table 4

Mean and SD Values on Students' Experience and Satisfaction

No.	Statements	M	SD	Interpretation
1	The digital writing activities motivated me to learn and practice writing.	4.31	0.63	Strongly agree
2	The digital writing activities encouraged me to participate in the writing activities.	4.23	0.83	Strongly agree
3	The digital writing activities engaged me in writing activities and writing learning.	4.31	0.85	Strongly agree
4	The digital writing activities made English writing instruction more effective.	4.31	0.75	Strongly agree

No.	Statements	M	SD	Interpretation
5	The digital writing activities made my English writing learning more effective.	4.31	0.75	Strongly agree
6	The digital writing activities made English writing learning more interesting and more fun.	4.31	0.85	Strongly agree
7	The digital writing activities helped me improve my ability to work as a team member.	4.23	0.83	Strongly agree
8	The digital writing activities made me feel more confident about my written communication skills.	4.23	0.93	Strongly agree
9	The digital writing activities made me feel more confident about my ability to learn writing.	4.38	0.65	Strongly agree
10	The digital writing activities made me feel more positive about English writing learning.	4.23	0.73	Strongly agree
11	The digital writing activities motivated me to write in English in real life communication.	4.23	0.73	Strongly agree
12	The digital writing activities helped me improve my English writing ability.	4.15	0.90	Agree
13	The digital writing activities improved my writing process.	4.15	0.80	Agree
14	The digital writing activities helped me know more about what content to write.	4.46	0.78	Strongly agree
15	The digital writing activities improved my knowledge of grammar.	4.08	0.86	Agree
16	The digital writing activities improved my knowledge of vocabulary.	4.31	0.85	Strongly agree
17	The digital writing activities helped me make less mistakes and errors in my writing.	4.31	0.75	Strongly agree
18	Overall, I was satisfied with this English writing instruction using digital activities on smartphones.	4.38	0.65	Strongly agree

Overall, the results (See Table 4) revealed that the English writing instruction using digital activities on smartphones was satisfactory (\bar{X} = 4.38, SD= 0.65). Respectively, the participants strongly agreed that using digital writing activities on smartphones promoted their self-confidence in their writing ability (\bar{X} = 4.38, SD= 0.65) and their writing motivation for learning and practice (\bar{X} = 4.31, SD= 0.63). Next, it enhanced the effectiveness of writing teaching and learning and decreased their mistakes and errors (\bar{X} = 4.31, SD= 0.75). Additionally, it promoted more fun and interest in learning and engaged them in their writing

learning (\bar{X} = 4.31, SD= 0.85). It resulted in their positive feelings about writing learning and motivated them to write in English for real communication (\bar{X} = 4.23, SD= 0.73). It enhanced their learning participation and teamwork skills (\bar{X} = 4.23, SD= 0.83). Furthermore, in terms of the English writing areas, respectively, it could increase their knowledge of content (\bar{X} = 4.46, SD= 0.78), vocabulary (\bar{X} = 4.31, SD= 0.85), process of writing (\bar{X} = 4.15, SD= 0.80), the writing ability (\bar{X} = 4.15, SD= 0.90) and grammar (\bar{X} = 4.08, SD= 0.86).

The Semi-Structured Interview with the Experimental Group after the Use of the Digital Activities

There were six participants participating the interview after the online questionnaire for better clarification. First, it increased their writing learning motivation. A participant reported “Yes the digital writing inspires and encourage me to write and type more because it is interactive and fun” (ES1). Second, it increased their ability to write. One participant reported “When we do in the group compare[d] to the paper based [individual practice] we can compare with our friends, know what they think” (ES4). Third, it improved their writing learning by convenient, smart functions and learning collaboration. A participant revealed “[I gained] benefits of tools -- autocorrect like Grammarly, interactive, easy to review writing and convenience for search for relevant information and impressive and can share idea” (ES1), while the other one mentioned he/she could gain new information. Last, most of them believed that the use of digital activities on smartphones should be used both in class and outside class. However, a few participants believed that the individual practices were still necessary to improve their writing skills with feedback and corrections from teachers.

Discussion and Implication of the Findings

The findings brought the present research objective accomplishments in developing a model of English writing instruction using digital activities on smartphones to improve the students’ writing ability in this digital era and in studying the effectiveness of a model of English writing instruction as developed. There are certain aspects for discussion and pedagogical implication as the heart of the matter. Firstly, success in developing an effective model of English writing instruction using digital technology requires teacher’s careful theoretical studies and methodological design by way of investigating the related instructional development, models of teaching, SLA principles, and guidelines for technology integration for learning. Likewise, many previous studies emphasized on this instructional prerequisite (Heinich et al., 2001; Joyce & Weil, 2003; Linh & Suppasetsee, 2016; Sun & Gao, 2020). By designing an instructional model based on selected SLA principles and incorporating appropriate digital technology to support learners’ learning styles and English skill development, a new effective instruction can be developed, and students’ English learning and their target language ability can be enhanced as aimed.

Secondly, with respect to the integrated FoK-based English writing instruction using social media platforms on smartphones that focuses on writer, reader and text and promotes learning collaboration with peers and digital technology, the findings of this present research

confirm the effectiveness of the developed model since it could significantly improve students' writing ability and their writing learning satisfactions. A study by Chen et al. (2017) similarly claimed that the concept of FoK utilizing background knowledge sharing among learners brought benefits to the learners and their English writing learning.

However, as in the interview findings, it seems challenging for a class with students with higher proficiency who might find knowledge sharing and peer support less useful or indifferent since the model was designed to support students with lower-intermediate English. This means that using sole, routine instructional model is not recommended. Teachers should conduct a variety of different learning activities that not only can creatively respond to different learning styles and levels (Alamri et al., 2021; Lightbown & Spada, 2013), but also can avoid learning monotony.

Next, on the aspect of the digital technology integration for language learning, the findings assure the positive influence of digital technology on students and their English learning as previously reported by many studies by Brick and Cervi-Wilson (2015), Chwo (2015), Godwin-Jones (2017) and Otto (2017). Social media platforms: **Line** and **Facebook** could encourage peer learning support as aimed, and it was found more satisfactory than individual writing practices. A study by Wichadee (2013) also claimed that peer feedback using Facebook benefited the students. This means that teachers should consider trying new technology for their instructions that may more encourage students' learning interests.

Lastly in the terms of the pedagogical implication for English writing instruction, the developed model can be applied to a similar EFL context to use as additional writing practices occasionally creating learning variety. While the traditional individual writing practices on paper will promote students' concentration to consciously work on difficult tasks, the digital collaborative writing activities inside and outside classroom will strengthen students' confidence, motivation, enjoyment, engagement, and interaction in their writing learning for better cognitive processing development and effective writing ability.

Conclusion

This research achieved its aim in developing a model of English writing instruction using digital activities on smartphones. The dimensions in the four components of the model specified teacher's roles and responsibilities, learners' characteristics, roles, and responsibilities, learning environment using social media platforms on smartphones, and the writer-text-reader-based writing instruction. Use of technology with writing collaboration as in this developed model had a positive influence on students' writing learning and it assisted in their learning development and ability, which similarly reported by Ekahitanond (2018), Godwin-Jones (2017), Kim et al. (2013), Lan and Huang (2012), and McLeod (2020). The limitation about having a small unequal sample size through the pandemic yielded the same findings after another statistic verification. The findings still indicated the potential application of the developed model with positive yields in similar or broader context of EFL. Further

studies on different aspects such as writing genres, comparison on different language proficiency levels, and different time frame can bring broader understanding into English writing instruction and instructional model development.

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Cognitive Curves of Translation

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Abstract

Translation is now a part of technology, working for communication, social activities, economical, philosophical, psychological, political, and economic development for our global system on the very edge of an important make-up in form of books and in websites' activities. The art of translation needs to be equipped with a scientific safeguard to keep sustaining its multi-layered dynamics in our present existing situation, that connect one civilization with the other. An act of translator is imbedding culture and tradition with other remote realities of another part of the Planet Earth. This present paper digs out the field of translations from two angles: the 'sharing experiences of a translator on the one side and on other an importance of scientific curves and densities as demands of our main current, to enhance the magnitude of translation with modern scientific studies of linguistics and postmodernism to project and promote the values of transformation, introducing 'main points' to the present translators in Asian languages to follow an imperialistic approach in the art of text-conversion, to well equip themselves. The translator has to become aware of the nuances, shades of difficulties, doubts and limitations as a catalyst agent. This paper will draw a line of scientific understanding to have sustained, modern, and confident improvement in the art of translations we need in our present time while having a shower of different kinds of channels with translations from books to websites.

Keywords: Translation, cognitive curves, Synchronic system, cultural and traditional, shift to an imperialistic approach, cognitive poetics

Introduction

There are many difficulties in various kinds of situations and events the art of translation possesses. Now and then it seems so difficult for a translating-mind to maintain the mood of translation, particularly to uphold a long and hectic project of transformation: rendering a thick book, or, now and then, there occurs another kind of psychological obstacle, to restart the project of translation, to begin it again from a left-over task. A resume in the act of translation is a big question, and mostly happens too difficult to re-continue, or redo a portion. There is another channel or type of rendering to translate in a spoken form, on the spot with an implicit skill, without writing that is one of the most sensitive and critical field and situations of a translator that needs a lot of experience and confidence in translator's inner developed capabilities that becomes a fragile

zone the translator has to be careful about in disseminations, or on the stage of international gatherings.

Once in 70s and 80s, we heard as well as read that language is a natural gift in our Asian academic scenario, but later on it was ironically changed into the idea that it is not natural but is a cultural and traditional gift. Though it is understood that ‘nature’ was one of the ingredients of this ‘selection’ and ‘combination’ we call language. We have to synchronize that the same ‘selection and combination’ from linguistics, to language, or language to linguistics occurs, while promoting and helping literature which can be used as an expertise in the field of ‘translations’ as well as in the learning and teaching of language, that not only the translator, but an anthropologist might learn more from linguistics. Translation is historical, technical, and creative task from Aristotle to Derrida. A translator in the process of translation is a ‘choice-maker’ arbitrator that survives and breathes in his or her day-to-day life’s hectic activities as well.

The Poetics of Translation

An act of translation in its background is a structural ‘balance’ and in its foreground a ‘relevance’ (paradigmatic) and an ‘equivalence’ (syntagmatic) process that makes the vividness of understanding and communication in fictional and non-fictional texts as ‘closure’, from ‘continuity’ to its ‘proximity’. Term ‘continuity’ again covers two juxtaposition aspects: unbreakable continuity during the process of that errand of translation and secondly the continuity of a translator’s own constant practices of bygone years. But common students or scholars will never follow these above-mentioned terms until and unless they been involved themselves in a regular practical translation process. An actual practical involvement with the art of rendering is acquired both for the scholars as well as the critics of translation. ‘. . . the translator’s own style will become part of the target text. And thirdly, the sense of what style is will affect not only what the translator does but how the critic of translation interprets what the translator has done’. (Boase-Beier, 2010).

No global communication and a successful interaction are never possible without an authentic systematic mechanism of translation all over the world, predominantly in the wonderful understanding of different cultures and traditional values of Africa, Middle East, and Asia, that is the demand of our political syntagmatic and paradigmatic axis we are all subject to. This traditional and cultural track, called ‘language’ in translation also carries different shades of values like, taboos, religious expressions, folk characters and ideas, myths, symbols, proverbs, abuses, prayers, body language, etc., but one of the most difficult portions of all these values is how to deal and translate a word or sentence of an ‘abuse’ of a specific language, or how to deal a sensitive name or sign of a human or animal body in a translation in a respective language that must be avoided, or the vastness, or honor of the audience/readers do not allow us using the same negative-shedding-meaning ethically. Therefore, we avoid using the same word with the same meanings and sound

in a transferring language, that is regularly occurring now a days in the translation of our modern movies in Arabic and in English, is an International question of discussion that demands an International seminar or workshop on translations, which can be observed these days in the translations of documentaries too.

Cultural Set up and its Typicality

‘What is wanted and possible in a translation of Sophocles is not a reproduction of his art but the sense that the art is there. Admirable as certain poetic versions of Sophocles are their excellence is not (and should not be) identical with the excellence of their originals. A reader who stands to Sophocles as a monument in the history of the human spirit may find transparent prose a truer reflection than verse . . . the choral portions have been left untouched or very slightly edited; their differences from the “spoken” portions should be perceptible, and the use of italic type as well as the retention of archaism is intended to make them so.’ (Sir Richard Claverhouse Jebb, Moses Hadas, 1982).

In many traditional and cultural atmospheres, many prohibited words do not suit the given situation to protect the rights and honor of the audience/readers of a specific society that observes a literary ethical protocol. A translator cannot that much be frank or direct to translate each and everything in translation that occurs naturally in its native tone and character. Now and then the value of cosmic human conduct cognitively does not allow us to translate an ‘object’ as a noun or a quality, as it is. Sometimes the cultural set up and its typicality does not give permission to a translator to use the exact code of that respective language with its exact sound and meanings that becomes ‘slippery’ or unethical. These kinds of many examples in a translator’s life occur and can be recorded.

In translating Noor Muhammad Tarakai’s (former assassinated president of Afghanistan) five novels and two short stories (Tarakai, 2018) from Pashto into English, was a big cultural and social gap of Pashtun-nation and native British or American or European English speakers and readers, where as a translator, I had to face many problems and two of them are, to transfer the sense or sign as it is, though that translation is or seems to be as strange and new for the English readers was necessary, to inform them (English readers) about the typicality of that translated version of the language (Pashto language and culture) that would sound strange.

Sometimes a translator goes directly to the meaning or shade of that specific language which certainly seems or strikes eccentric but the translator deliberately chooses it as it is merely to convey a message as a piece of information in the next translating language – that is a kind of new information and the translator, intentionally and directly tries to translate it, giving the flavor of the language as it can be observed mostly in Russian translations of Russian lives and traditions.

One of the biggest problems of translation in Afghanistan and 40% in Pakistan (in regional language of Pakistan: Urdu, Pashto, Sirayiki, Sindhi, Punjabi, and Hazaragi, and in Afghanistan: Dari, Tajiki, Uzbaki and in Iran Persian languages) is that translators present and create their own words and terms what they think is best if they never find the same word or expressions, or even a term or a name in their respective dictionaries that do not have any scientific or linguistic values. It means that, they are giving or translating words from their own self imagined guess-like capability that does not possess any scientific skill or scientific roots of scientific worth. These kinds of translations can be improved, if they get skilled in scientific approach and its rules, they will certainly find that words are already available, if scientifically explored or excavated in that specific language as a field of neologism.

There are various translations of the same text in different times. 'I am all too aware of the considerable debt I owe to the legion of earlier translators of Rimbaud. They are too numerous to list or to comment on in any detail. Not surprisingly, given the difficulties of a lot of Rimbaud's visionary, mysterious writing, the quality of translation has been uneven. Too faithful a rendering, down to exact line length, in the French syllabic tradition can be pedestrian, especially if accompanied by insistent end-stopping and rhyme.' (Sorrell, 2009). And Sorrell is quite genuine in mentioning about the previously done translations which is again one of the demands of translations to be done again and to remain faithful to one's translation act - each forthcoming translation must possess the improvement and quality of its main current to walk with counting steps of its own existing time.

In *Lust for Life*, I was stuck up with the translation (from English into Pashto) of a palette: a board with a hole for the thumb, on which an artist mixes his or her colors. In this word for a typical object my first choice did not help me, and I went for the second choice to explore or make a word according to linguistic rules and tools. These fine arts 'object' (palette) did not have a specific word again in Pashtun life (cultural and traditional atmosphere) and language that might be called a cultural-space. For this problem I had to use a scientific tool and I had to dig out the existing vocabulary to explore another word and the first objects or nouns I thought about 'color' (rang in Pashto) and 'face' (banra in Pashto) I wanted to have a compound noun for a palette, and I touched 'leaf' (paanra in Pashto) with it because the 'palette has the image of a leaf too. So, I made and used a word 'banrpaanra' and for the same object I used 'rangpaanra' for palette. In this manner, 'rangpaanra and banrpaanra' gave the exact meaning with a cognitive pencil to translate English into Pashto, with a newly introduced word in Pashto language, giving an image or a picture that was nearer to Pashtun cultural and traditional values.

This is why I say and suggest either to use the same word of English or any language translated into your own language (if someone does not have a word for it), or if you really want to translate it into a language which does not possess that vocabulary, then the translator must have

a linguistic skill to explore according to the rules of a precise approach. A methodical approach (linguistics) equips us to overcome our cultural and traditional gaps and distances, to decipher foreign objects of a foreign culture and tradition in, either Pashto, Urdu, Persian, etc.

A translator can use mental space theory, or mind images faculties, or simply can use the rules of cognitive poetics, guided by ‘structuralism’ to come nearer to the readers’ minds. He or she either uses cultural and traditional signs and pictures, that should synchronize readers’ mind-image, or should use horizontal or vertical values to transfer the meaning of a foreign object or action, because, if myth thinks, signs signify then it is true that language speaks and can really speak well, even in a translation. Culler points out, ‘. . . that we come to think of our social and cultural world as a series of sign systems, comparable with languages. What we live among and relate to are not physical objects and events; they are objects and events with meanings: not just complicated wooden constructions but chairs and tables; not just physical gestures but acts of courtesy or hostility. As Peirce says, it is not that we have objects on the one hand and thoughts or meanings on the other; it is, rather, that we have signs everywhere.’ (Culler, 2001). Therefore, there is no use of making or giving words from someone’s own self, particularly those sounds and their patterns that do not exist culturally and traditionally in that specific language.

Translation in the Mirror of its Time

An up-to-date translation is another alarming task for each coming forth academic projects. Maintaining the timeless charm ‘The Little Prince -- a story which has been delighted in for its timeless charm and transparency, whose appeal so transcends age and nationality as to have made it the most translated book in the French language’ (Saint-Exupery, 2000), though it is through the mechanism of translation that human communication and understanding travels and transcends age and nationality within the curves and densities of dissimilar languages of different social atmosphere.

In the introductory passage of an Introduction to Kafka’s *The Trial* J. P. Stern justifies that this retranslation of Kafka’s *The Trial* is the demand of our time that should have been improved and is scientifically proved that the translation should be redone if it becomes the demand of time, as Stern calls it ‘the light of recent history’ and he for the sense of appreciation uses two nouns in the form of a value: ‘seriousness’ and ‘importance’ and these both nouns can be dissected on the ground of syntagmatic as well as paradigmatic axis – though seriousness and importance contain two different scales of values. If we select Kafka’s first translation of its time as a figure on the ground of literature then we abruptly shift its ground from literature to a social history, the mechanism of linguistics values, then the figure of the first translation will be changed, because the figure will always automatically be altered with the changes of ground. A ground can also be changed with the alteration of a figure. And during each translation for the translator, space and

time become one ‘. . . I feel myself to be steeped in a more dense intelligibility, within which centuries and distances answer each other and speak with one and the same voice.’ (Culler, 2001).

Now we get an impression that its first translation’s paradigmatic axis as a value was rather of ‘fairy-tale’. But Stern wants to appreciate Kafka’s *The Trial* to give it the touch of appreciation of his time in the form of a scientific approach and its quality of a translation in our main current as a new dimension. This was the reason that when I was rendering Kafka’s *The Trial* in Pashto, I tried my level best to allow the text to create effects in its own way, even in Pashto, giving the Pashtun readers the style in which Kafka is really Kafka, and in this kind of structure sentences, no other writer can ever be called Kafka in Pashto writing language to keep the readers close to the syntax and the dull familiarity of the original, that is the demand of our present social, cultural and global values. It also happened with me, though Kafka’s style of sentence-construction is tremendously strange and is an ironical way of writing that seemed more bizarre and satirical in Pashto language – but I am quite sure that to be nearer to the figure of Kafka’s syntax, is to follow Kafka’s original rhythm of sentences as a style and his narrative style, will certainly be new and be appreciated by Pashtun readers I wanted to maintain.

Conclusion

Well, finally, looking at the panning shot of my last forty years involvement in translation superimposes as though it was on the one hand an official, and economics bound in the beginning that was a very low paid errand, but on the other and in the end it became a kind of addiction I could not quit it in any condition. Now I feel that the poetics of translation will certainly play a vital role in maintaining the idea of present globalization all over the world to bring variously designed cultural images nearer to one another with their different shades of poles apart-nations.

A best translation is one of the preeminent historical and social exchanges of values that are the order of the 21st century that will help us to overcome our social, political and psychological barriers in between developed and non-or-underdeveloped countries. In this respect, a well-equipped mechanism of cognitive poetics (similarity, proximity, continuity, and closure) can endow us a ‘translator’ to bring the poetics of translation onto the level and standard of our main current’s requirements.

Though the art of translation is a critical and crucial now days that need a complete life of a translator to be tamed, but now presently, this art is one of the requirements on UN as well as on all important official stages that are inside the most powerful Governments, NGOs or most of the international mechanism all over the world.

Many great official gatherings will always remain helpless without an authentic translation and that is our political demand we cannot oversight. On the other hand, no culture will ever be

introduced, nor be saved without the stream of an authentic translation-mechanism, but supported by an internationally realized value of translation. No war, nor friendship can ever be won without a nice and decent valuable translation that is not only the reproduction of a piece of art but the sense that art is there with a friendly nation which has the merit not only of extreme accuracy but also of maintaining a high human friendly profile of understanding, following the dignity to appropriate one's ethical values to be nearer to someone's else's culture in form of the readers brought up nearer to the extremes of the life of other nations through an understandable mode of communication.

But this mechanism, we call translation should be protected by our scientific looms to facilitate our modern translators as well as readers with more accuracy, to award them translation that is not puzzled, and grips the readers without distorting their image of a language or a nation with the quality of transformation that should be considered as well as accepted as a great virtue of the present time it dares to do accordingly – to keep close to the syntax and authenticity of the original, enveloping the piece of translation in a style in which the strange and compelling logic of another nation's tale is conveyed.

The translators must have the courage not to break scientifically, the authenticity of the original piece of written script maintaining all meanings with their up coded sentence structures with all their credentials, admittance and premises, and yet at the same time to manage not to lose stroke of an ordinary narrative language, either 'into' or 'from' the respective language.

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**‘Silence as Discourse’ in Chitra Banerjee Divakaruni's
*Sister of My Heart***

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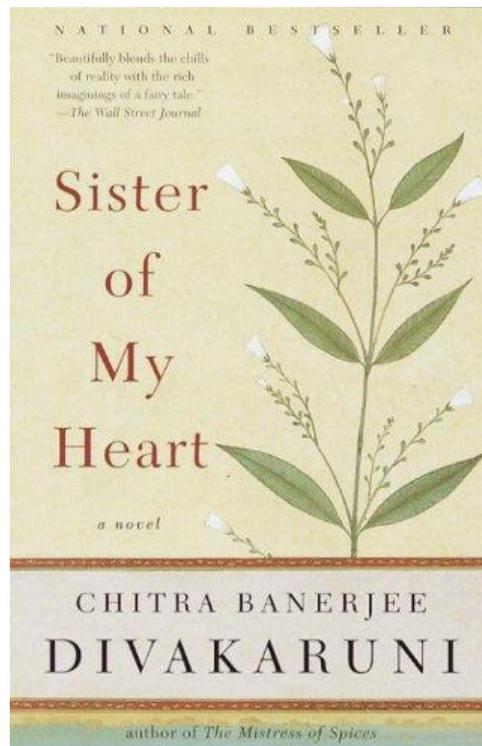
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Voice is not the ultimate source of empowerment. At times, silence speaks more than spoken words. Silence occurs when people go through physical tortures, verbal abuses, sexual harassments, or emotional blackmails. Speaking, articulating, screaming, moaning, shouting, discussing, arguing, etc. are the different forms of ‘voice’ while blinking, blabbering, stammering, muffling, gagging, tongue-tied, mute, etc. portray ‘silence’. Normally interests, issues, and identities of women are silenced by various factors like culture, family, children, financial burdens, etc. Their silences can be viewed as forms of

oppression and resistance. Every event of oppressive silence is a possibility of voice. This paper tries to analyse the power or powerlessness of silences, reasons behind silences, and meanings within silences in Chitra Banerjee Divakaruni's *Sister of My Heart*.

Chitra Banerjee Divakaruni's *Sister of My Heart* is an intense, powerful book about the close relationships that women form with each other. (Handschuh, 2011) The novel deals with Indian traditions, parental expectations, adolescent love, chastity, women slavery, etc. According to Julie Rajan (2000), "Divakaruni has an uncanny way of rescuing the South Asian clichés from their superficiality. She is able to divert the reader's focus from the clichés through the beauty of her writing. Her poetic language, elaborate descriptions, and symbolism really do place the otherwise cliché themes on a higher level". The novel is highly appreciable for its poetic language. However, silence acts as discourse in many of the events.

In Chitra Banerjee Divakaruni's *Sister of My Heart*, Anju and Sudha are cousins. Sudha is admirably beautiful. Anju is bold but not as beautiful as Sudha. The friendship between them is really amazing. Sudha has the confidence of telling everything to Anju without having the need to explain. Anju's 'unblinking eyes' and 'tiny smile' reveals that she understands Sudha's words perfectly. Anju admires Sudha for her beauty, beliefs in magic, demons, gods, and falling stars, and art of storytelling. She knows that Sudha will hold her hands and stay with her even when she wants to kick the world for its stupidity. (*Sister of My Heart*, 30)

Women have the opinion that only they are suppressed and silenced. But there are men like Singhji in *Sister of My Heart* who are suppressed by situations and silenced by their implications. When Sudha describes Singhji, she says, "I like Singhji the best... Perhaps it is because he is a man of silences, speaking only when necessary – a quality I appreciate in a house filled with female gossip." (*Sister of My Heart*, 19) When Bijoy (Anju's father) hears the sad story of Sudha's father, he declares that he is 'his cousin, whatever the world might say'. (*Sister of My Heart*, 333) He doesn't say anything more. Sudha's father translates his silence into forgiveness.

Silence plays a vital role in the traditional Chatterjee family of Anju and Sudha. Sudha is eager to know the strange story of their fathers' mysterious deaths. Pishi who is an 'enthusiastic informant in the matters of the past' keeps silent in this regard, and this silence has a reason. She doesn't want the story to break the bond between Sudha and Anju. When Sudha compels her to tell the story, Pishi's voice breaks off. In the silence that surrounds them, Sudha observes 'how her voice has changed, grown dark, and deep-grained as it never was before'. (*Sister of My Heart*, 33) This sad silence is a betrayer of the secret truths in Pishi's mind.

Silence is very dangerous as it leads to misunderstandings and misinterpretations. On knowing the secret story from Pishi, Sudha breaks into pieces. She is unable to talk with Anju

normally. Anju who has no clue of what has happened begins to assume reasons for her silence. She doubts whether objects like jewels or costly gifts have come between them. Sudha decides to desert her lover Ashok for the welfare of Anju. When Anju questions whether her choice is right, safe, and happy for her, she nods. Anju has no chance of understanding the voice of her silence which says, "I will be happy in seeing you happy, dear Anju... I am righting my father's wrongs." (*Sister of My Heart*, 145)

After marriage, Anju goes to America with her husband Sunil while Sudha stays in India with her husband Ramesh and troublesome in-laws. During this period, Anju and Sudha communicate through letters. Anju's letters vibrate with her feelings and emotions. Sudha is happy that her ideas are restricted to the 'rectangular white silence of paper' without offending anyone. (*Sister of My Heart*, 200) Sudha is more comfortable with letters as they don't ask probing questions about her married life.

In the beginning, Anju is discontent with Sunil for being attracted towards her cousin Sudha for a few seconds during their marriages. Slowly she starts loving him and calls him 'the original man-with-a-hundred-faces'. Sunil drinks and comes late to home, but he does not want Anju to question his activities. Though she regrets, she convinces herself and allows him to 'live his own life'. Sunil is affectionate to Anju. But Anju hasn't forgotten the look on his face while seeing Sudha during their marriage ceremonies. She hasn't seen it again even at the height of their lovemaking. (*Sister of My Heart*, 209) Anju and Sunil never talk about Sudha. "Silence has its own insidious power. Because we wouldn't speak of her, Sudha sat between us on the sofa as we watched TV. Her hand brushed ours at the table as we reached for a jug of juice, a carafe of wine. Rear-view mirror – reach across her phantom body to touch each other." (*Sister of My Heart*, 209)

Sudha has a delay in pregnancy. Her mother-in-law compels her to see the doctor. On hearing this, Anju who lives in America feels disgust. She remembers the pains of childless women in Calcutta. She explains them to Sunil who does not respond. He is infuriatingly calm, and this makes Anju wild. She tries to interpret his silence and imagines him saying, "See how lucky you are to live in this free and easy American culture, to have a magnanimous husband like me." (*Sister of My Heart*, 213)

Because of solitude, disbelief, and discontent in life, Anju shouts at Sunil for almost all the reasons. Sunil says, 'Once in a while you should actually listen to what people are saying before attacking them. If you took a good look at your life, all the things you're allowed to do, maybe then you'd be a little more----'. (*Sister of My Heart*, 213) Before completing the sentence, he breaks off abruptly. Nobody except Sunil knows the last word. But the silent word is comprehended as 'grateful, grateful, and grateful' by the desperate Anju.

Sudha's mother-in-law takes her to a doctor for check-up. The doctor checks and tells her that she has no problems. He insists that her husband also needs to be checked. When her

mother-in-law interferes, the doctor says that only a wife can convince her husband to visit a doctor for fertility check-up. On hearing the doctor's comment, Sudha silently thinks in her mind: "Oh doctor-babu, you might know many things about women's bodies, but you need lessons in reading their circumstances better." (*Sister of My Heart*, 218) She memorises the telephone number of the doctor before her mother-in-law, who wants everything to be under her control, snatches the paper from her.

Sudha takes her husband Ramesh to her mother's home. She dresses in an unusually sexy manner to lure Ramesh towards her. Ramesh feels very happy to see Sudha with fresh enthusiasm and sheer happiness. At the end, Sudha talks about the doctor's suggestions. Ramesh readily tells that he will co-operate with her for any kind of check-up. At the same time, Sudha feels that his eyes have become dull and sad. She thinks that his lips show a small reproach. She tries to interpret his silence and imagines him saying, "You didn't have to pretend, didn't have to use your body like that." (*Sister of My Heart*, 221)

Whenever Anju calls her home in India, she talks with her mother Gouri, aunt Nalini, and Pishi. She knows that Sunil is bothered about the telephone bills. He is very keen about saving money and settling the dues with his father. But Anju doesn't want to talk less for the sake of Sunil. Sunil does not scold her. But she can hear him counting the minutes inside his head. Anju thinks: "He won't say anything about it openly, he's too proud for that. And I'm too stubborn. Why should I give up speaking to my mother just because he needs to prove something to his father?" (*Sister of My Heart*, 223) They both don't discuss the telephone bills openly. But silence has never been a solution with them. A few days after she has called India, they find a pretext to fight with each other. (*Sister of My Heart*, 223)

Sudha is badly in need of a child to fill the gap created by her unrequited love and conditional marriage. But Anju's case is different. Her husband Sunil wants to postpone pregnancy due to financial pressures. Unexpectedly, Anju becomes pregnant. She informs it to Sunil and waits for his answer. She faces another silence here. She fears whether Sunil will compel her to go for abortion. Fear, terror, and horror haunt her even in dreams. She considers abortion 'an impossible, monstrous word'. (*Sister of My Heart*, 240)

When Sunil agrees to support Anju's pregnancy, she feels very happy and relieved. He asks her to inform her family about it. Anju wants Sudha to be the first to know. But she is afraid of 'the silence that's bound to be there at the other end when she tells the good news to Sudha'. (*Sister of My Heart*, 242) In spite of the fear, Anju calls Sudha and informs her about the pregnancy. There is silence on the other end. It is 'awful like a vacuum sucking her into the small black holes of the mouthpiece'. She tells 'sorry' to Sudha. But Sudha says, 'Dear, silly Anju'. (*Sister of My Heart*, 242) She can feel a tremble in her voice, not because of tears but hearty laughter. Sudha conveys that she too is pregnant. The silence which Anju fears turns out to be happy.

Sudha's mother Nalini calls her mother-in-law and asks her to take Sudha for checking the baby for a particular hereditary disease. Sudha wonders why Gouri Ma hasn't written about it in her letter. Sudha assumes an explanation for her silence. "She knew – as Pishi had suspected she did – that my father was an imposter, unrelated to her husband. She knew my baby and I were at no risk, for we did not share the Chatterjee blood." (*Sister of My Heart*, 250)

During the check-up, the baby is found to have no hereditary disease, but it's a girl child. This shocks Sudha's mother-in-law who wants her to abort it. Sudha is very submissive in her household. But she wants to revolt against abortion. She calls Anju and asks for her opinion. Alone she takes a train and goes to her mother's home. Gouri Ma, Nalini, and Pishi are shocked to see the pregnant Sudha coming alone from her in-law's house. When they hear the story, they are ready to help Sudha in all the possible ways. Sudha looks at Gouri Ma's eyes. Her silence seems to say, "No matter who your father was, you are you, and you belong here. As will your daughter. Because ultimately blood is not as important as love." (*Sister of My Heart*, 267)

Anju appreciates Sudha's bold decision. But Sunil scolds her for misdirecting Sudha. He says, "That's easy for you to say. You're safe here in America. Sudha is the one who'll have to face it every day. A social pariah... Maybe the abortion would have been the lesser of the two evils." (*Sister of My Heart*, 274) She finds an odd harshness in Sunil's voice and feels a 'raw, grating note' under his unkind words for which Anju is unable to find the meaning.

After the broken marriage, Sudha is very sad. Most of her words stay silent in her mind. Gowri Ma, Nalini, and Pishi convince Sudha to marry Ashok as he is ready to marry her after divorce. At that time, Sudha thinks that if they have agreed to Ashok's proposal earlier, she wouldn't be in this state. (*Sister of My Heart*, 292) Ashok wants Dayita to stay with the mothers for some time. When Pishi tells that they three will take care of Dayita, Sudha thinks, "Pishi, I know you will. But can even three grandmothers take a mother's place?" She pleads 'silently' to Gouri Ma not to tempt her as she is very weak already and is badly in need of clasping the hand of Ashok's love. (*Sister of My Heart*, 292)

Gouri Ma sells the old, traditional Chatterjee house and buys a new apartment. Gouri Ma, Aunt Nalini, and Pishi shrug off the burdens of traditions and feel refreshed by the new change. They celebrate the presence of Sudha and Dayita in their home. Though they are least bothered about the society, people like Sarita Aunty interfere now and then disturbing the peace of Sudha. Sudha who is confused already tries to interpret the hidden meanings in Sarita Aunty's words - "It isn't right that you should have so much fun when Sudha has disgraced you all by leaving her husband. Instead of making sure she regrets what she has done, you're acting as though you are pleased about it. And that baby – you can plan to treat her like a little princess all you want, but we know what she really is. A girl without a father. A girl whom no-one wanted, except her wilful mother. (297)

Sudha receives her ex-husband Ramesh's marriage invitation card. She could hear the proud voice and horrible laugh of her mother-in-law between the 'beautifully looped gold characters' on the card. She seems to say, "See how easily you can be replaced, see what a catch my son is, see what an enormous mistake you made, leaving him." (326) Sudha feels sad and bad about her boastful mother-in-law and fearful ex-husband. With regard to remarriage, she is caught between the feelings for her lover and child. Ashok is ready to marry her. But he wants time to accept Dayita as his daughter. In the meanwhile, he wants Dayita to be with the mothers. Sudha wants a man who can love her daughter unconditionally. She knows that it is not practical, but she does not want to settle down for too small things again in her life.

When Anju calls her to America, she accepts the offer as she thinks America will give her the advantage of anonymity. She knows that no one will look down on her as America is full of mothers like her, who have decided that living alone was better than living with the wrong man. (*Sister of My Heart*, 294) While speaking on the phone, Anju does not mention anything about Sunil. Though she does not talk, he is 'in the gap between every word'. When Anju declares that 'a man could never appreciate what she is going through', Sudha can understand the hidden meaning of it. She intersects the silence and realises that Sunil doesn't want her in America. (*Sister of My Heart*, 294)

Words spoken or unspoken have their desired effects on people. Anju works hard to save money for Sudha's tickets. Her boy baby dies inside her stomach. She feels guilty that she has killed him. After a pause, Sunil says, "Don't be silly, Anju". Anju is unable to tolerate the accusing weight of that pause. (*Sister of My Heart*, 304) Sunil thanks Sudha for agreeing to come to America for consoling the deceased Anju, deserting Ashok again. He says, "Please tell Sudha she's a miracle... I must find a way to thank her properly once she gets here." (*Sister of My Heart*, 313) The mothers appreciate his courteousness, but the last sentence troubles Sudha to a greater extent.

Anju is very eager to welcome 'the sister of her heart' into the new world of America. In the meanwhile, she has forgotten the Sunil's love and lust for Sudha. She finds him sleepless during the nights. She imagines him saying, "Sorry, sweetheart, you don't have a choice anymore. Maybe having to deal with it would be good for you." (*Sister of My Heart*, 320) She wonders whether his earlier selfish, stingy actions against her decision to bring Sudha to America are just to save her.

Anju and Sunil go to the airport to receive Sudha. After refreshment, she comes near Sunil who waits in the line to receive the guest. Sunil does not notice Anju's arrival. He eagerly looks at the beautiful Sudha who is coming with her daughter. A moustached man asks Sunil whether Sudha is his wife. He smiles at the stranger's comment which meant he is a lucky chap to have an elegant wife like Sudha. Anju expects Sunil to tell the truth, but he

says nothing. His 'silence is a block of ice in which Anju is trapped'. (*Sister of My Heart*, 345) She moves backwards in shame, anger, and helplessness. She is unable to tolerate Sunil's brief, silent deception.

Sister of My Heart revolves around a traditional Chatterjee family in Calcutta. The simple routines of their lives are described fondly, though still with the hot-tropical-lush-pomegranates-pujas-pickles theme that is typical of Divakaruni's style. (Chacko, n.d) Words convey the feelings and emotions of all the characters. In addition, silence acts as the discourse and conveys a lot of hidden meanings which are imagined, assumed, or inferred by the observers. Gowri Ma uses silence as a powerful tool. Singhji uses it as a safety option. Anju remains silent about her husband Sunil's attraction towards her cousin Sudha. Sudha becomes silent with everybody, including Anju, after knowing the secrets of their fathers' deaths. She remains silent in her in-laws' house and continues to be silent even after her divorce. She does not convey her inner feelings to Anju, Gowri Ma, Nalini, or Pishi. Silence proves to be more powerful than voice in Divakaruni's *Sister of My Heart*.

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A Stylistic Analysis of Tagore's *Gitanjali*

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Abstract

The research paper attempts to achieve stylistic analysis of Rabindranath Tagore's *Gitanjali* which is a world famous Indian classical text. The text includes the collection of 103 poems selected and translated by Tagore himself from his various Bengali books of poetry. The reason for analyzing this particular text is that this is one of the texts for which the poet Rabindranath Tagore received Nobel Prize in Literature in 1913. Further, this text being one of the classical texts of India needs to be analyzed linguistically. Therefore, the text gets analyzed at various levels of stylistic analysis namely phonological, lexical and morphological, syntactic, semantic and graphological. The each level of analysis explores different stylistic devices as employed in the poems through which the poet conveys the meaning of the poem more effectively to the readers. The identification and analysis of stylistic devices help us understand the literal and figurative meanings of the poems. The use of several stylistic devices like *alliteration*, *assonance*, *consonance*, *parallelism*, *reduplication*, *simile*, *personification*, *capitalization* etc. at various levels of stylistic analysis have significantly contributed to the expressions of spiritual meanings as well as to the poetic structures of the text.

Keywords: Rabindranath Tagore, *Gitanjali*, Style, Stylistics, Stylistic Analysis.

1. Introduction

Stylistics is the branch of linguistics which is primarily associated with studying style in literary texts. According to Widdowson (1975:3), "stylistics is the study of literary discourse from linguistic orientation". Stylistics analysis is related with identifying and analyzing style in poetry but it can be also applied to identifying and analyzing style in prose and fiction. Sometimes, style studies have been also attempted to analyse non-literary texts like advertisements. However, the focal point of stylistics is to study style. Style, specifically in linguistics, refers to the kind of language use through which the poet or writer expresses their message emphatically to the readers.

In this regard, Cuddon (2013: 688) says that "style is the characteristic or manner of expression in prose or verse; how a particular writer says things". Thus, when we study style, we basically attempt to analyze the language used in a particular literary text. It is also to be

noted that analyzing language of the particular text involves analyzing the structural patterns of the language. Moreover, language use in literary texts may vary depending upon the theme and the message to be conveyed by the literary scholars. Therefore, each text differs in language use from each other. Further, the different patterns of language use make the text unique from others having its own style.

The language use in the literary texts depends also upon the poet or writer's style features such as choice of words; his/her sentence constructions and the use of figurative language and other style features.

Thus, analyzing a literary text stylistically involves analyzing different components of the language used in the text(s). In fact, "the analysis and assessment of style involves examination of a writer's choice of words, his figure of speech, the devices (rhetorical and otherwise), the shape of his sentences (whether they be loose or periodic), the shape of his paragraph-indeed, of every conceivable aspect of his language and the way in which he uses it" Cuddon (2013: 688). Thus, investigating style involves close observation of the textual language, identifying and analyzing the various components of language at different levels of linguistic analysis. In fact, stylistic analysis helps us understand the denotative as well as connotative meaning of a particular text in an effective way.

Stylistics has been an interesting field of linguistic study and significant amount of scholarly contribution has been made in this field. Some of them who have remarkably contributed to this field include Leech (1969), Barry (1995), Leech and Short (1981), Birch (1989), Widdowson (1975), Freeman (1981), Wales (2011) and Simpson (2004). Besides these scholars, some of the scholars from India, too, have contributed significantly to this field in the past and they include Srivastava (1980), Kumar (1987), Koul (1986), Sharma (1990) and Gargesh (1990). Some of the research works conducted in the recent past includes the stylistic analysis of the poetic texts by the scholars like Gargesh (2010; 2011), Bilal & Cheema (2012), Tafreshi (2010), Khan et. al. (2014), Batool et. al. (2016), Ali et. al. (2016), Isti'annah (2017), Manuel (2017), Ray (2017), and Atashgah (2018).

Research in this field show that stylistic analysis has been mostly conducted on the poetic creations of western poets like Wordsworth, Robert Frost, Keats, William Blake and Shelley etc. and it is very surprising that the stylistic analysis of the works of particularly Indian English poets is not in sufficient numbers. Hence, the poetic creation of Indian poets like the British or Aamerican also needs special attention.

Therefore, to fulfil this gap, the present research paper attempts to analyze the poetry of famous Indian Poet, Rabindranath Tagore. It tries to provide the stylistic analysis of Tagore's famous literary creation *Gitanjali*. One of the reasons for choosing this text is that the text brought the first Nobel Prize in Literature to the Indian subcontinent in the year 1913. So far the text is concerned in terms of stylistic analysis, it is very much rich in selection of words. The poetic and figurative language used in the text provides a good basis for stylistic analysis of the text. Thus, the present research paper is an attempt to identify and analyse the

stylistic devices that have been incorporated by the poet Rabindranath Tagore in the textual structure of the text to convey the spiritual message convincingly and aesthetically to all the readers of this text.

2. About the Poet and the Text

Rabindranath Tagore was born on 7th May, 1861 in Kolkata, West Bengal. He was the son of Debendranath Tagore who was a religious reformer in West Bengal. Rabindranath Tagore started writing verses from his early stage of life. He has been very popular as Bengali poet, essayist, short-story writer and a playwright. He was the first to introduce new forms of prose and verse by using colloquial language in the traditional style of Bengali literature. Further, he had a very significant role in introducing the Indian culture to the west and western culture to India. In fact, he was the first non-European who received Nobel Prize for Literature in 1913 for his famous literary creation “*Gitanjali*”. He also established a university in rural area of West Bengal which is popularly known as “Shantiniketan” that means “Abode of Peace”. Besides short-stories and poems, he also wrote novels like ‘*Gora* (1910)’ and ‘*Ghare –Baire* (1916)’. Although he died on 7th August 1941, yet his literary creations are immortal.

The text, *Gitanjali* includes the collection of 103 religious English poems selected and translated by Tagore himself from his various books of Bengali poetry. All the poems of the text are spiritual in nature. The central theme of the text is to convey and highlight the relationship of the devotee with the supreme i.e. the ‘God’. The text is not only interesting and motivating to go through but the creative and innovative use of the poetic language such as the use of the archaic forms of English in the poems makes the text linguistically rich and a good basis for the stylistic analysis. The content as well as the poetic language of the text is so much splendid that this text brought the poet, Rabindranath Tagore a Nobel Prize in Literature in 1913 and made him an icon in the field of literature.

3. Methodology

The stylistic analysis of the Text *Gitanjali*, has been achieved by doing the close and serious reading of the text. The stylistic features incorporated in the text have been identified, categorized and then analyzed at various levels of stylistic analysis. The levels of stylistic analysis include namely; phonology, morphology, syntax, semantics and graphemes. Finally, the findings have been discussed and concluded at the end.

4. Stylistic Analysis of the Text: *Gitanjali*

4.1 The Phonological Level

At this level, significant phonological features like *alliteration*, *assonance* and *consonance* have been identified in the text. These phonological features have been used by the poet to create internal rhyme in the poems. All these phonological features are discussed below in detail:

4.1.1 Alliteration

It is “a figure of speech in which consonants, especially at the beginning of words, or stressed syllables, are repeated” (Cuddon 2013: 22). Some of the examples of alliterations are discussed below:

- (i) *Ah, thou hast **m**ade **m**y heart captive in the endless **m**eshes
of thy **m**usic, **m**y **m**aster!* (Poem 3)
- (ii) *Life of my life, I shall ever try to keep my body pure, knowing that
thy living touch is upon all my limbs.* (Poem 4)
- (iii) *Pluck this little flower and take it, **d**elay not! I fear lest it **d**roop
and **d**rop into the **d**ust.* (Poem 6)

Here, in the above examples, it can be observed that the repetitions of the consonant sounds like [m],[l] and [d] are there in the initial positions of the words. The repetitions of the consonant sounds bring internal rhymes in the poems of the text.

4.1.2 Assonance

The use of assonance can be seen as a poetic device that is used to bring musicality in the poems. According to Cuddon (2013: 56), assonance is “sometimes called ‘vocalic rhyme’, it consists of the repetition of similar vowel sounds, usually close together, to achieve a particular effect of euphony”. Some of the examples of the assonance that have been identified in the poems include the following:

- (i) *Thou hast made me endless, such is thy pleasure. This frail vessel
thou emptyest **a**gain and **a**gain, and fillest it ever with fresh life.* (Poem 1)
- (ii) *O Fool, try to carry thyself upon thy own shoulders!
O beggar, to come beg at thy own door!* (Poem 9)
- (iii) *Every moment and every age, every day and every night he
comes, comes, ever comes.* (Poem 45)

The repetition of the vowel sounds such as [a], [o] and [e] can be observed in the examples (i), (ii) and (iii) respectively. Like alliteration, assonance, too, is considered as one of the linguistic devices through which the poet has tried to bring internal rhyme to the poems.

4.1.3 Consonance

It, too, is considered as a phonological device that is used in the verses to create internal rhyme. Cuddon (2013: 153) views consonance as “the close repetition of identical consonant sounds before and after different vowels”. Some examples of the consonance as identified in the text are the following:

- (i) *Thy infinite gifts come to me only on these very small hands of
mine. Ages pass, and still thou pourest, and still there is room to fill.* (Poem 1)

- (ii) *I knew not then that it was so near, that it was mine, and that this perfect sweetness had blossomed in the depth of my own heart.* (Poem 20)
- (iii) *In that shoreless ocean, at thy silently listening smile my songs would swell in melodies, free as waves, free from all bondage of words.* (Poem 42)

Here, we can observe the close repetition of the consonant sounds like [m], [n] and [s] in the above-mentioned examples such as (i), (ii) and (iii) respectively.

4.2 The Lexical and Morphological Level

At this level, the use of lexical items of different categories have been identified and analyzed. Further, the use of *affixations* and *compounding* has been also identified in the language of the text. All of them have been separately analysed in the following sections:

4.2.1 Lexical Items from Nominal Category

Lexicon that belong to the nominal category are the following: 'vessel'(poem 1), 'pleasure'(poem 1), 'hands'(poem 1), 'sea'(poem 2), 'heart' (poem 3), 'tears'(poem 2, 12), 'eyes' (poem 2, 12), 'music' (poem 3), 'master'(poem 3), 'love' (poem 9), 'doors' (poem 11), 'people' (poem 17), 'songs' (poem 19, 21), 'misery' (poem 27), 'light' (39), 'thunder' (poem 39), 'dance' (poem 48), 'lilies and jasmynes' (poem 57), 'God' (poem 65), 'freedom' (poem 73), 'joy' (poem 73), 'sorrow' (poem 79), 'poor' (poem 85), 'bow and arrow' (poem 85), 'flowers' (poem 89), 'death' (poem 95), 'lamps' (poem 99) and 'voyage' (poem 103).

The poet, Tagore has used plenty of lexical items from nominal categories of English language. If we closely observe the lexicons listed above from the various poems of the text, we can easily observe that the list includes mostly from the categories of common and abstract nouns. The list, in general, includes the names of the body parts, places, flowers, and emotions like 'joy' (poem 73), and 'sorrow' (poem 79).

4.2.2 Lexical Items from Pronominal Category

Lexicon that have been used in the poems from the pronominal category include the following: 'Thou' (poem 3), 'Thy' (poem 3), 'Thee' (poem 2), 'Thine' (poem 11) and 'Thyself' (poem 9 and 12), 'my' (poem 31), 'I' (poem 41), 'me' (poem 41), 'we' (poem 48), 'you' (poem 48), 'it' (poem 53), 'their' (poem 57, 103), and 'they' (poem 85, 101).

The pronouns listed above include archaic forms of pronouns such as 'Thou', 'Thee', and 'Thine'. Along with these pronouns, the poet has also used the other types of pronouns which are very common in use now-a-days. These include 'I', 'we' and 'they'. There is also variation in the use of these two different categories of pronouns. Actually, the archaic forms of pronouns have been used by the poet to refer only to 'the God' and to show him the highest level of respect.

4.2.3 Lexical Items from Verbal Category

Lexicon that belonging to the verbal category have been also identified in the poems and they include the following: 'runs', (poem 3), 'listen' (poem 3), 'hast' (poem4), 'make' (poem 7), 'leave' (poem 9), 'dost' (poem 18), 'art' (poem 23), 'seek' (poem 38), 'deceive' (poem 55), 'stop' (poem 50), 'sleep' (poem 61), 'feel' (poem 79), 'shut' (poem 73), 'plunge' (poem 87), 'drop' (poem 85), 'appear' (poem 95), 'knock' (poem 90), 'gather' (poem 103) etc.

If we closely observe at the list of the verbs given above, we can infer that the poems include both the auxiliary and main verbs. Further, it is also noticeable that the poet has used the archaic forms of auxiliary verbs such as 'hast' (poem4), 'dost' (poem 18), 'art' (poem 23) in place of 'has', 'does' and 'are'. In addition to this, the verbs identified belong to both the categories of transitive and intransitive. Most of them are also from the category of action verbs.

4.2.4 Lexicon from Adjectival and Adverbial Categories

Besides the above-mentioned categories, lexical items that belong to the category of adjectival and adverbial have been also identified in the text. Some of the examples of the same include the following: 'poorest' (poem 10), 'lowliest' (poem 10), 'lonely' (poem 11) and 'joyfully' (poem 11), 'clamorous' (poem 21), 'invincible' (poem 31), 'beggarly' (poem 39), 'sleepily' (poem 51), 'dimly' (poem 61), 'silently' (poem 65), 'laborious' (poem 76), 'overspreading' (poem 84), 'lowliest' (poem 92), 'perfect' (poem 100), etc.

These examples of lexicons basically belong to the category of adjectives and adverbs and they have been used in the textual lines of the poems to qualify or modify the following nouns and verbs.

At level of morphology, stylistic devices like 'affixation', 'compounding' and 'code-mixing' have been identified and analyzed from the various poems incorporated in the text. Each of these devices has been analysed and discussed separately in the following sections:

4.2.5 Affixation

It is the process of making new words by attaching either prefixes or suffixes and sometimes the both to the existing words. This process is used to change either the grammatical categories of the words or to form new words. The use of the same can be also identified in the text. It is also noteworthy that, the poet has used old English inflectional morphemes such as '-est' for changing the grammatical categories of the words. The use of this inflectional category can be observed in the words like 'singest' (poem 3), 'commandest' (poem 2), and 'walkest' (poem 10). Further, the use of several categories of derivational morphemes can be also identified in the formation of new words. These derivational morphemes include '-less', '-ing', '-un', '-ly', and '-ing' as in the examples 'shoreless' (poem 5), 'jingling' (poem 7), 'unholy' (poem 9), 'unclean' (poem 9), 'lonely' (poem 11), and 'stringing' (poem 11).

Thus, the examples of affixation identified in the textual language reveal the fact that the poet has used both the inflectional and derivational categories of morphemes at the morphological level.

4.2.6 Compounding

Compounding is the process in which two different words are juxtaposed together to make a new word. The use of compound words can also be seen in the textual lines of the poem. Consider some of the examples from the text:

'Path maker' (poem 11), *'breaking stones'* (poem 11), *'woodlands'* (poem 22), *'ink-black river'* (poem 23), *'seabirds'* (poem 42), *'playroom'* (43), *'footsteps'* (46), *'myriad-coloured jewels'* (53), *'seashore'* (poem 60), *'passer-by'* (74), *'bridegroom'* (poem 91), *'weather-beaten boat'* (100), and *'homesick'* (103).

Here, in the above-mentioned examples, we can observe that the poet has formed compound words by juxtaposing two words and sometimes by juxtaposing three different words.

4.2.7 Code-mixing

Code-mixing refers to the mixing of two languages. It is easily observed that the words from Hindi or other regional languages are mixed into the sentential structure of the English language. The use of code-mixing can be also identified in the textual lines of the poems. Some of the examples identified include the following:

- (i) *Thus casting coloured shadows on thy radiance—such is thy **maya**.* (Poem 71)
- (ii) *..like the outspread wings of the divine bird of **Vishnu**,* (Poem 53)
- (iii) *..perfume of **babla** flowers came from the bend of the road.* (Poem 54)
- (iv) *...**neem** leaves rustle overhead and I sit and think and think.* (Poem 54)

In the above-mentioned examples of the code-mixing, it can be easily observed that the poet has incorporated the Hindi words like *'maya'* (illusion), *'Vishnu'* (name of the Hindu God), *'babla'* (a kind of flower), and *'neem'* (a kind of tree) into the sentential structure of the English language.

4.3 The Syntactic Level

At the syntactic level, several syntactic devices have been identified and analyzed that include the use of *'phrases and idioms, 'repetitions, 'parallelism, 'relative clause construction'*. Each of these has been discussed below in detail:

4.3.1 Use of Phrases and Idioms

The use of phrases and idioms identified in the text include the following: *'Day by day'* (poem 14), *'through and through'* (poem 14), *'on the day'* (poem 20), *'now and again'* (poem 20), *'ever and again'* (poem 23), *'night and day'* (poem 31), *'by all means'* (poem 32) *'days and days'* (poem 40), *'simple and straight'* (poem 40), and *'in the mean while'* (poem

44). In fact, by using these types of phrases and idioms, the poet has made the poetic language more colloquial and conversational in nature.

4.3.2 Repetition/ Reduplication

Repetition/Reduplication is a linguistic process that involves repeating the same lexical items in the sentences or the textual lines. In this process, lexical items are either repeated twice, thrice or more than thrice in the sentential structure of the text. Here, in the sentential structures of the poems, too, a kind of lexical and phrasal repetitions can be identified. Consider some examples below from the text:

- (i) *Every moment and every age, everyday and every night he comes, comes, comes, ever comes.* (Poem 45)
- (ii) *No, it is no flower, nor spices, nor vases of perfumed water.* (Poem 52)
- (iii) *Light, my light, the world filling light, the eyes kissing light, heart-sweetening light !* (Poem 57)
- (iv) *Give me the strength lightly to bear my joys and sorrows.* (Poem 36)
Give me the strength to make my love fruitful in service.
Give me the strength never to disown the poor or bend my knees

In the example (i), the modifier ‘every’ and the verb ‘comes’ have been repeated four times in a single line of the poem. Similarly, the negative word ‘No’ and ‘nor’ get repeated twice in the example (ii). Further, the word ‘light’ in the example (iii), gets repeated four times in a single sentence. In addition to these, in the example (iv), a complete phrase i.e. ‘Give me the strength’ has been repeated thrice in the poem. Usually, the lexical, phrasal and sentential repetitions are employed by the poet in the poetic lines of the text to emphasize some ideas or to convey the messages of the text convincingly to the readers. Here, too. The poet has used repetition to convey his ideas or message convincingly to the readers of the text.

4.3.3 Parallelism

Parallelism it is a linguistic tool and it “consists of phrases or sentences of similar construction and meaning placed side by side, balancing each other” (Cuddon2013: 511). The following examples of the parallelism have been identified in the text:

- (i) *The morning will surely come, the darkness will vanish...* (Poem 19)
- (ii) *My debts are large, my failures great, my shame secret and heavy.* (Poem 28)
- (iii) *Every moment and every age, every day and every night, he comes, comes, ever comes* (Poem 45)
- (iv) *The earth shook, the walls rocked* (Poem 51)

Here, in the above-mentioned examples, it can be observed that sentences, phrases and clauses of the similar structures have been placed together within the single sentential structure of the poems.

4.3.4 Relative Clause Construction

In the sentential structure of the several poems, the poet has used relative clause construction. Consider some examples from the text:

- (i) *Where the mind is without fear...* (Poem 35)
- (ii) *When it was day they came into my house and said.....* (Poem 33)
- (iii) *When the heart is hard and parched up* (Poem 39)
- (iv) *That I want thee, only thee* (Poem 38)

In all of the examples given above, it is quite observable that sentences are in relative clauses and they begin with the relative clause markers such as ‘When’, ‘Where’ and ‘That’.

4.4 The Semantic/ Figurative Level

At the semantic or figurative level, ‘*simile*’, ‘*imagery*’ and ‘*personification*’ have been identified in the various poems of the text *Gitanjali*.

4.4.1 Simile

Simile is known as a figurative device. In this device, the one thing is compared with the other. Generally, simile can be identified in the text by identifying or locating the words such as ‘*like*’ or ‘*as*’. Consider some examples of the simile that have been identified in the text:

- (i) *The night is **black as black stone*** (Poem 27)
- (ii) *and the boat, **like the last glimmer of sunset**, vanish into the night?* (Poem 42)
- (iii) *thy golden chariot appeared in the distance **like a gorgeous dream**.* (Poem 50)

Here, in example (i), the blackness of the night has been compared with the blackness of the black stone. Next, in example (ii), the vanishing of the boat gets compared with the last glimmer of the sunset. Further, the third example provides a comparison of golden chariot with a gorgeous dream. Thus, in each example of simile given above, a particular thing has been compared with the other.

4.4.2 Imagery

Imagery is a kind of figurative language through which the poet tries to create images in the poem. In his poem, Tagore has also used plenty of imageries to provide visual descriptions. Some of the examples of imageries identified in the text are given below:

- (i) *The air is filling with the perfume of promise.* (Poem 44)
- (ii) *In the fragrant days of Sunny April through the forest path he comes, comes, ever comes.* (Poem 45)
- (iii) *In the rainy gloom of July nights on the thundering chariots of clouds he comes, comes, ever comes.* (Poem 45)
- (iv) *The heaven’s river has drowned its bank and the flood of joy is abroad.* (Poem 57)

All of the examples mentioned-above are good enough to certify the poet’s use of imagery in the poems. Each example of the imagery given above creates an image of a particular thing in our mind when we go through it.

4.4.3 Personification

It is also a figurative device where inanimate objects are attributed with life. It's has been usually observed that in order to make the poem more emphatic and powerful even non-living things are treated as human beings by attributing lives to them. The use of personification is also observable in the poems of the text, 'Gitanjali'. Consider some examples of personification as given below:

- (i) *My song has put off her adornments...* (Poem 7)
- (ii) *Misery knocks at the door and her message is that thy lord is wakeful.* (Poem 27)
- (iii) *Words have wooed yet failed to win her, persuasion has stretched to her its eager arms in vain.* (Poem 66)

Here, in the above given examples, it can be noticed that the poet has personified non-animate things like 'Song', 'Misery' and 'Words' in the examples (i), (ii) and (iii) respectively.

4.5 The Graphological Level

This level discusses graphological features that have been identified in the text. The text primarily includes almost all the kind of punctuation marks including capitalization. Consider them in detail below:

4.5.1 Punctuation Marks

The punctuation marks identified in the poem include full stop (.), semicolon (;), comma (,), colon (:), dash (-), and question mark (?). It's to be noteworthy that the poet has used plenty of full stops but the other punctuation marks are very scant in numbers.

4.5.2 Capitalization

The use of capitalization is quite obvious in the textual lines of the poems. The beginning line of the each poem begins with the capital letters. Apart from this, the use of the capital letters is quite obvious in the word like "God" and in the name of the Indian God like 'Vishnu' (see poem 53). It is also to be mentioned that the poet has used capital letters for the names of the months, too. The examples include: 'April' and 'July' (poem 45).

5 Discussion

At the level of phonology, several phonological devices have been identified in the poems of the text which include: *alliteration*, *assonance* and *consonance*. These devices have been used by the poet to create internal rhymes in the poems. Although the poem has internal rhymes, yet there is no external rhyme in the poems. Thus, the poems appear to be in the free verse in the text. The poet might have used the free verse in his text to break the boundary of traditional poetic norms.

At the levels of lexis and morphology, the uses of several categories of lexical items in the poems have been identified and analyzed. These include 'nouns', 'pronouns', 'verbs', 'adjectives' and 'adverbs'. It is also noteworthy that the poet has used archaic forms of pronoun in the text such as 'Thou' (poem 3), 'Thy' (poem 3), 'Thee' (poem 2), 'Thine' (poem 11) and 'Thyself' (poem 9 and 12) which reveals the fact that the text includes old English in the poems. Further, at the morphological level, 'affixation', 'compounding' and 'code-mixing' have been identified in the poems. Again, it is to be noted that the poet has used '-est'

at some times in place of ‘-s/es’ to mark the verbs in the third person singular number. Thus, this reveals the poet’s innovative and creative use of language in the poems. In fact, the use of such creative and innovative lexical items has very successfully rendered the philosophical message of the poet.

Further, creativity at the level of syntax is also noticeable in the poetic language of the text. The use of ‘*phrases and idioms*’, ‘*reduplications*’, ‘*parallelism*’, and ‘*relative clause construction*’ can be easily observed in the lines of the different poems. The use of ‘*phrases and idioms*’ and ‘*reduplications*’ actually signifies a kind of language use that is a sort of communicative or conversational in nature. The use of parallelism and the construction of the beginning lines of the some of the poems in relative clause structure highlight not only the different and unique style of the poet but these also communicate the message of the poems very effectively to the readers.

At the level of semantics, the use of ‘*simile*’, ‘*imagery*’, and ‘*personification*’ are quite visible in the various poems of text. The use of these elements signals the use of the figurative language by the poet. These have been used by the poet with an intention to bring aesthetic beauty to the poems. The poems seem to be very rich in imagery. These figurative devices significantly provide the picturesque depiction of the poet’s philosophical thought patterns.

At last, at the level of graphology, the uses of different punctuation marks in the structure of the poem have been noted. Further, the poet’s use of capitalization in the text of the poems is also identifiable at certain places in the text. These provide a kind of aesthetics to the poems at the graphological level.

However, based on the above discussions, it may be summarized that the poet has incorporated several linguistic devices in the textual structure of the poems to convey the theme and the message of the poems effectively to the readers. These linguistic devices also highlight poet’s unique style and poetic art.

6. Conclusion

An attempt has been made to identify and analyze style features in the famous text of the very Indian poet, Rabindranath Tagore, i.e., *Gitanjali*. The stylistic analysis of the text which includes the linguistic analysis of 103 poems finds that a significant amount of linguistic features or style features have been incorporated by the poet in the text. The style features that have been incorporated in the textual structure of the poems, in fact, reveal the poet, Rabindarnath Tagore’s unique linguistic style which has significantly contributed in delivering the actual theme and the content of the poems effectively to the readers. In brief, the unique theme, content and the unique style of the poet have made the text a classical and historical text in the literary world.

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A Stylistic Analysis of Tagore’s *Gitanjali*

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An Analysis of Thai Students' Recount Writing Through the Use of the Curriculum Cycle Approach

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Abstract

This research is focusing on the analysis of Thai students' recount writing genre using the curriculum cycle approach as a framework. Part of the development of Thai students' recount writing was the use of Pinterest SNS as a visual aid for teaching the schematic structure of events and experiences. This is a qualitative study using 33 students from Chandrakasem Rajabhat University. This research question is used as one of the underpinnings: *What are the different transitivity processes found in students' recount writing using the Curriculum Cycle Approach?* The findings of RQ1 revealed that after the implementation of the Curriculum Cycle Approach (CCA) using Pinterest, different transitivity processes were found in Thai students' recount writing. These were mental, relational, behavioural, existential, and verbal processes. Consequently, there was also a development found in their writing. The indication is that CCA tends to be beneficial in developing students' recount writing specifically if Pinterest SNS is used as a visual aid.

Keywords: Recount writing, Coding, Curriculum cycle approach, Pinterest, Systemic functional grammar, Transitivity system, Visual literacy.

Introduction

The focus of this study was to apply the curriculum cycle (CCA) or also known as the teaching-learning cycle (TLC) to develop Thai students' recount writing. For the sake of consistency, however, the Curriculum Cycle was used throughout the study. Also, the Pinterest Social Networking Service (SNS) was used as an approach to teaching students to recount writing skills in English. English writing course is one of the vital parts of learning the English language in every educational institution. As the popularity of modern technology affects students' ability to write creatively, Pinterest as the product of digital technology was used to foster Thai students' recount writing. Also, as students are using digital technology habitually in the classroom, this inspires this research to use this application (Pinterest) as a tool to stimulate

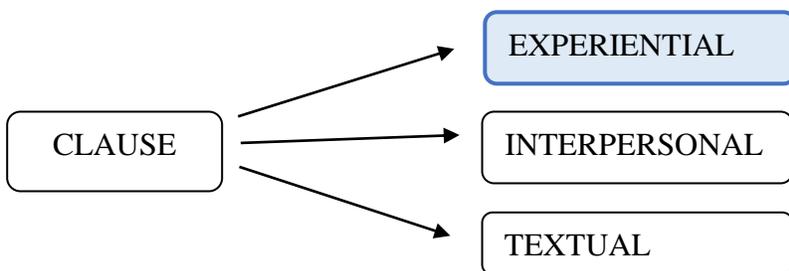
Thai students' ability on recalling events in the form of images. For this reason, instead of restricting them from using what they already have, this was integrated into teaching and be a part of students learning.

Using visual images perceives to supplement students' ability in writing as this likely helps them to develop their creativity and instill emotions in writing (Bentwich, & Gilbey, 2017). SNS or social media is an online vehicle for creating relationships with other people who share an interest, background, or real relationship. Its users create a profile with personal information, photos, etc., and form connections with other profiles. These users use their links to grow relationships through sharing, emailing, instant messaging, and providing comments. According to Arneson and Offerdahl (2018), Brugar and Roberts (2017) Serafini (2014), visual literacy support learners from shifting from a cognitive skills perspective to a more sociocultural and critical perspective. Thus, this study highlights its importance for developing students' recount writing ability through the use of the four stage Curriculum Cycle Approach (CCA) with visual images in Pinterest SNS as stimuli to produce creativity. In the context of Chandrakasem Rajabhat University (CRU), this can be used to scaffold English language teaching and learning in an interesting way.

Theoretical Framework

This study only used the **experiential metafunction's transitivity system** (six types of processes) from Halliday's Systemic functional grammar (SFG) three metafunctions: ideational (clause, verb groups & noun groups), interpersonal (modal verbs & adjuncts), and textual metafunctions. The theoretical framework of this study is based on the content analysis of the students' recount writing texts. A recount is a part of the main genres, which are observation/comment, recount, narrative, report, procedure, and explanation. The process of recount involves orientation, event, and re-orientation (Foley, 2011, p. 195). The overview of the clause is illustrated through this diagram from the book, Grammar Meaning, and Discourse (Foley, 2011).

Figure 1 *The overview of the clause* (Foley, 2011, p. 8)



Literature Review

Systemic Functional Grammar Theory

One of the principles of SFG is that language functions according to context. It can be traced back to the work of Malinowski in the 1920s. Malinowski while attempting to translate the written texts of the Melanesian islanders realized that without the knowledge of the cultural context and situation meaningful translation was impossible. This idea was taken up by other researchers, but only came to importance when it was combined with the work of J.R.Firth. Encouraged by this concept, many of Firth's students went on to develop SFG, and it is one of these students, Michael Halliday, who credits as the 'major architect' of SFG (Martin, 2001, p. 150).

Derewianka (2001, p. 256) says, 'Halliday's approach has been to develop a model of grammar which provides a clear relationship between functions and grammatical systems'. Such an approach reflects Halliday's belief that 'language is as it is because of its function in social structures' (Halliday, 1973, p. 65 cited in Fairclough, 1992, p. 26).

Butt (2000, p. 29) states that SFG redefines traditional grammar to recognize that the words have functions as well as class. How a word functions can tell us more than any description of words in terms of the class can about the piece of language, where it occurs, the person who chose to use it in that function, and the culture that surrounds the person and the message.

The Transitivity System

The transitivity system is derived from experiential metafunction. The experiential metafunction is about how we convey our experiences such as naming processes and things in our world (Foley, 2011, p. 29). Furthermore, the transitivity system interprets the world of experience into a workable set of process types which is the transitivity processes (Halliday & Matthiessen, 2014, p. 170). In addition, each process type provides its function. In a transitivity system, there is a difference between the inner and outer world experiences. The inner experience is the world of consciousness which comprises perception, emotion, and imagination. Conversely, the outer experience comprises actions and events such as; people or other actors doing things, things happening, or making them happen (Halliday & Matthiessen, 2014, p. 170). The details of each transitivity process are mentioned below.

Material Process

Material processes comprise doings and happenings. Another known term is action processes. The function of the doer in a material process is called the Actor (Foley, 2011, p.34). In addition, there are **transitive** and **intransitive** material processes. The material process that

represents a **happening** is intransitive. Conversely, the material process that represents a **doing** is transitive (Halliday & Matthiessen, 2014, p. 179-181).

Behavioural process

Foley (2011, p. 36-37) explained that the behavioural process is a bridge between material, mental, and verbal processes. Some behavioural processes bridge between material and mental processes such as watching, dancing, listening, and smiling. The behavioural process's main participant is the behavior. Halliday & Matthiessen (2014, p. 248-250) described that behavioural processes are of human physiological and psychological behaviour. They are the least distinct out of all the six types of transitivity processes. In addition, they have no clearly defined characteristics of their own. Thompson (2013, p. 110) mentioned behavioural process is a reminder that transitivity categories are overlapping and fuzzy.

Mental process

The inner world of experience (consciousness) represents the mental process. Foley (2011, p. 38-39) explained that the mental process consists of the processes of thinking, feeling, and perceiving things with our senses. In a mental process, the main participant is called the sensor. Furthermore, in a mental process, the participant (sensor) is human. The important feature of the participant is that of being provided with consciousness. The mental process divides itself into four different **sub-categories** of **sense**. They are perceptive, cognitive, desiderative, and emotive (Halliday & Matthiessen, 2014, p. 201-208).

Verbal process

Verbal processes are commonly referred to as someone saying something. In similarity to the mental process, the verbal processes are generally related to human beings or provided with consciousness. The sayer is the main participant in a verbal process (Foley, 2011, p. 41-42). Additionally, Halliday and Matthiessen (2014, p. 252-255) explained that there is always one participant (sayer) that represents the speaker. However, there may be an additional one representing the addressee (receiver).

Relational process

In the relational process, the verb itself is empty. Meaning, it does not provide information. There are two types of relational processes which are attributive and identifying processes. The carrier of an attribute is the main participant in the attributive process. The identifier of something which is identified is the main participant in the identifying process (Foley, 2011, p. 44-45). Halliday and Matthiessen (2014, p. 210-216) explained that the relational process functions as three main types. They are intensive, possessive, and circumstantial. Moreover, each of these comes in two distinct modes of being in attributive and

identifying. The important distinction in identifying is that the *x* and the *a* can be switched (e.g. Sarah is the leader/ the leader is Sarah). Conversely, the attributive cannot be switched between *x* and *a* (e.g. Sarah is wise).

Existential process

The existential process simply states that a specific thing exists. The existent, whose existence is stated is the main participant in an existential process (Foley, 2011, p. 48-49). Furthermore, Halliday & Matthiessen (2014, p. 256-258) explained that the process represents that something exists or happens. In the existential process, the word '*there*' within a clause is neither a participant nor a circumstance. It has no representational function. Its function is to only indicate existence. Often, an existential clause consists of a distinct circumstantial element of place or time.

Recount Writing

Recount Text functions as telling an incident in the past. The recount tells "what happened." A recount text has a social function. The purpose is to retell an event with the purpose to inform or entertain the readers (Siahaan & Shinoda, 2008, p. 9). Recount tells a series of events chronologically and evaluates their significance in some way. It also gives the audience a description of what and when it happened. The story recount has expressions of attitude and feeling, usually made by the narrator about the events. Foley (2012, p. 7) mentioned that The purpose of a recount is to retell events as information or entertainment. The pattern normally comprises Orientation (Introduction), Events (Body), and Re-orientation (optional).

Pinterest

Pinterest is a popular social networking site. The virtual pinboard website continues to experience fast growth. Since its launch in March 2010, the social networking website has grown to 70 million users (Smith, 2013). Men and women of all ages use the site. As with any social media website, Pinterest allows users to create a sense of community by joining individuals with both people they already know as well as people who share similar interests (Sundar, 2012). The capability to repin or like other pins on Pinterest increases the number of potential connections individuals have (Sundar, 2012).

Previous Studies Related to the Present Study

Lesperance (2013) study investigated the experiment of maximizing the potential for high school students to learn new vocabulary by implementing visual images. The was piloted among 96 Sophomore students who attended a suburban high school in the Spring of 2013. Students were given an initial pre-test with new vocabulary words. Sample words were chosen based on words that were missed most often. These terms were then presented to classes as words with

definitions, words within a context, or words in relationship with a picture. The findings revealed that teaching students new vocabulary words with pictures has contributed a big difference as they were able to recall the words' definitions. Hence, utilizing images in teaching and learning helps students as this is not only enabling them to improve their vocabulary but sustainable long-term learning.

Mingsakoon & Srinon's (2018) research was about teaching writing recounts for the EFL Thai upper secondary school students with the SFL genre-based approach at Hunkhapittayakom Secondary School. The focus was on the analysis of students' recount writing generic structure development through the SFL perspective which was experimented on 26 Mattayom Suksa five (Grade 11) students. The results indicated that the analysis of the pre-test texts showed that students could not control the structures of the recount texts as the writing texts were non-conformed to the stages of recount writing. Conversely, after teaching the SFL genre-based approach the analysis revealed that the students' individual experience recounts were positively developed (Mingsakoon & Srinon, 2018). The students had a higher amount of general structure construction in conformity when compared to the modeling texts and the pre-test texts at the beginning of the course.

The research by Foley (2013) studied the development of the language choices in the Academic writing of students at a University in Thailand. The research title was "Developing Academic Writing in a Business-Oriented University". There were three main parts to Foley's (2013) research. The population comprised 72 first-year students. However, only 12 were randomly selected. In the first part, the focus was on the students' descriptive writing with visuals used as stimuli to engage the students' writing. In the second part of the research, genre-based pedagogy was implemented in teaching the students to recount or journal writing. The third and last part of the Foley's (2013) research was about analyzing texts written by students in the third year of the English program. The genre was focused on report writing. The results indicated that the students developed control over the essential parts of the report writing. This illustrated that the students had better knowledge and had developed. The findings revealed that in the beginning, the students had limited knowledge of the different writing genres (descriptive, recount, report) and were limited in the grammatical and lexical choices. Conversely, after the application of the genre-based approach in the second part of the study, there were gradual improvements. In the third part of the study, the developments compared to the first part were evident in terms of developments. This indicated that the use of the genre-based approach with visuals indeed developed the students' ability in their descriptive, recount, and report (memo) writing genres.

The next research by Jamrassri (2018) was about "The Effectiveness of using Curriculum Cycle Model on EFL Writing Ability of Students at Phranakhon Rajabhat University". The study aimed to examine if the use of the curriculum cycle model can enhance the students' expository

writing ability and to find out the students' perception of this approach. Moreover, unlike the traditional curriculum cycle models, the last stage (stage four) by the researcher focused on the independent group construction. The participants in the study were selected from a purposive sampling technique. The study was both qualitative and quantitative. However, the study was more dominant in the qualitative analysis. The research findings indicated that students improved their expository writing ability. In addition, on the quantitative side, the findings illustrated that the post-test scores were higher than the pre-test scores.

Research Methodology

The study utilized the qualitative method research design. This research utilized the transitivity system analysis, adopting Halliday's Systemic Functional Linguistics (2004). Additionally, I utilized the use of descriptive qualitative research design to understand the developments of the transitivity processes found in students writing using Foley's (2011) adaptation of the Systemic Functional Approach. The curriculum cycle approach (CCA) of this research was based on Derewianka & Jones (2016) four stages.

Furthermore, the content in this study was the analysis of the recount texts from the students' recount writing. The data was classified as documentation since the data were in the form of written texts. Additionally, I used specific codes and categories in the analysis. The functions of the codes were described below under the data analysis section. I created a summary of the whole research design's conceptual framework of the methodology process below for ease of navigation.

Population and Sample

The target population of this study was the third-year undergraduate students from Chandrakasem Rajabhat University (CRU). The students were all Thai. The majority of them came to study at Bangkok's Chandrakasem Rajabhat University for higher education at the university level. This was mainly because they come from rural provincial areas far from Bangkok, Thailand. Additionally, their hometowns do not provide a higher level of university education. The majority of the students also worked part-time jobs (mainly night shift jobs). All of them were taking the Essay Writing English course, ENGL 3405, section 101. The students were composed of male and female students whose ages ranged from 20-24 years of age. There was only one section in this study, and the classroom was composed of 41 students according to the attendance list for the new semester (1/2020). However, on week 4 of the lesson plan, there were only 33 students participated in the pre-writing recount and 33 students in the post-writing recount.

Non-probability, purposive sampling was utilized to access a specific subset of participants since these participants fit a specific profile (English major students). To clarify, purposeful sampling is a method widely used in qualitative research aimed at the identification

and selection of information-wealthy cases for the most efficient management of limited resources (Patton, 2002). Purposive sampling involves identifying and selecting individuals or groups of individuals that are particularly knowledgeable or experienced with a phenomenon of interest (Creswell & Clark, 2011). To clarify, in this study, the phenomenon of interest was the third-year students studying the English Essay writing course.

Research Instrument

The details and purpose of using instruments and tools were described as follows.

Instruments:

- Pre-writing recount text
- Post-writing recount text

The instruments comprised 33 pre-writing and 33 post-writing recount texts written by the students. The lesson plan and the visual images from Pinterest were used as tools to stimulate and elicit students' creativity in recount writing. This guided students in understanding the essential features of recount writing as well as the functions of how to use Pinterest.

Tools for implementation:

1. Lesson plan
2. Pinterest images
3. Powerpoint
4. Visual images
5. Google drive

Data Collection

I spent a total of 9 weeks at the Chandrakasem Rajabhat University. To clarify, I implemented the curriculum cycle approach from week 4 to week 7. The first 3 weeks were getting to know the students, the faculty members, and the facilities of the campus. Furthermore, the consent form was presented to the students for the right to participate at the beginning before the recount writing lessons were taught by me. I only taught every Monday, 3 hours per class, one class per week, from 8:30 am to 11:30 pm. but stayed until 4:30 pm. Additionally, I came on the remaining weekdays (Tue-Fri) as well. This period was for the preparation of the lesson plan materials. I collected the data **twice**. The **pre-writing** recount data was collected on the first week of the lesson plan (Unit 1). The **post-writing** recount was the **primary** data. This was collected on week 7 of the lesson plan (Unit 4).

The process of teaching was as follows. I taught the students' recount writing normally

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Sirakan Yingkunakul, M.A.

An Analysis of Thai Students' Recount Writing Through the Use of the Curriculum Cycle Approach

according to the lesson plan and the curriculum cycle approach. To clarify, the lessons were undertaken without the use of Pinterest images for Unit 1. I began applying the use of the curriculum cycle approach (CCA) in Unit 1. The four stages of the CCA were used accordingly to my lesson plan in recount writing;

- Unit 1: Building the context of the recount writing (Stage 1)
- Unit 2: Modeling the text of the recount writing (Stage 2)
- Unit 3: Guided practice of the recount writing (Stage 3)
- Unit 4: Independent construction (Stage 4)

Table 1 *Summary time frame of the researcher’s presence at the CRU University*

Week 1	Introduction to CRU University <ul style="list-style-type: none"> • getting to know the faculty staff, the teachers • to know the facilities • to know the students 	
Week 2	Observe the Essay writing classroom	
Week 3	Continuation of observing the Essay writing classroom	
Week 4	Unit 1 (Building the context of the recount writing) <ul style="list-style-type: none"> • Pre-writing recount data 	CCA Stage 1
Week 5	Unit 2 (Modeling the recount text)	CCA Stage 2
Week 6	Unit 3 (Guided practice of the recount writing)	CCA Stage 3
Week 7	Unit 4 (Independent construction of the recount writing) <ul style="list-style-type: none"> • Post-writing recount data 	CCA Stage 4
Week 8	Unit 5 <ul style="list-style-type: none"> • Feedback to the students • Farewell and express gratitude to the students and the Essay writing subject’s teacher 	
Week 9	Express gratitude to CRU’s program director and the teachers that helped introduced the research to CRU	

Data Analysis

The criteria for selecting only ten students in the analysis findings (pre and post-writing recount text) was that these students were present during both the pre (Unit 1) and post-writing (Unit 4) data collection. They were never absent for the lessons (Units 1, 2, 3, and 4). This was

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Sirakan Yingkunakul, M.A.

An Analysis of Thai Students’ Recount Writing Through the Use of the Curriculum Cycle Approach

why I selected the ten students for the analysis. Furthermore, in the pre-writing recount data collection, 33 students' recount texts were collected. However, as the weeks progresses for Units 1, 2, and 3, there were fewer students. Therefore, the ten students were consistent from the very beginning until the end of the lessons.

Textual analysis was used using Halliday's (1994 cited in Foley, 2011) SFG approach. In this study, only the Experiential metafunction of the transitivity system (six types of processes) and the specific language features were analyzed. Due to the nature of the study, specific Codes were utilized during the analysis of the recount texts were provided. Elliott (2018, p. 2850) stated that the purpose of coding is the common process in a qualitative study, the essential aspect is that researchers break down the data to make up something new-found. Likewise, the process of coding is analyzing qualitative text data by taking it apart to find out what they produce before laying the data back as one in a meaningful manner (Creswell, 2015, p. 156). The function of each code was provided below.

To answer **Research Question 1**: What are the different transitivity processes found in students' recount writing?

The following procedures were implemented.

- Ten students' recount writings were selected.
- Students' recounts texts were divided into clauses.
- Both the pre-writing and post-writing recount were analyzed.
- The different types of transitivity processes (*material, mental, relational, behavioral, verbal, and existential*) were identified from the students' recount writing texts on the Ipad with an Apple Pencil.
- Coding was applied within the clause for the transitivity process.
 - Notability (ios application) was used inputting the codes on the Ipad with Apple Pencil.
 - The finished coding was then converted from **PDF** to **word** file format
- The functions of the codes were provided.
- The results of research question 1 were presented in the form of tables. However, the use of numerical numbers was shown to compare the pre-writing and post-writing data as a summary. This was to illustrate the frequency of the transitivity processes that occurred in the analysis.

Additionally, the detailed findings were illustrated in the form tables from the selected clauses of the different students'. Explanations of the transitivity processes that were found were explained along with their functions.

Codes for the analysis of the Transitivity System (RQ 1)

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Sirakan Yingkunakul, M.A.

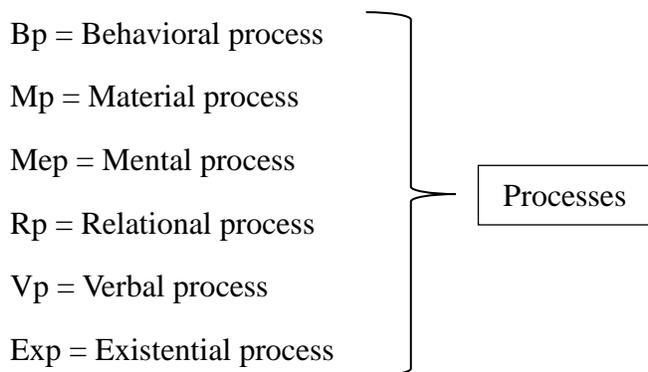
An Analysis of Thai Students' Recount Writing Through the Use of the Curriculum Cycle Approach

I used specific codes to analyze the recount texts from both the pre and post-writing texts. As illustrated below, the functions of Subjects (Participants) were determined in each code, as they carry different functions depending on the processes. Meaning, each of the process types has its characteristics to represent (Foley, 2011, p. 34-49). Halliday & Matthiessen (2014, p. 260) described the different transitivity processes' meaning and characteristics. The literature review from chapter 2's transitivity system illustrated its important functions and showed the relationship between process types and their relation to participants.

Codes for the Functions of the subjects (RQ 1);

- The subject functions as **Actor (Ac)** in Material process.
- The subject functions as **Behaver (Be)** in Behavioral process.
- The subject functions as **Senser (Se)** in Mental process.
- The subject functions as **Carrier (Ca)** in Relational process.
- The subject functions as **Sayer (Sa)** in Verbal process.
- The subject functions as **Existent (Ext)** in Existential process.

Codes for analyzing the transitivity processes (RQ 1);



Findings and Discussions of Research Question 1

Research question 1: *What are the different transitivity processes found in students' recount writing using the Curriculum Cycle Approach?*

This section illustrated the detailed findings in the analysis of the different types of transitivity processes found in students' recount writing using the curriculum cycle approach. The different transitivity processes found were shown as examples in the following tables below. Lastly, the summary table was provided to reveal that indeed there was a development of the

transitivity system found after the treatment of the curriculum cycle approach (CCA) along with visual images in the Pinterest SNS was fully utilized. Examples of the different transitivity processes were provided below:

Material transitivity process

According to Foley (2011, p. 34), the most important element in understanding the processes (verbs) is to look at the verb from the perspective of its ‘meaning’. Hence, the ‘meaning’ will be determined by the context. Foley (2011, p. 34) affirmed that the material process consists of doings and happenings also known as ‘action processes’. Furthermore, the material process may be explored by either of the two questions: who did it? and what happened? Moreover, there are **transitive** and **intransitive** material processes. The material process that represents a **happening** is intransitive. Conversely, the material process that represents a **doing** is transitive (Halliday & Matthiessen, 2014, p. 179-181).

Table 2 Student #633 material process

Clause	Process: Material			
1.	After that,	me and my friend	went	to a BBQ grill
2.	before,	I	walked	to my room
3.		and	entered	a store to buy snacks.

The findings from student #633 revealed the clauses above indicated material processes were the verbs “went”, “walked”, and “entered”. Conversely, the material process “went” is **intransitive** because it functions as the material process of happening. Furthermore, the material processes “walked” and “entered” are **transitive** because it functions as a material process of doing.

Relational transitivity process

In a relational process, the process (verb) itself is ‘empty’. The process does not provide information. However, the process simply functions by relating two important elements. The relationship comprises ‘being’ and ‘having’ (Foley, 2011, p. 44). Halliday & Matthiessen (2014, p.210-214) explained that the relational process functions in two distinct modes of being in **attributive** and **identifying**. The important distinction in identifying is that the “**x**” and the “**a**” can be switched (e.g. Sarah is the leader/ the leader is Sarah). In contrast, the attributive cannot be switched between “**x**” and “**a**” (e.g. Sarah is wise). The findings below were the relational

process found from the analysis of the students' recount.

Table 3 Student # 738 and # 509 relational process

Clause		Process: Relational	
#738	it	was	a Japanese restaurant
1.			
2.	It	was	delicious.
3.	It	was	colorful.
4.	My stomach	was	full
5.	and I	was	sleepy.
#509	Kanchanaburi	was	one of the places in Thailand
1.			

In clauses 1-5, all of the processes “was” indicates the relational process. Furthermore, the relational process functions as **attributive**. The process “was” links or relates a thing and its attribute. Hence, the process by itself is void. The process itself is not providing any information. However, the process “was” (verb ‘to be’) simply relates the relationship to the attributes ‘a Japanese restaurant’, ‘delicious’, ‘colorful’, ‘full’, and ‘sleepy’. Most importantly, the distinction is that the **attributive** cannot be switched. For example, in clause 1 “it **was** a Japanese restaurant”. The **attributive** cannot be switched to “a Japanese restaurant **was** it”. Conversely, in student #509’s clause 1, although the process is relational, the distinction is in the function. Meaning, that the relational process in clause 1 functions as **identifying**. The important distinction in identifying is that the “**x**” and the “**a**” can be switched. To elaborate, in clause 1 “Kanchanaburi **was** one of the place in Thailand“, the clause can be switched to “one of the place in Thailand **was** Kanchanaburi”. Hence, the function of this relational process is identifying as “**x**” and the “**a**” can be switched.

Behavioural transitivity process

Foley (2011, p. 36) elaborated that the behavioral processes fall between material and mental processes. These processes are similar to mental processes as it involves the ‘doer’ with human consciousness and they involve the senses. Halliday & Matthiessen (2014, p. 248-250) described that behavioural processes are of human physiological and psychological behaviour.

They are the least distinct out of all the six types of transitivity processes. Additionally, they have no clearly defined characteristics of their own. Furthermore, Thompson (2013, p. 110) mentioned behavioural process is a reminder that transitivity categories are overlapping and fuzzy.

Table 4 *Student #738 behavioural process*

Clause	Process: Behavioural
1. On holiday, I	spent time with my aunt at The Mall Bangkok
2. , but my aunt	ordered Pangasius Dory Fish set.
3. Next, we	watched a movie after

In clause 1, the processes “spent” indicate a process of consciousness function as a form of behaviour. In clause 2, the process “ordered” indicates a process of behaviour near material bodily postures and also bridges with the verbal process because to order any type of food, student #738 needs to at least have a verbal exchange in the conversation with the waiter. In clause 3, the process “watched” is behavioural because it functions as a near mental process of consciousness represented as a form of behaviour. The process “watched” in clause 3 is a good example of what Thompson (2013) meant by the behavioural processes being overlapping and fuzzy. Halliday & Matthiessen (2014) also stated that there are no clear categorizations. To clarify, it is not entirely wrong and can be argued that the behavioural process “watched” could also be the mental process functioning as perceptive (perception) because student #738 still needs to use the eyes to watch the movie mentioned in clause 1. Therefore, the behavioural process “watched” can be argued as overlapping and fuzzy nonetheless.

Mental transitivity process

Foley (2011, p.38-39) elaborated that the mental process represents how we perceive things with our senses. The mental process is the inner world of emotions, feelings, imagination, and thoughts. The process comprises wanting, feelings, and sensing. Furthermore, in a mental process, the participant (senser) is human. The important feature of the participant is that of being provided with consciousness. The mental process divides itself into four different sub-categories of sense. They are **perceptive**, **cognitive**, **desiderative**, and **emotive** (Halliday & Matthiessen, 2014, p. 201-208).

Table 5 *Student #738 and #259 mental process*

Clause	Process: Mental
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#738	I	enjoyed	spending time with my	lovely	aunt.
1.					
2.	I	hope			
#259	, I	think			
1.					

The process “enjoyed” in student #738 clause 1 functions as an **emotive** which indicates affection. In addition, the process “hope” in clause 2 functions as **desiderative** which indicates **desire** or **desirability**. Meaning, student #738 **desires** to spend time with the family again soon. Furthermore, in student #259 clause 1, the mental process “think” functions as **cognitive** or **cognition** because student #259 is thinking about going back to Dreamworld with friends again in the future.

Table 6 Student #937 mental process

Clause	Process: Mental			
1.	that	we	could see	wide water surrounding by ☺beautyfull wild.
2.	After that	we	enjoyed	playing the water

The processes “could see” and “enjoyed” in clauses 1 and 2 were both mental processes. However, the distinction is in the function. Clause 1 is **perceptive** and clause 2 is **emotive**. Meaning, in clause 1, the process “could see” functions as **perceptive** which indicates **perception**. Additionally, “could” is a finite and the predicator is “see”. Moving on, in clause 2, the process “enjoyed” function as **emotive** which indicates affection. Meaning, student #937 enjoys playing in the water. However, in clause 2, “playing” is not the main verb. It is non-finite verb gerund functioning as a noun.

Existential transitivity process

The existential process states that a certain thing exists. The main participant is the Existent in an existential process. To elaborate, the participant whose existence is stated (Foley, 2011, p. 48-49). Halliday & Matthiessen (2014, p. 256) explained that the process represents that something exists or happens. In the existential process, the word ‘there’ within a clause is neither a participant nor a circumstance. It has no representational function. Its function is to only indicate existence. Often in existential clause consists of a distinct circumstantial element of place or time.

Table 7 Student #738 existential process

Clause	Process: Existential		
1.	There		were a lot of people at the theater.
2.	When	we	arrived there.

The process “were” in clause 1 indicates the **existence** of people at the theater. In clause 2, the process “arrived” conveys the existence of we arrived there.

Verbal transitivity process

The verbal process gives voice to our thoughts when talking about events, or feelings, and ideas. The processes of saying are called verbal processes (Foley, 2011, p. 41). Additionally, Halliday & Matthiessen (2014, p. 252-255) explained that there is always one participant (sayer) that represents the speaker. However, there may be an additional one representing the addressee (receiver).

Table 8 Student #442 and #708 verbal process

Clause	Process: Verbal		
#442	I		video called to my mom
1.			
#708	and		sing very well
1.			

The process “video called” indicates a verbal because it functions as saying. Student #442 conveyed that the writer was talking to his/her mom online in a face-to-face video call. In student #708’s clause 1, the process “sing” functions as verbal because it indicates the verbal action singing.

Meteorological process

After analyzing the recount of different transitivity processes, I found two students (#345 and #442) that had the meteorological process, but with different functions. The meteorological process is a rare type because it is not common in a transitivity system. However, in the findings of student #345, the meteorological process was illustrated. Halliday & Matthiessen (2014, p. 258) elaborated that on the borderline between ‘**existential**’ and the ‘**material**’ there is a special category of processes that relates to the weather known as the meteorological process. Such examples mentioned in Halliday & Mattheisen (2014) are; *there is going to be a storm, the wind is blowing, the sun is shining, there is going to be a storm*. Additionally, meteorological processes sometimes are in connection with **existential** (*there was a*

storm/hurricane/breeze/gale/shower/blizzard) and some are understood as **relational attributives** (*it is foggy/cloudy/cold/hot/misty/humid/sunny/frosty*).

Table 9 Student #345 and #442 meteorological process

Clause		Process: Meteorological	
#345	It	*is	quite windy there
1.			
#442	the weather	was	so cold.
1.			

The findings from both clauses indicate an interesting element. Although, the process from student #345 ‘***is**’ indicates an existential process. However, because of the context ‘quite windy’, the meaning relates to the weather. Hence, the process is the borderline between existential and material which indicates meteorological. Conversely, student #442 ‘**was**’ is relational processes. However, after analyzing carefully the context of the clause. There were further details that the meteorological process ‘**was**’ functions as a relational attributive because of the phrase ‘so cold’. Meaning, that the adverb of degree ‘so’ modifies the adjective ‘cold’. Hence, that is why this meteorological process functions as a relational attributive.

Table 10 Comparison of pre and post-writing Transitivity process developments

Transitivity processes	Pre-Frequency	Post-Frequency	Development
Mental	4	40	90%
Relational	33	88	62.5%
Behavioral	33	84	60.7%
Material	62	111	44%
Existential	3	4	25%
Verbal	5	2	NA
Total	140	329	

The comparison results revealed the details of reality in developments. Please be noted that the values of 'Pre-Frequency' and 'Post-Frequency' were based on the analysis of the qualitative data recount texts. Due to the size of the data, the CODING was utilized. The numerative values illustrated above from both 'Pre-Frequency' and 'Post-Frequency' were the direct representation of the qualitative data. The development of the different transitivity processes revealed what types of processes the 10 students' developed from **most to least** in the post-writing recount in the order of mental (90%), relational (62.5%), behavioural (60.7%), material (44%), and existential (25%).

Furthermore, it was interesting to understand that the verbal process did not indicate any developments. The NA means not applicable since the values were negative. To elaborate, the verbal process decreased as the pre-writing (5) had more compared to the post (2). This raises the indication that the students focused on writing mainly on the mental, relational, behavioural, and material aspects to convey their recalled recounts. Provided below was the calculation of the reality in developments:

As illustrated, the findings of the research question revealed that there were developments in students' usage of processes in recount writing; these were the mental, relational, behavioural, material, existential, and verbal. The value of presenting these percentages was to illustrate exactly what the different transitivity system processes had developed by the students after the implementation of CCA with visual images on Pinterest. To illustrate, compared with the pre-writing the post showed that there was a 90% increase with the use of mental process, 62.5% increase with the use of relational, 60.7% with behavioural, and 44% with the material process. Although the existential illustrated an increase of 25%; it was the least developed process. In contrast, the process that did develop was verbal as the pre-frequency usage was 5 while the post indicated 2 which revealed a decrease.

The findings revealed that the most dominant was the mental processes; there was an increase in usage. From students' recount writing, they used different **sub-categories** of the mental processes. For example, comprised of perceptive, cognitive, desiderative, and emotive (Halliday & Matthiessen, 2014). The use of these different processes indicated that there were lots of desirability, cognition, perception, and affection used by students' when recounting their experiences and activities; all of which were normally used when describing events and can be found in the body part of the texts.

The next process found was the relational process. These were used as attributive as well as identifying. For example, the dominant relational processes used were '**was**', followed by '**had**' and '**have**' all of which were used to relate two important relationships between 'being' and 'having' (Foley, 2011). The distinctions between the two were that **attributive** processes

cannot be switched whereas the **identifying** can (Halliday & Matthiessen, 2014)

The next process found that indicated the development of students' recount writing was the use of behavioural process. As students had described different experiences through the recount writing, behavioural processes were used to explain or discuss some of the physiological and psychological behaviours of the participants (Foley, 2011; Halliday & Matthiessen, 2014). These particular processes can sometimes be viewed as inner and typically represented as forms of human behavior (Foley, 2011; Halliday & Matthiessen, 2014; Thompson, 2013).

The findings revealed that the majority of the material processes were both used transitively and intransitively which both implied what happened or what was going on in the text (Foley, 2011). As materials are actions processes, thus transitive and intransitive processes were normally found in the students' recount writing (Halliday & Matthiessen, 2011).

The existential process was also found to be developed which indicated that the students developed a better knowledge in writing that something existed or happened around them as illustrated in their recount writing. Existential processes were normally used in students' recount writing to explain people exist in certain places. As indicated in the students writing 'there' was always used as the subject.

Interestingly, compared with the pre-writing, the post-writing revealed that the verbal processes were seldom used. It also illustrated that there was a decrease in the occurrence of this particular process. The indication can be that students were still lacking the ability to quote other people's words and they just rely on what they see, do or think. That was the reason why verbal processes were hardly used compared with the other processes in the transitivity system.

An interesting finding found in the present study that could not be found in different recent studies reviewed was the use of '**meteorological process**'; it is a rare process that was found in two students' recount writing. Halliday and Matthiessen (2014, p. 258) recognized that this process type is rare and not common in the transitivity system. However, the findings revealed students' were using this process as well. The meteorological process is a special category that relates to the weather. It is the borderline between the 'existential' and 'material' processes.

Conclusion

The purpose of this study was to teach Thai students at Chandrakasem Rajabhat University to recount writing. The focus was on the analysis of the transitivity system after the implementation of CCA, and Pinterest SNS as visual stimuli. The findings indicated that after the implementation the students have shown developments as illustrated by the data. The study's results contribute to the reality that the CCA model can be used to scaffold the students' recount writing, especially in an English writing course in the Thai University context. Similarly, the use of visuals as stimuli in Pinterest can influence the students' recount writing schematic structure

development as images helped the students in terms of reflecting on what they did and stimulating their experiences related to their orientation, body/events, and re-orientation of the recount text.

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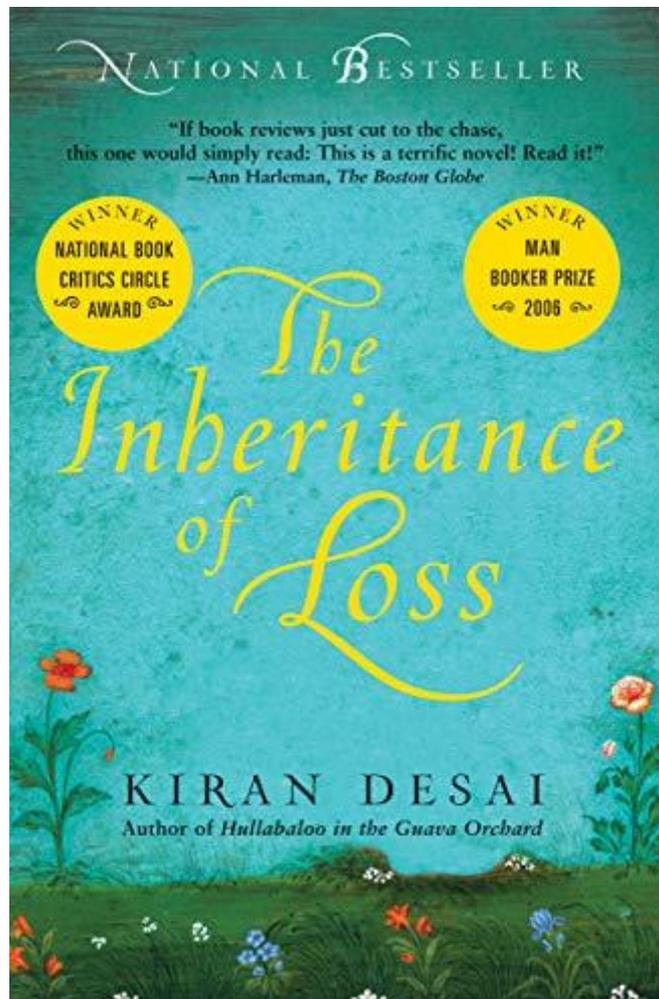
Anglicized Indian Culture - An Analysis Based on Kiran Desai's *Inheritance of Loss*

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Courtesy: www.amazon.com

Kiran Desai's *Inheritance of Loss* manages to explore every contemporary international issue: globalization, multiculturalism, economic inequality, fundamentalism and

terrorist violence (Mishra, 2006). Like Naipaul, Desai bears witness to the suffering of the poor and the powerless by holding up an unflinching mirror to their lives (Bilwakesh, 2009). Described as post-colonial diaspora literature, Kiran Desai's *Inheritance of Loss* portrays the Anglicized Indian culture by depicting the lives of a few Indians with fractured Indian identities.

Justice Jemubhai Patel is from a small village Piphit. He is educated in the Bishop Cotton School. He admires the portrait of Queen Victoria at the entrance of the school building. She looks so plain but powerful. From that time, his respect for her and the English grows in leaps and bounds. He gets first mark in all the tests. His principal Mr. McCooe wants him to write the local pleader's exam. But his father insists him to become the chief justice.

After graduating from the Bishop's college, Jemubhai goes to Cambridge for higher studies. He always carries an Oxford English Dictionary. He has a cabin mate from Calcutta. He often composes Latin sonnets in Catullan hendecasyllables. Bose, his friend, shows him what records to buy for his new gramophone. He always recommends Caruso and Gigli. He corrects Jemubhai's mistakes in English pronunciation: *Jheele*, not *Giggly*, *Yorksher*, *Edinburrah*, *Jane Aae*, *Jane Aiyer*, etc. They both read a lot of textbooks like *A Brief History of Western Art*, *A Brief History of Philosophy*, *A Brief History of France*, etc.

While studying, he grows strange to others and himself. He finds his skin tanned and his accent very awkward. He forgets how to laugh or smile. Even if he smiles, he holds his hand over his mouth; he does not want anybody to look at his gums and teeth. Jemubhai takes revenge on his early confusions and embarrassments in the name of 'keeping up standards.' He wants to keep his accent behind the mask of silence. He works at 'being English' with fear and hatred, but he wants to maintain the false pride throughout his life by ignoring his real identity at all.

Jemubhai becomes the member of the ICS and starts his service in a distant place in Uttar Pradesh. Nimi, Jemubhai's wife, is old enough to avoid childish thieving, but she steals Jemubhai's powder puff with greed. It's a wonder that Jemubhai couldn't forgive her for such a small issue. He starts taking revenge on her by treating her cruelly. He teaches her the lessons of loneliness and shame which he has learned himself in the foreign country. She feels desolate and falls ill because of Jemubhai's ill-treatment.

After retirement, Jemubhai leads a lonely life in a hill station called Kalimpong. When Sai's parents are dead, the convent sends her to Jemubhai, her maternal grandfather. When Sai arrives at Kalimpong, he begins to confront his own sufferings as a victim of racism and colonialism as well as the violence he perpetrated against his wife (Egelman, 2011). Jemubhai does not have affection for Sai. But he finds something familiar about her.

She has the English accent and manners. She is a westernized Indian brought up by English nuns. He relates himself with her as an alienated Indian living in India.

Sai grows in a Christian convent in Dehradun with a lot of contradictions. She experiences hybridity by reading Lochinvar and Tagore along with economics and moral science. She practises Highland fling in tartan and Punjabi harvest dance in dhotis. She sings national anthem in Bengali and recites a motto in Latin. She learns Indian and English at the same time, inheriting the latter for her way of life.

According to Sai, the convent system is fully obsessed with the notions of purity and morality. She thinks that those people are very much talented in defining the flavor of sin. For them “cake was better than laddoos; fork, spoon, and knife better than hands; sipping the blood of Christ and consuming wafer of his body was more civilized than garlanding a phallic symbol with marigolds. English was better than Hindi” (*Inheritance of Loss* 30).

In her grandfather’s house, Sai lives like an outsider. Jemubhai has no affection for her. She is accompanied by the cook at home. Though Sai and Jemubhai live as strangers under the same roof, he insists her to follow the English manners at home. She visits the Gymkhana club library and reads *To Kill a Mockingbird*, *Cider with Rosie*, and *Life with Father*. She admires the pictures of chocolaty Amazon and stark Patagonia in the National Geographics, ignoring the naïve beauty of Kalimpong.

Lepchas, Rong pa, Fodongthing, and Nuzongnyue who are created from the sacred Kanchenjunga snow are fast disappearing. When Sai reads the book “Vanishing Tribes”, she finds that she does not know anything about the original inhabitants of Kalimpong. But she is least bothered about it.

In H. Hardless’ *The Indian Gentleman’s Guide to Etiquette*, the author says: “Although you may have acquired the habits and manners of the European, have the courage to show that you are not ashamed of being an Indian, and in all such cases, identify yourself with the race to which you belong.” (*Inheritance of Loss* 199) Instead of reacting fiercely to it, she wants to search the descendants of H. Hardless to stab the life out of them.

The cook works for the judge for many years. His son Biju is an illegal immigrant in the US, struggling for food and lodging. But the cook boasts to everyone that his son is working in New York. He claims that his son is the manager of a restaurant business. He exclaims that America is the best country in the world, and the people who have gone to England feel sorry.

Afghan princesses are given refuge by Nehru as their father on a holiday to Brighton is replaced by the British army. Mrs. Sen is their neighbor. Her daughter Mun Mun has gone to America. She is to be hired by CNN. Noni and Lola live in a rose-covered cottage called Mon Ami, which is a French name. Pixie, Lola’s daughter, is a BBC reporter. While reading the news, she announces her name Piyali Bannerji in pucca British accent. Lola warns her

that India is a sinking ship and compels her to leave India as soon as possible. Mrs. Thondup is from an aristocratic Tibetan family. She has two daughters – Pem Pem and Doma. They attend the Loreto convent.

Uncle Potty is from a well-known Lucknow family. He has learned languages in the Oxford, but reads only the comics like *Asterix*, *Tin Tin*, and *Believe It or Not*. Father Booty is from Switzerland. He maintains dairies and produce cheese at home. He has no papers; he has almost forgotten that he is a foreigner. He has become, indeed, an Indian foreigner. These people eat English foods, hear English songs, read English authors, grow English plants, celebrate English festivals, and lead English lives in India, feeling very proud about it.

All of them visit the Gymkhana library to borrow books. They don't like English writers writing about India, talking vividly on delirium, snakes, perverse romance, spilled blood, miscarriage, etc. They think that they don't correspond to the truth. But it is obvious that they don't want to know about the darker side of India. According to them, English writers writing of England are gracious. They admire P. G. Wodehouse and Agatha Christie, describing the countryside England with crocuses blooming early. They also prefer the manor house novels. Reading their works, these people feel like watching movies in the air-conditioned British Council in Calcutta.

These people have no respect for Indian leaders. When Gandhiji marches from Sabarmati ashram to Dandi, Jemubhai's father says, "Where will that get him? Phtoo! His heart may be in the right place, but his brain has fallen out of his head." (*Inheritance of Loss* 112). Noni and Lola are talking about the riots, Gorkhas, and the GNLF. "This statemaking," Lola comments, "biggest mistake that fool Nehru made. Under his rule, any group of idiots can stand up demanding a new state and get it, too. How many new ones keep appearing? From fifteen we went to sixteen, sixteen to seventeen, seventeen to twenty two..." (*Inheritance of Loss* 128)

Lola and Noni talk about the letter sent to the queen of England during the partition of India. For the first and last time, they call the British 'bloody Brits' for the colonial subjugation. Mrs. Sen refers to Pakistan and says, "First heart attack to our country, no, that has never been healed..." "You know, that Jinnah, he ate bacon and eggs for breakfast every morning and drank whiskey every evening. What sort of Muslim nation they have?" (*Inheritance of Loss* 130) These ladies appreciate the English and humiliate Indian leaders.

They admire the English people and try to follow their lifestyles. Hearing Kiri te Kanawa on the cassette player, Lola says that the Buddhist monks live by Hollywood money. Noni wants to hear Maria Callas. She adds: "These monks are not vegetarians. What fresh vegetables grown in Tibet? And in fact, Buddha died of greed for pork." (*Inheritance of Loss* 196) The ladies also criticize Islam, Christianity, and Hinduism for they believe that no religion and no government could stop the crimes happening in India.

Indians don't buy Indian products. Father Booty supplies home-made cheese to the local restaurant. He persuades the manager of Glenary's Restaurant to switch from Amul. Products which come in factory tins with names stamped on them (with lots of advertisements) are considered better than anything made by local farmers. When Father Booty asks whether the manager doesn't want to support the local farmers, he says: "Quality control, Father! All-India reputation, name brand, customer respect, international standards of hygiene..." (*Inheritance of Loss* 193)

Sai's lover Gyan is a well-educated, sensible, young man. He belongs to the Gorkha community. His great grandfather is sent to Mesopotamia where the Turks kill him. Many of his family members fight and die in Burma, Gibraltar, Egypt, and Italy for the British army. He leads the poor life of native Indians. He is an active member of GNLFF (Gorkha National Liberation Front) which fights for a separate Gorkhaland.

Gyan is the tuition teacher of Sai. They fall in love with each other. They roam around Kalimpong. When they visit a museum and views the exhibits of Tenzing and Hilary, Gyan claims that Tenzing is the real hero. He is a Sherpa, and without him Hilary couldn't have carried the bags. Tenzing may be the first. But Hilary has taken "the first step on behalf of the colonial enterprise of sticking the flag on what is not theirs" (*Inheritance of Loss* 155).

Gyan asks why Sai wants to celebrate Christmas. She has no answer for the question. Gyan complains that they are Hindus and don't celebrate Id, Guru Nanak's birthday, Durga Puja or Dussehra, or Tibetan New Year. He calls them 'slaves'. He rages that they are running after the West, getting nowhere else. They appear fools to the whole world. They are copy cats, imitating the English people. But the English don't want them. Gyan feels anti-secular and anti-Gandhian while shouting at Sai.

Gyan asks whether Sai and others try to be so westernized. He says that the Indians are ready to clean the toilets of English people even if they don't want them. He hates the company of Sai and her grandfather with the fake English accent and the face powdered pink and white over the dark brown. He considers even the certificate from the Cambridge as an object to be ashamed of.

The GNLFF starts the protests and announces strikes in Kalimpong. Gyan participates in the rally. When Sai questions about it, he speaks angrily with her. He tries to avoid seeing her. He thinks why he hates her recently. After a while, he could come out with a few issues about her:

"She who could speak no language but English and pidgin Hindi, she who could not converse with anyone outside her tiny social stratum... She who could not eat with her hands; could not squat down on the ground on her haunches to wait for a bus; who had never been to a temple but for architectural interest; never chewed a *paan* and had

not tried most sweets in the *mithaishop*, for they made her retch; she who left a Bollywood film so exhausted from emotional wear and tear that she walked home like a sick person and lay in pieces on the sofa; she who thought it vulgar to put oil in your hair and used paper to clean her bottom; felt happier with so-called English vegetables, snap peas, French beans, spring onions, and feared – *loki, tinda, kathal, kaddu, patrel*, and the local *saag* in the market.” (*Inheritance of Loss* 176)

Gyan has felt embarrassed while eating with Sai. He is puzzled about her finickiness and curtailed enjoyment. She doesn't like his slurps and smacks. With fake Englishness, Jemubhai eats even chapatis, puris, and parathas with knife and fork. He insists Sai also to do the same in his presence. Sai feels proud for her behavior. She considers it as a status symbol. Gyan thinks that she may be masking it as a shame for the lack of Indianness.

People like Bose, Jemubhai's old friend, speak against the English people. “What bastards they were! Goras – get away with everything, don't they? Bloody white people! They are responsible for all the crimes of the century.” (*Inheritance of Loss* 206) He is happy that the English has left India at least in 1947. He says that they stay in Africa, still making trouble over there. According to him, the justice is always against the native as the world is still colonial. He speaks angrily only because he failed in a case to win a pension equal to that of a white ICS man. He bids even the farewell using English sentences (not Indian) like “Good night. Good-bye. So long.”

The English have influenced the Indians in various ways. Being English in dress, food, hobby, habits, and manners is considered ‘standard’ in India. People like Jemubhai Patel, Sai, Noni, Lola, Mrs. Thondup, and Uncle Potty live English lives in India. They think the Indian culture is mundane or barbarian. They want to maintain their status by being English. Kiran Desai's *Inheritance of Loss* talks about the serious consequences of colonialism and depicts the Anglicized Indian culture in a splendid way.

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Online English Language Teaching (OELT) at the Tertiary Level During Covid-19 Pandemic in Bangladesh: Problems and Solutions for Future Adaptability

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Abstract

The devastating nature of Covid-19 has had an unprecedented impact on the education sector throughout the world. To mitigate the apparent academic loss due to the closure of educational institutions online teaching was introduced. As a result, a sudden chaotic situation came into being in terms of ELT teaching. Bangladesh also started conducting online classes at the tertiary level during this period. Though this endeavour had many positives, at the same time many problems started to surface. It was found that there was a lack of technical resources and knowledge of ICT among teachers and students alike. Many teachers and students preferred face to face classes to online classes. They had negative attitudes toward online classes. Hence active participation was not taking place. Emergency OELT is more complicated than the usual OELT course since there is no sound theoretical base for them. There is still a looming possibility of Covid-19 creating further closure of the educational institutes if the infection rate increases. So, to make sure if that scenario ever happens again OELT is a viable solution to face to face ELT classes a well-planned theory of OELT, uninterrupted technical and financial support, counselling and mental support for teachers and learners are paramount.

Keywords: Covid-19, Bangladesh, online language teaching, problems, solutions, adaptability.

1. Introduction

The covid-19 pandemic undoubtedly has had an unprecedented impact on the education system throughout the world. “The novel coronavirus (COVID-19) has directly impacted the education of learners all over the globe”(Moser et. Al, 2021). It resulted in massive academic loss due to unavoidable situations and psychological problems in learners. To counter this countries around the world had to resort to an alternative approach to teaching namely online teaching. (Besser et al., 2020; Favale et al., 2020; Rajhans et al., 2020; Zhang et al., 2020). Educational

institutions all over the world had to shift from conventional education to distance (online) learning system as a result of the ongoing COVID-19 pandemic (Ta'amneh, 2021) Due to this pandemic, All the schools, colleges and universities in Bangladesh were closed on March 18, 2020, due to the Covid-19 pandemic, increasing the impetus for online education systems. (Ta'amneh, 2021). “English language education in Bangladesh has always been problematic” (Rahman & Pandian, 2018) and the necessary movement towards online ELT has complicated the situation further. Though schools, colleges and universities have been conducting ELT using multifarious online platforms such as Zoom, Google Meet, and Microsoft Team as well as social media platforms such as Facebook, What’s App, Youtube etc., (Chen et al, 2020) the expected result from this endeavour has not been achieved. There have been some contexts where OELT has seen some success but at the same time, it has been met with several problems. This article is going to focus on the problems of OELT at the tertiary level of education in the context of Bangladesh and probable solutions for future adaptability.

2. Literature Review

There are many related existing studies on the perspective of ESL but not EFL in the context of Online English Language Teaching. (Afrin, 2020) Especially in the case of emergency online language teaching, there are very few studies. This is because the world has never faced anything like Covid -19 before. Though many studies have focused on related issues, very few studies have delved into the aspects that will be discussed in this study.

This virtual process of online teaching is not the actual or real process; instead, it happens in the place of an existing system having similar dynamics and aspirations. (Shahzad et. al, 2020). Virtual English Teaching, therefore, may take place on an online platform using the internet or any other virtual media like television.

Many researchers have investigated the effectiveness of online English language classes. Sarica and Cavus (2008) consider online learning as an alternative to studying English discretely and give students good opportunities for the development of learning processes and improving their language skills (Sarica and Cavus, 2008). Similarly, a study conducted by Raymond et al. (2012) examined the effect of e-learning tools in improving students’ English communication and performance. The results showed that using these tools outside the classroom encouraged students’ engagement in the process of learning (Raymond et al., 2012).

Bashitialshaaer et al. (2020) investigated the obstacles of online learning during the COVID-19 pandemic. The participants consisted of 400 teachers and students from Algeria, Egypt, Iraq and Palestine. The researchers wanted to investigate the different ways used by students to continue learning outside universities as a result of the COVID-19 pandemic. They used a

questionnaire to achieve the objectives of their study. The results showed that the difficulties faced by the participants were self-imposed, pedagogical, financial, technical or organizational (Bashitialshaaer et al., 2020).

Another study conducted by Raheem & Khan (2020) found that e-learning can be a very safe and effective as well as personalized and available tool to strengthen students during the nationwide lockdown resulting from the COVID-19 pandemic (Raheem & Khan, 2020). Since there are many advantages to using online media for learning English over in-person classes many students in various contexts have also been observed to prefer virtual classes (McCready, 2020). Online Language Teaching employs predesigned well planned strategies to teach whereas emergency remote online language teaching is a temporary and abrupt shift to instructional delivery due to crises such as weather, war, or health.

Remote teaching is never the same as planned online teaching (Hodges et al., 2020). Hodges et al. (2020) emphasized that: the main target in these situations is to provide interim access to instruction and instructional support which is easily accessible and efficient during the period of crisis (Hodges et al., 2020). The move to remote teaching was very hasty and without much consideration for needs analysis or sound policy processes (Persico et al., 2020). As a result, this sudden movement has encountered a lot of problems in various contexts.

3. Problems of OELT in the Bangladeshi Context

In the context of Bangladesh online teaching during Covid-19 began as an emergency response to the sudden closure of educational institutions to stop community transmission of the disease. It was so sudden that no one knew how to approach the new normal teaching procedures online. It becomes even more difficult from the perspective of ELT. The condition of Language Teaching in Bangladesh was already very problematic (Rahman and Pandian, 2018) and shifting to remote online classes made things even more complicated. So, when the sudden transition to online language teaching was made many problems started to surface for both teachers and students alike.

3.1. Lack of Resources

Online Language Teaching requires several essential resources such as computers, laptops, mobile phones, headphones, software, high-speed internet connection etc. Teachers and students all around Bangladesh suffered from the lack of these essential devices as well as high-speed internet services during the Covid-19 pandemic (Zaman, 2020). Especially students and teachers from remote areas of Bangladesh could not avail these facilities. Though at the tertiary level of education some initiatives were taken by the authority to provide these supports, they did not translate into actual success (Rahman et al., 2020).

Various researches also suggest that unstable internet connection was a great barrier to successful online Classes. (Majed et al., 2020; Zaman, 2020). The overwhelming demand for internet use also slowed the speed down (LightCastle Partners, 2020).

Most importantly economic constraints and poverty played an essential part in students' and teachers' inability to afford devices like Computers, laptops and mobile phones which are necessary for any online course (Majed et al., 2020). Only around 36.7% of households in Bangladesh have internet access, and only about 5.6 % have computer facilities (Majed et al., 2020; Al-Zaman, 2020). This problem leads students towards mental health issues such as anxiety, depression and frustration, specifically among lower-income families because of their inability to afford required facilities (Al-Zaman, 2020). These mental problems aggravated to the level where students are committing suicide (Lathabhavan and Griffiths, 2020; Mamun et al., 2020). A 'suicide pact' by mother and son in Bangladesh related to online schooling reflects the unresolved issues associated with e-learning (Mamun et al., 2020). All these came together as a major hindrance to conducting online language classes since regular online attendance for students and teachers was very difficult.

3.2. Lack of Interest

OELT during Covid -19 pandemic was not welcomed by all teachers and learners. Many factors like economic barriers, aversion to the use of technology, lack of resources(Majed et al., 2020; Al-Zaman, 2020), and psychological and emotional issues like stress and anxiety(Al-Zaman, 2020; Kaisar and Chowdhury, 2020) contributed to the lack of interest in OELT all over the country. Mithila Afrin (2020) in a study of the pros and cons of Virtual English as a Foreign Language at the tertiary level in Bangladesh points out the fact that economic constraints and slow internet speed contributed to the lack of interest of both teachers and learners (Afrin, 2020). This finding is also true for secondary and higher secondary teachers and students. Moreover, lack of training on conducting online classes and orientation with technology (Mondol and Mohiuddin, 2020) played a vital role in creating aversion toward teaching English online among teachers. Also, many teachers have to pay the internet bills which is deemed a burden by many of them (Hossain, 2021). A study conducted by Shifat(2020) insinuates that most students find OELT classes stressful (Shifat, 2020). The majority of students do not find OELT classes enjoyable as well (Shifat, 2020). Again, regarding the effectiveness of OELT classes in developing communication skills and the reliability of online assessment majority of students are sceptical (Shifat, 2020).

Moreover, teachers' salary in Bangladesh is not very high (Roy, 2016). So, they tend to apply themselves more toward finding some means of extra income rather than engaging in innovative teaching methods (Roy, 2016). The same thing applies to learners as well. The socio-economic crisis created by Covid has compelled many poverty-stricken students to look for means of earning (Bodrud-Doza, 2020). In such socio-economic conditions lack of interest in Online

Language classes is natural. All of these contributed to the build-up of a general lack of interest in OELT.

3.3. Lack of Sound Pedagogical Base

A sudden move to a fairly untapped pedagogical procedure was also a problem for teachers who were to adapt their classroom activities to an online platform (Mahmud et al.,2021; Khan et al., 2012; Khan et al., 2021). “Bangladeshi ELT policy has always been driven by a basic uncertainty and lack of clear vision as to the fundamental status of English in the country” (Rahman and Pandian, 2018). This poses a serious problem for language teachers, who had to suddenly teach English online during Covid. Adapting to online or virtual teaching suddenly is difficult for teachers. For any online language, course to be successful a sound pedagogical theory that can be practised in a given context is necessary(Moser et al.,2021).

How language will be taught, the lecture method, what will be the activities during the classroom, assessment procedures, and how learners and teachers will engage in the language learning process are all vital to the success of an online language programme.

In many cases, emergency remote learning was not as well prepared as traditional online learning (Hodges et al., 2020). Emergency remote learning has been meaningfully different from a well planned online learning experience since they lack viable planning. These sudden moves online by many educational institutions have left several challenges teachers face to provide a high-quality online learning experience (Hodges et al., 2020). Many teachers did not have enough time, pedagogical knowledge, and online proficiency to prepare the classroom.

3.4. Lack of Technological Knowledge

The success rate of any education-related innovations primarily relies on the skills and knowledge of teachers (Pelgrum,2001). When teachers lack the necessary knowledge and skills it becomes one of the main obstacles to the use of ICT in education in most situations (Mamun and Tapan, 2009; Pelgrum, 2001; Ihmeideh, 2009; Williams, 1995). Integration of technology in any form into a curriculum requires a vast knowledge of the subject, learners' expectations and level of technological expertise (Morgan,1996). Many teachers feel they lack the necessary skills as they had to adjust to this new system (Shifat, 2020). Teachers’ ability to employ computer and internet know-how in their English language teaching classes is vital to attain the desired goal(Ajmal et al., 2020) but most teachers did not receive any training regarding how to use various ICT tools and the internet (Khan et al., 2021). Therefore, lack of knowledge regarding the use of ICT as well as lack of skill in ICT tools and software have also limited the use of ICT tools in teaching-learning practices of the English language in Bangladesh during the Covid-19 pandemic.

As a result, OELT teachers ultimately became reluctant to conduct OELT classes. A lot of English language educators in Bangladesh are not tech-savvy and learners found them unskilled in the use of online platforms (Hossain, 2021). A large number of students also feel they lack the necessary computer and internet use knowledge to operate the software necessary to attend online classes and create digital notes and presentations (Ferdous and Shifat, 2020).

3.5. Lack of Participation

During the Covid-19 pandemic closure of educational institutes, only one-third of the total students at the tertiary level attended online classes (Islam et al., 2020). Whatever has been discussed so far in this study are the causes behind the lack of participation in online classes. Since language learners had physical distance from the educators and teachers had no direct eye contact with learners, many learners felt they could not concentrate enough on the classes (Hossain, 2021; Ferdous and Shifat,2020; Khan et al.,2021). This resulted in students feeling disinterested to participate. The majority of the learners do not find online classes to be as engaging and interesting as face to face classes (Sreehari, 2020). Without spontaneous participation, language classes cannot fully be effective (Moser et al.,2021). Students from less affluent sections of the society cannot afford devices and high internet costs and students living in remote areas fail to participate due to poor internet speed (Hossain, 2021; Shifat,2020; Khan et al.,2021).

The following are the primary causes of lack of participation-

1. Lack of resources like computers, laptops, mobiles and Software
2. Lack of ICT knowledge
3. Financial constraints
4. Negative attitudes toward online class
5. Less opportunity to engage in the learning process

4. Solutions for Future Adaptability

Though there are a few drawbacks to online language teaching, proper planning and execution can make it successful (Afrin, 2020) in future during pandemic situations. Afrin (2020) suggests six ways to solve the problems of OELT at the tertiary level: a) recording live lectures while streaming, b) showing the teacher's face, c) keeping videos simply short, d) testing slides and pre-lecture videos before launching, e) use existing resources, f) ensuring open access, g) giving definite directions, h) interactive activities and well-designed course outline, i) setting practical expectations, j) auto-checking to count attendance, k) communication with students, l) let students take control, m) do not hide feelings, n) repeating learning style (Afrin,2020).

Afrin (2020) also suggests that the authority needs to pay attention to the problem of online teaching and take necessary steps to mitigate them in future if such conditions arise again when

educational institutions are closed for an indefinite period (Afrin, 2020). Online education, the virtual class, blogs, web conferencing and discussion, can be a method of ensuring that learners continue their education, and this strategy is remedial in case of study related anxiety (Sahu, 2020; Zhai and Du, 2020).

For online classes to be of use there must be provision for the tools (technical and financial) required to conduct online classes ((Van der Spoel et al., 2010) but at the same time making proper use of whatever resource is available is also necessary for emergencies like a pandemic(Czerniewicz et al.,2020; Hodge et al., 2020). Moravec (2020) opines that “the sudden disconnecting of global engagements has made the absence of our growth through international education and internationalization efforts particularly visible.”(Moravac,2020). He also emphasizes that change is the norm of the world and society and emergencies may arise at any point. So, he advocates precautionary measures and preparation for abrupt changes in times of need. He insists that we “must prepare students to be successful in environments and contexts that may differ greatly from what we experience today” (Moravec, 2020).

Bao (2020) mentions six instructional strategies to recapitulate current online teaching experiences for university instructors and suggested five high-impact principles for online education: (a) high relevance between online instructional design and student learning, (b) effective delivery of online instructional information, (c) adequate support provided by faculty and teaching assistants to students; (d) high-quality participation to improve the breadth and depth of student's learning, and (e) contingency plan to deal with unexpected incidents of online education platforms (Bao, 2020).

Further, since a substantial number of university students learning English in Bangladesh are from the rural areas and 68.90% of students are dependent on mobile internet, therefore, the concerned authorities like UGC and Education Ministry need to take proper initiative to convince mobile operators to provide better and uninterrupted internet facilities at a reduced cost (Islam et al.,2020). If there is an uninterrupted internet connection and the cost of using the internet is affordable students will be keener to attend online classes. Teachers at the tertiary level can play a pivotal role in the success of online teaching. Islam et al. (2020) suggest teachers should provide (a) easily accessible and “well-organized teaching & study materials”, (b) “more interactive and flexible online classes (c) opportunity for “controlled group discussion” and (d) psychological support and motivation to students (Islam et al.,2020). Moreover, the worries and anxieties of students regarding their future, financial struggles etc. need to be alleviated as well and a strategic initiative based on these suggestions need to be adopted by the authority (Islam et al.,2020)

In addition to these culture-sensitive instruction and pedagogy with “mini” lessons is again a productive way to increase the effectiveness of online education and most anxiety-related stress can be maintained by “well constructed and lenient approaches and solutions”(Ferdous and Shifat, 2020).

5. Conclusion

Teaching English in Bangladesh has been a matter of concern for many years (Rahman and Pandian, 2018). The outbreak of the Covid -19 pandemic created an even more complicated situation (Rahman et al.,2021). Both teachers and learners at the tertiary level had to suddenly adjust to teaching and learning online. It created a lot of doubt in the minds of learners and teachers. Anxiety, stress, lack of technical knowledge and resources, financial constraints etc. played a negative role (Mahmud et al.,2021; Yasir,2020; Khan et al., 2021; Majed et al., 2020; Sarker et al., 2019; Zaman, 2020). Most teachers were not prepared and ready, no sound pedagogical principle existed for teaching language online (Khan et al., 2021). Learners had mental health issues, financial constraints and sometimes negative attitudes toward learning English online (Khan et al., 2021). Despite such obstacles, OELT seems like is a viable solution for the academic gap created by closure during pandemics (Moser et al.,2021).

A well planned and financed pedagogical theory of OELT and uninterrupted technical and financial support to both teachers and students alike will solve the problems discussed in this study. No method is perfect, therefore, problems will always arise but in future pandemic situations if the problems discussed in this study are solved OELT can be a success. Like most research, this study is not without limitations. There is always scope to find more problems and solutions for OELT at various levels of education.

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Crawler and Its Linguistic Challenges in the Arabic Language Sites

A Case study of Syrian Newspapers

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Abstract

Crawler, a Web indexing program or an Internet robot/bot (Spetka, 2004), is a software application that runs automated scripts over the Internet. The Web engines use it to update the content and sites via copying all the accessed pages and processing them into indexes so that the users can search much more sufficiently. Crawling is the first stage that downloads Web documents, which the indexer indexes for later use by searching module, with feedback from other backgrounds. This module could also provide on-demand crawling services for search engines. Yet, with the massive amount of data that has been fed on the web, we still encounter some problems and challenges while crawling data. Subsequently, through the wide-open access to all search engines, Arabic content is hitherto scantily accessible. This paper descriptively details the stances and challenges that the Arabic language, the fifth most spoken language, might grapple with while crawling data.

Keywords: Web crawler, Arabic Language Sites, search engine, methodology, challenges, limitations, newspapers' logistic expressions.

1. Introduction

The fast-paced growth of the Internet magnetizes the researchers to facilitate the load of data from different fields, providing metadata for all users regardless of their mother tongue. The web-searching engine confronts various problems that may improve or detract from the crawling of online data. The problems are either novel, like those I faced through my crawling process, or deep-rooted; they have been dealt with before but never solved. This

project aims to raise awareness of these problems that, consequently, could benefit the maintenance of the crawler server to be improved in indexing the data. Therefore, a Web crawler starts with a set of URLs to get them indexed; they are called *seeds*. These URLs are recursively visited according to a series of policies, which may allow, or allow you not, to access data. The initial step is to choose a Web page from the URL, which must then be processed by extracting the text and links. These extracted links are added to the URLs frontier to be crawled. (Bal, S., 2012) Best of the most significant crawlers, covered by the enormous pages on the Internet, prove inadequate for presenting a complete index. Generally, the crawler has two options for maintaining its index. Essentially, the crawler examines the web until the collection reaches several pages and then stops viewing pages. When it is time to reset the pool, the crawler creates a new one using the same procedure outlined above and then substitutes the old one with the new one. Conversely, the crawler may continue visiting sites after the collection has reached its desired size to modify the current collection progressively. (Cho, J. and Garcia-Molina, H., 2000)

2. Crawler and the Search Engine

Some Web engines use the spidering software to keep their Web indices and content updated on other sites. All the pages visited by the Web crawler can be copied for later processing using a search engine that indexes the pages to be available for the users to search more efficiently. A crawler can visit pages without approval, *yet the problem is that not all the pages allow crawling their data*. Moreover, as the number of Web pages is tremendously significant, the crawler falls short of a complete index. Indisputably, not all web pages are equally appealing to the crawler's client. For example, if the user creates a customized database on a specific topic, pages pertaining to that subject matter are more significant and should be accessed as soon as possible. Alternatively, a search engine may prioritize user query results proportional to the number of Web URLs that refer to a page, known as the backlink count. If the crawler fails to visit all pages, it is preferable to visit those with a higher backlink score since this will provide the end-user with higher-ranking results. (Cho, J. et al., 1997)

3. Methodology of the Work

3.1 Steps of Crawling Data

To extract data from an entire website, you need a web crawler. A web crawler can systematically extract data from multiple web pages for you. It does so by crawling or accessing web pages and returns the data you need for each one of them.

Setting the crawler off:

1. Choose a site to crawl.
2. Open the site and then copy the URL.
3. Consequently, paste the URL in a txt file within the URL Folder.
4. Open the language file, and then write the suitable Unicode of the given language of the site you chose.
5. Go to the crawler batch and get it launched.
6. A note will appear asking you to add the timing, the hour, and then the minutes.
7. Add them accordingly.
8. Press Enter button, then your data starts to crawl.
9. When the crawling process is completed, go to the output file and copy the extracted data.
10. After that, go to the sanitizer to sanitize the collected data.
11. A note will ask you to give a specific number of the sanitized data you need.
12. Take the sanitized data and copy them in your final copy in the dictionary file.

4. Challenges for the Crawler

As a key objective, the focus was to get some crawled data from the Arab press sites to analyze them in sequence, but what I faced throughout the process of indexing was auspiciously not up to the expected level. These problems can be divided into two parts:

A. Before crawling data: more precisely, technical problems

B. After crawling data: lexical problems, accumulatively, the indexed data in the dictionary. (Each problem will be explained separately)

A. Before crawling data:

First, the developers or editors blocked most of the sites that I tried to crawl from; they never permitted index.

Second, my laptop system does not support the crawler program, which is an issue that needs to be diagnosed before indexing data.

Third, Java script issues you may face through the process; Google does index JavaScript and AJAX. Nevertheless, these languages are not as quickly indexable as HTML. Therefore, if you are incorrectly configuring your AJAX pages and JavaScript execution, Google will not index the page.

Fourth, Connectivity or host issues:

Google's spiders could not access the server when I tried to crawl; all that I got was that my host was doing maintenance. Therefore, no data will be indexed if the crawler cannot reach the site. Connectivity is a severe issue for indexing data; the site is not crawled whenever the host has an outage.

B. After crawling the data:

After I mined some data (crawled from <http://www.w3newspapers.com/syria/>- Al-Thawra Newspaper/a Syrian newspaper), we got them indexed on a different laptop; I started working on my dictionary, which consists of 2000 words. The dictionary is divided into the following columns:

1. Arabic words
2. Transcription
3. Translation
4. Parts of speech (POS).

We have been faced innumerable challenges while working on the crawled dictionary of the Arabic language; these challenges are:

First, many words got agglutinated in one cell, where you have to separate them manually. Table 1 shows cell number 585, where two words (Homssana, Homs Sana) were combined in one word.

Art + Adj	the previous	almaqḍī	الماضي	582
Adj	different	muxṭalif	مختلف	583
Art + Adj	the Third	alṭaliṭ	الثالث	584
N + N	Homs SANA	ḥums ^ṣ sana	حمصسانا	585
N	Abd	ʿabd	عبد	586
Prep + N	In Deir	bi deir	بدير	587
Art + N	The Bank	al maṣrif	المصرف	588

Table. 1 The crawled dictionary of a Syrian newspaper highlighting the cell where words got agglutinated

Second, diacritics/ḥarakāt (literally, motions; functionally, marks) or taškīl (forming) are one of, yet optional in representation, the primary aesthetical glyph features of the Arabic language help to indicate parts of speech and preclude the ambiguity resulting from their omission. It is challenging to find a digital text with its diacritics since, in Arabic, it is ubiquitous to drop them in publication unless in ambiguous situations. Computing the correct diacritics in a written sentence where diacritics are missing is also a challenge. Recently, this field has grabbed the attention of researchers to develop a specific algorithm for automatizing the process of diacritization for Modern Standard Arabic (MSA) corpus (Almanea, 2021). The inflectional and derivational structure of the Arabic language made it full of twists and turns for crawling data, on the one hand. On the other hand, the absence of capitalization in Arabic is another limitation tagged in proper noun recognition. Computing the correct diacritics in a written sentence where diacritics are missing is also a challenge.

For example, the following word could mean

وضع /wadʿaʿa/ → put/ PRES PROG (PP) with two fathas on the root of the verb /wdʿ /, one is placed on /dʿ/ represents a short /a/, while the other is placed on /ʿ/ to create the same representation

While وضع → /wadʿ/ with sukūn (a tiny circle-shaped marker, placed on a letter to indicate that the placed-on consonant is not to be followed by a vowel) on /dʿ/ and /ʿ/ means *situation*

*More crawled examples with diacritics ambiguity :

1. / tadmur/ → تدمُر

A name of a city in Syria/ the Latin alternative is *Palmyra* .

→ While / tudammir/ تُدمِر

Is the progressive form of the verb *destroy*

2. /xatʔtʔatʔ/ → he planned PT خَطَّطَ

/xitʔətʔ/ → plans و خَطَّطَ

3. /dʕaharə/ → the PP of the verb *appear* ظَهَرَ

/dʕohur/ → *Afternoon* ظُهُور

4. /baħaθə/ → PP form of *search* بَحَثَ

/baħəθ/ → N/ *search* بَحْثٌ

5. /ʕammar/ → عَمَّار

A proper noun *Ammar*

→ /ʕəmār / , N *construction* عَمَّار

Third, Lexical ambiguity can cause negative impacts and unreliable feeds in the information field, which would fail most of the systems to perform adequately. Most of the search engines fell flat in addressing the limitations emerging from the linguistic peculiarities of the Arabic orthographic system. No proper engine is trained to interpret and disambiguate the doubts caused by the system. Subsequently, lexical ambiguity was one of the main problems in crawling and compiling my dictionary, in which you have to read the complete text to understand the exact suitable word, as in :

1. /saʕa/ ساعة

Might mean a *watch*, a *clock*, or an *hour*; it depends on the context .

2. /ʕuqu:d/ عقود

Could refer to *contracts*, or could denote the word *decades*.

3. /alʕanāsʕir/ العناصر

It could refer to (*the members*), or to the word (*the ingredients*).

4. /alθəwra/ الثورة

Would be either (*the Revolution*), the popular newspaper issuing in Syria (Al-Thawra) , or even to a street's name .

5. /alqadəm/ القدم

A *local block* in *Damascus* city, or the *foot* of the body.

6. /alkarāma/ الكرامة

A *local football team* in *Syria*, or *dignity* .

Fourth, Arabic is a very synthetic language; prefixes and suffixes are added to make the word incorporate subject, direct and indirect objects, their plurality, etc. According to Edward Sapir's language studies, this feature of the Arabic language makes it close to Roman-European languages, such as Latin or French. So the main problem while piling up a dictionary of a synthetic language is having the word indexed with its affixes without stripping out its morphological inflections. The indexed data in my dictionary have many inflected words, either with enclitic pronouns, a definite article, or prepositions. For instance :

1. /liquuwatma/ لقواتنا

/li/ → for (Prep)

/quuwa/ → army/ Force (N)

/t/ → plural marker

/na/ → our (enclitic pronoun)

2. /wa taʕrifahunnə/ وتعرفهن

/wa/ → and (conj)

/taʕrif/ → defining / informing (V)

/hunnə/ → them/ Feminine (Enclitic Pro)

3. /juwasʕilün/ يواصلون

/ju/ a letter refers to the present progressive

/wasʕil/ → keep doing (V)

/ün/ they/ Masculine (Enclitic Pro)

5. Logistic Expressions of the Newspapers

One of the main challenges to present in this paper is the authoritarian logistics that monitor and ensure appropriate linguistic content imposed over the usage of specific terminologies by the (government-controlled) newspapers or mass media in a war-torn, politically divided country. Having a chaotic ground in Syria, dilapidated in sectarianism, suppression, conflicts, repression, a conspicuous unequal social hierarchy, and armed opposition, all these factors are echoed in the repertoire of the newspaper's discourse. Parallely, out of the growing tension between the inside, the Syrian government, and outside, the opposition and the expatriates, many projects have been launched to establish new outlets for the people to have an accessible open forum abroad. Practically, unavoidable collateral damage will be consequently followed by language use, hate speech, dispute, and political rifts and preferences.

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Asmaa Al-Haj Badran

Crawler and Its Linguistic Challenges in the Arabic Language Sites

Given these points, this paper presents the differences between the local pro-government newspapers issued in Syria, and the expatriate journals, anti-government outlets, published out of the country. Both used the same political terms to refer to different concepts and situations or additional terms to refer to the same concepts as two sides of the same coin.

*** Limitations of the work:**

It is inevitable to get disappointed when you do not get what you seek, and it is occasionally contradictory to what it had been proposed. The major dissatisfaction in my work was reflected in the negative responses to not being granted a permit to access all of the Syrian newspapers issued out of the country, the opposition news media, they did not authorize me to index the data. Instead, I manually mined some selected terminologies commonly used by other local newspapers. Concomitantly, the potential problem relating to the current analysis is to obtain a permit, since accessing the data of the opposition's newspapers was unauthorized and censored, instead, it was proposed as a substitute to redirect the attention to crawl data from the *Arab Forums and the Israeli newspapers*. Having briefly considered some terms used by both sides as a case of study; how they would juxtapose, per se, the leading terms towards the Palestinian Intifada (literally, shaking off) as an *Uprising or Revolution*.

The events of the Palestinian-Israeli conflict generate a continuous stream of material, as well as an insatiable demand for stories, some examples that arose from this conflict are to be clarified hence:

The data were crawled from an article on (Zionist Terminologies Mistakenly Used by Arabs, 2010).

1. **The Middle East:** is a concept used by the Israeli press to justify their occupation of the Palestinian land; the Palestinian press media, on the other hand, refuses to use this concept and prefers to use "the Arabic East."

2. **Israel vs. the Jewish Entity:**

Using the term "Israel" means that you are formally declaring the establishment of the state of Israel.

3. **Submitting vs. Normalization:**

Normalization, as an expression, is used to melt and marginalize the Arab identity and accept the Zionist Entity as a legal one.

4. **The Promised Land vs. The Palestinian Land.**

The Promised Land, *ardhul mi'ād*, expresses a compellable surrender to the notion that the Zionist's descendants to be given the territory from the Euphrates to the River of Egypt. The land was promised and subsequently passed by God to Abraham to inherit the right to re-establish their "national homeland."

5. Al-Buraq Wall vs. The Wailing Wall.

The narrow sense of using the Wailing wall over Al- Buraq Wall is considered limestone for Muslims worldwide. The Palestinian press refuses to use the wailing wall. It is relatively considered a derogatory term (Halkin,2001), which refers to the Jews' practice of weeping next to the wall.

6. The Settlers vs. The Migrants:

The idea of Israeli migration was not accepted by the Palestinian press as though it is preferable to call them the settlers instead of migrants.

7. Resistance vs. Terror and Violence:

The Israeli press describes the Palestinian confrontation as an act of terror and aggression against them, while it is merely a non-violent resistance.

8. Captive vs. detainee:

The Israeli press labels the Palestinian captives as detainees to blot out the war expressions, and they would treat the captives inhumanely as criminals while kept in prison.

9. Rights vs. Demands:

What is a right to the Palestinians becomes a demand for the Israelis. So, the settlements issue became a right for the Jewish people. In contrast, as a legal principle of the Palestinian refugees, the Palestinian right of return turns out to be a demand.

10. Usurpers vs. Habitants:

The word *inhabitant* is used to legitimate the Jews as the authorized owners of the occupied Palestinian land; from Palestinian perspective, they are authentically the *usurper* of history, land, and rights.

11. Zionist Entity vs State of Israel:

The Arab Media would instead utilise the Zionist Entity to legitimate and recognise Israel as apartheid than a state. Besides, "Israel was no state at all, but an illegal colonialist excrescence." (Sundquist, Eric J., 2005). 'Entity' is a derogatory term for the Israelis; They would always refer to Israel as a nation and state.

6. Conclusion

Web Crawler is a very open program designed to view websites that have been registered as new or updated by their owners. Entire websites or selected pages can be accessed and indexed selectively. Crawlers are so-called because they crawl through a website one page at a time, following links to many other sections of the website until enough pages have been viewed. However, the server confronts various challenges that must be solved by the crawlers, including the fact that not all sites enable indexing of their data. Besides, the crawler has to adapt to the different languages of the available sites.

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Appendix:

List of Abbreviations:

URL: Uniform Resource Locator
AJAX: Asynchronous JavaScript And XML
HTML: Hypertext Markup Language
POS: parts of speech
MSA: Modern Standard Arabic
PP: Present Progressive
PRES PROG: Present Progressive
N: Noun
PT: Past Tense
Prep: Preposition
Conj: Conjunction
V: Verb
Pro: Pronoun

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Introducing Telepractice for Parkinson's Disease - Deciphering the Ease and Hurdle – A Single Case Report

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Abstract

Parkinson's disease (PD) is a neurodegenerative disorder predominantly affecting dopamine-producing, “dopaminergic” neurons in a specific area of the brain called substantia nigra. It is a slow and progressive idiopathic disease that affects about 1 to 2% of the population over the 5th decade of life (Jang H et al., 2009). About 90% of people with Parkinson's disease have communicative disorders (Logemann, J. A et al., 1978). Owing to the existing pandemic worldwide, telepractice has become more common in treating the patients. The present study highlights the outcomes of telerehabilitation of a 79-year-old individual who is a known case of Parkinsonism, diagnosed to have hypokinetic dysarthria. The study also shows us a clear view on the importance of tele practice for speech therapy amidst the current pandemic situation, its effect on quality of life and challenges that are faced with telepractice as mode of rehabilitation for speech-language therapy service delivery option.

Keywords: Parkinson's disease, Speech-Language therapy, Telepractice.

Introduction

Parkinson's disease (PD) is a neurodegenerative disorder predominantly affecting dopamine-producing, “dopaminergic” neurons in a specific area of the brain called substantia nigra. It is a slow and progressive idiopathic disease that affects about 1 to 2% of the population over the 5th decade of life (Jang H et al., 2009)¹. Parkinson symptoms usually begin gradually and get worse over time. As the disease progresses, people may have difficulty walking, talking, behavioural changes, sleep problems, depression, memory difficulties, and fatigue.

Although Parkinson's disease can't be cured, medications and therapy might significantly improve your symptoms. Speech difficulties (dysarthria) and voice problems are very common in people with PD. About 90% of people with PD have communicative disorders. (Logemann, J. A et al., 1978)². Assessment and intervention options depend on many factors like age, literacy, socio-economic status etc. Research has shown that minorities and individuals with lower annual income live with more severe Parkinson's disease than individuals with higher annual income. Literature evidence gauging the effects of Socio-economic status (SES) on Parkinson disease is imperfectly aligned with miscellaneous results (Morgan, R., 2018)³. So, it is essential to carry research studies in developing countries like India which has society with varied socio-economic statuses.

The role of a speech language pathologist is paramount in the assessment, management and rehabilitation of individuals analysing the dependency on these factors for overall communication abetting better quality of life. Owing to the existing pandemic worldwide, telepractice has become more common in treating patients. Telepractice for Parkinsonism is an imperative arena. Due to issue in kinesis and curfews of lockdown, the feasibility of transporting the patient from home to therapy, is questionable for which telepractice may be an appropriate option for these patients. Advances in techniques to teletherapy with available resources targeting to meet realistic expectations of the client and challenges that are met alongside are to be documented to benefit the community of Parkinsonism.

The present study holds a single case report of a 79-year-old man, a known case of Parkinsonism who has been enrolled in telerehabilitation for 4 months (as of December, 2021) highlighting the evaluation and intervention plan tailor-made for the individual deciphering the ease and the hurdle.

Case Report

Brief History

On formal interview, a 79-year-old male, K/C/O Parkinsonism had reported complaints of slurred speech with reduced loudness and compromised intelligibility of speech. Onset of the illness is observed to be gradual and progressive for the past 8 years.

Investigations

Table 1. Details of procedure including a detailed case history, assessment of speech, language and swallowing assessment

S.no	Domain	Test / Investigation	Findings / Impression
I.	Sensory status	Pure tone audiometry	<i>Hearing:</i> Bilateral minimal to mild high frequency sloping hearing loss <i>Vision:</i> Usage of bifocal lens for 30 years for corrected vision (as reported)
II.	Motor speech Examination		

Assessment of Articulation			
a.	Diadochokinesis (Time constant)	Alternate Motion Rate (Diadochokinetic measure - average syllables/20s)	/pʌ/ 29.3 syllables/20s /tʌ/ 30.6 syllables/20s /kʌ/ 33 syllables/20s
		Sequential Motion Rate /pʌtʌkʌ/	Average of 17.3 syllables/20s
b.	Rate of speech	Narration and Conversation	185-190 WPM & 7-8 SPS
c.	SODA analysis	Test of Articulation in Tamil (Usha D, 1986)	Predominantly Distortions seen in Initial and medial level of the word.
d.	Speech intelligibility	Ali Yavur Jung National Institute of Hearing Handicapped (AYJNIHH) intelligibility rating scale	Score of 3 indicating “can understand with concentration and effort especially by a sympathetic listener”
Assessment of Respiration & Resonance			
e.	Breathing pattern	Informal Observation	Clavicular
f.	Overall posture		Posture affects respiration
g.	Nasality		Adequate nasal resonance
h.	Oral peripheral examination	Subjective	Normal structures but the functions were compromised with reduced Range of movement
Aerodynamic assessment of voice			
i.	Maximum phonation duration	Informal observation	/a/ - 7s, /i/ - 7s and /u/ - 7s; indicating reduced phonatory support for speech production.
j.	s/z ratio		
k.	Voice analysis	GRBAS scale (Hirano, 1981)	G ₂ R ₁ B ₂ A ₁ S ₂ - Perceptually the patient's voice had a mild degree of breathiness, asthenia and roughness with minimal strain. Reduced loudness with monopitch evident from conversation
		Multi-Dimensional Voice program (MDVP) analysis CSL4500 module	Acoustic analysis revealed noise to harmonic ratio deviant from the norm. Overall intensity/shimmer components compromised.
Assessment of Fluency and Prosody			
l.	Fluency & Prosody	Informal assessment	Fluent speech observed with conversational task. However, word rush seen throughout the communication with festinating speech.
Assessment of feeding and Swallowing			

m. Feeding/ Swallowing	Informal assessment & Manipal Manual of Swallowing assessment (Balasubramaniam, R. K., & Bhat, J. S. 2012)	The feeding and swallowing assessment showed notable signs of aspiration markedly during intake of liquids. He preferred to have a smaller bite size and pureed food over large and hard/tough food and discerned to have lost weight since then. Oral feed taking regular foods in room temperature. Intermittent swallowing problems noticed since the onset of illness with signs of aspiration in thin liquids.
III. Dysarthria	Frenchay Dysarthria Assessment - Second Edition (FDA 2) (Enderby, P. M., & Palmer, R. 2008)	Outcome with the laryngeal and phonatory subsystem significantly impaired when compared to the ailment of articulators and reflex. The unintelligible speech apparently ensued from the soft loudness and accelerated speech (short rushes in speech)
	Nijmegen dysarthria scale (NDS) (Enderby, P. M., & John, A., 1997)	The severity of dysarthria was mild degree (score 3) with limited functional communication (Score 2)
IV. Quality of life questionnaire	Parkinson's Disease Questionnaire-8 (PDQ-8) (Jenkinson, C., Fitzpatrick, R., et al., 1997)	Score of 28% - "Moderate" impairment
V. Cognition	Folstein Test (Cockrell, J. R., & Folstein, M (2002)	Score of 25 - mild cognitive impairment with alert state of consciousness observed
VI. Language Domain	Informal assessment	Pre-morbid: Language comprehension and expression intact. Reading and writing intact

Treatment

The client was enrolled in Tele-speech-language therapy using Zoom platform (with a 40-minute duration for each session) after a comprehensive assessment. Management was divided into three phases, Phase I, II and III. The client was given home training programs. Each phase was divided into 10 individual sessions with a unique management plan targeting on baseline of the client.

Phase I

- To facilitate adequate functioning of Oro-motor structures with proper breath support targeting pre-requisites for speech tasks like Maximum phonation duration.
- To improve loudness in simple sentence complexity appropriate articulation.
- To decrease aspiration risk with manoeuvres; Chin tuck with head positioning.

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Elanthendral C, MASLP., Sivamani J, MSc. SLP, and Vishnavi S, BASLP., Intern
Introducing Telepractice for Parkinson's Disease - Deciphering the Ease and Hurdle –
A Single Case Report

Phase II

- To reduce rate of speech and word rush with tailor-made custom rehabilitation materials triggering cognitive speech aspects.
- The goals taken in Phase I, will be monitored.

Phase III

- To improve overall cognition with self-monitoring skills in conversational and narration.
- Telephonic and stranger-conversation will also be targeted to check on transfer and maintenance of excelled skills.

After each phase, the targeted goal was re-assessed to scale the prognosis in each goal. The outcome measures are tabulated in Table 2.

Table 2. Tabulation of Prognosis

Goals	Base line	Prognostic indicators
Phase I		
Maximum Phonation Duration	/a/, /i/, /u/ - 7s	/a/ & /u/ 11s; /i/ - 10s
Loudness (Sentence level)	G ₂ R ₁ B ₂ A ₁ S ₂	G ₁ R ₀ B ₁ A ₀ S ₁
Safe swallow	Aspiration in thin liquids	No signs of aspiration reported.
Phase II		
Maximum Phonation Duration	/a/, /i/, /u/ - 7s	/a/, /i/, /u/ - 13s
Rate of Speech	185-190 WPM 7-8 SPS	165 WPM 5-6 SPS
Articulation, Pitch, Loudness (Sentence level)	G ₂ R ₁ B ₂ A ₁ S ₂ Test of articulation in Tamil revealed distortions seen in Initial/medial level of the word.	G ₀ R ₀ B ₀ A ₀ S ₀ Distortions markedly absent.
Speech intelligibility (AYJNIHH Intelligibility rating scale)	Score of 3, indicating can understand with concentration and effort especially by a sympathetic listener	Score of 1 indicating, can understand without difficulty, however, the speech is not normal.
Phase III		

Maximum Phonation Duration (MPD)	/a/, /i/, /u/ - 7s	/a/ 15s, /i/ 18s, /u/ 18s
Rate of Speech	185-190 WPM 7-8 SPS	160 WPM 5-6 SPS
Self-monitoring, Transfer & Maintenance	Partially achieved	Self-monitoring of phonation duration is achieved, however, monitoring of rate of speech needed multiple reminders which again had an impact in articulation and intelligibility specially when it is with family members and different contexts.

After Phase III, over all re-assessment was done. Measures of Maximum Phonation Duration (MPD) showed marked improvement in phonatory support for speech production (phonation duration improved from average of 7 seconds to an average of 16 seconds). Scores of FDA2 revealed laryngeal and Phonatory subsystem outcomes had shown significant improvement. NDS revealed mild dysarthria with level of communicative effectiveness, cues and prompting.

Comparison of pre and post speech articulation skills revealed that over all precise articulation had been achieved post management with negligible distortions seen in any word position during conversational discourse. The technique employed were exaggerated articulations and pacing using hand tapping and metronome. Speech intelligibility scores revealed near normal intelligible speech according to AYJNIIH Speech intelligibility rating scale. A significant reduction in word rush and Rate of Speech (RoS) noticed with RoS reduced from 190 WPM to 165 WPM in all environmental settings. Weak/asthenic voice was targeted with therapy techniques including vocal relaxation exercises, breath support warm-ups, frequent modelling of loud voice with visual feedback along with postural modifications to facilitate loud voice. This had led to adequate loudness in speech in conversational level. Prosody and Pitch were found appropriate. Acoustic analysis using MDVP CSL 4500 module revealed, all parameters within the normal range. Comparing the pre and post language skills revealed no impairment in language comprehension and expression. Safe swallow skills were found to be achieved. Comparing the pre and post Quality of life (QoL) skills revealed that Parkinson's disease resulting in a score of 46% indicating only mild handicap in quality of life.

Discussion

The Ease and the Hurdle

Being a virtual speech-therapist for a 79-year-old client who exhibited communication deficits consequent to Parkinson's disease needs careful planning, detailed methods for assessment and intervention. In spite of meticulous work that goes for plan through telepractice, there are notable factors of "ease" and "hurdles" that are seen through the SLPs' session. The patient in this study had good improvement in overall communication, speech and swallowing

parameters. However, the Quality-of-Life measures had shown minimal pace of improvement owing to reasons we are to discuss below.

In an attempt to decipher the ease in adopting telepractice in a Parkinson's client, the chance of rehabilitation in the pandemic era by itself was considered an "ease" factor. The major ease observed in this patient was getting the acceptance of the client.

Another major ease factor was availability of plentiful resources online for therapy which helped us have an animated rehabilitation process with fun element depending on the client's interest, immediate access to tools was available, paving better involvement and improvement in the management. Similar results were obtained in a study that employed computer-based LSVT. The online options offer an accessible and affordable alternative. The greatest of all ease is that individuals avail therapy in comfort of their homes (Cole, 2007)⁴. Patients from different age groups with different health conditions benefit from remote health services (Almathami et al., 2020)⁵.

The interest and motivation for telepractice was another ease factor with respect to this client. This could be associated with the individual's personality and cognitive status. But the sustenance of the interest throughout the whole management plan has a high inclination on care giver distress. The improvement achieved after each phase was significantly related with the inputs of the caregivers to the client in day-to-day basis. A slight distress shown by the caregivers usually affected the performance in all phases. As mental and motor decline tend to occur together as the disease progresses, caregiver distress impacted day-to-day speech skills. This particular concern directly correlates with the QoL measure. Having done a detailed counselling about being around and living with a person with parkinsonism, it at times gets burdening to the caregivers to abide by the rules of how to be a careful listener and speak to a person living with parkinsonism. Psychological health of caregivers of persons with Parkinson's is bleak. As the disease progresses, they further succumb to debilitating stress and depression (Kumar & Kumar, 2019)⁶.

Conclusion

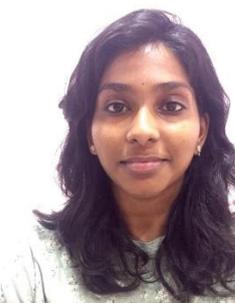
Owing to the existing pandemic worldwide, telepractice has become more common than usual in treating the patients. Telepractice is the application of telecommunications technology to the delivery of speech language pathology at a distance by linking clinician to client or clinician to clinician for assessment, intervention, and/or consultation. Telepractice can be a boon for SLPs' to treat their clients exclusively in an era of pandemic where 'going-out' is severely compromised. Even though, telepractice can be a boon, there are nuances of ease and hurdles that one should carefully view for a better experience of diagnosis and intervention which is highlighted in the current study.

Declaration of Conflicting Interests

We have no conflict of interests to declare.

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Blended Mode of Teaching and Learning in Higher Education

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Abstract

Education system has been witnessing a sea change in teaching and learning methods since the evolution of technology. Grabbing the attention of learners has become a challenge to the teachers these days as the digital natives have immersed themselves in technology. When teachers exploit technology for teaching and learning purposes, Netizens will concentrate on learning. Besides, this methodology interests the learners to grasp the content at a faster rate than ever before. Blended teaching methods remove the gap between theoretical and practical aspects. As students actively participate in this process, they gain confidence to apply their theoretical knowledge to everyday life situations. Moreover, there is precision in teaching and learning processes. Above all, second language learners find it easier to develop their communication skills.

This paper analyses how blended teaching and learning methods fulfil the requirements of the college students in this modern era.

Keywords: Blended learning, Flipped Classroom, Student centred, Digital Files, Netizens, ICT tools.

Introduction

Blended teaching and learning refer to face-to-face interaction between the teachers and the learners wherein teachers give learning experience through technology. In this learning environment, teachers and learners share the same space. With a view to heightening the effect of teaching and learning methods, teachers use digital tools extensively. Depending on the needs of the learners, teachers select the apt mode and assign both synchronous and asynchronous activities to them. As teachers focus more on the effective delivery of the subject, learners naturally involve themselves in learning the concepts.

The present education system focuses on student centred approach as that alone can make learners grow intellectually and contribute their skills to the society. With that motto, educationists across the globe have recommended Bloom's taxonomy, which combines lower order, middle order and higher order thinking for the intellectual development of the learners. Of all the methods, blended mode of teaching has the scope for promoting life skills of the learners.

Terminology

Modern age has recorded the evolutionary stages of digital learning tools, which impact teaching and learning methods. Thanks to the learner centered approach, educationists rely more on blended teaching method. This has resulted in coining terms as Martin (2003) puts it "blended learning, hybrid learning, technology-mediated instruction, web-enhanced instruction and mixed mode instruction" (p.19).

Literature Review

The term *blended learning* first appeared in the business world with regard to corporate training opines Sharma and Barrett (2007). Further, they view that flexibility in this type of learning can stimulate younger generation to learn English language with interest. MacDonald (2006) feels that the term was applied to higher education later. Neumeier (2005) refers to blended teaching and learning environment as an amalgamation of face-to-face and technology-based learning. Banados (2006) shows how students projected "improvement in all the skills, especially in listening, pronunciation, grammar and vocabulary" (p.542 – 543) when blended learning is incorporated.

Though blended teaching and learning methods are in vogue, the pandemic has reinforced its usage to a great extent. And language teachers find it useful to apply this method to English language teaching.

National Education Policy

National Education Policy (2020) considers that "student is the main stakeholder". In that sense, education system must be reframed to fulfill their dreams and desires. Hence, NEP promotes blended teaching and learning that offers a wide range of opportunities to the personal growth of the learners. As the student-centred approach has flexibility, the heterogeneous group of learners learns concepts at their own pace and space.

English Language Teaching through Blended Mode

Integrating technology into language teaching is effective as it adds precision to second language learning. Thanks to teachers' understanding of their students' standard, learners get apt digital learning materials. A general introduction to the concepts in the classroom teaching

coupled with the exposure to digital files make learners concentrate more on the subject. Besides, teachers test the grasping capacity of learners through interactive live worksheets.

Technology makes teachers and students exhibit their creativity. Teachers prepare podcast files to meet the learning requirements besides encouraging the students to create the same. This kindles interest among learners. Interestingly, creating blogs and instructing learners to post their views on certain blog posts expose second language learners to practise reading and writing skills. As Dziuban rightly observes, this practice in higher education “has the potential to increase student learning outcomes” (p.5).

Blended Learning Vs. Flipped Learning

Generally, blended and flipped learning are considered to be similar. On the contrary, both are different though the aim of the two modes is to educate Netizens through technology. While blended learning uses digital content to help students learn concepts in the classroom, flipped learning focuses on educating the learners on the concepts to be discussed prior to the classroom lectures. Blended teaching guides students through the process of learning the subjects whereas Flipped mode familiarizes the learners with the subject without the physical presence of the teachers.

In flipping the classroom, teachers create digital materials and share them with students on an LMS – learning management systems like MOODLE or Google Classroom. Students learn the subjects outside of the classroom hours and interact with the teachers to get their doubts clarified. But in blended mode, teachers use digital files to support the topics taken for discussion. Also, they monitor students at every step as to know whether the students learn the subject as they intend it to be. Though there is a slight difference in the methodologies, the ultimate goal of these two methods is to target the attention of the digital natives.

Models of Blended Learning

In Blended teaching, learners get materials tailored to suit their needs. Teachers get quality time to focus on the individual needs. As the new education policy focuses on “ABC – Academic Bank of Credit - that has flexibility and quality, student centricity” (UGC, p.4), it has the power to bridge the gap between theoretical and practical aspects along with encouraging the learners to learn more. Though different models are there in this mode, the paper analyses the popular models.

1. Face-to-Face Driver Model

In this mode, teachers use digital contents to teach syllabus either in the classroom or in the language lab. Online activities will be conducted to make learners involve in reading and

taking up quiz activities out of the class hours. This model facilitates higher order thinking skills as students engage themselves in discussion and group project works.

2. Rotation Model

Learners have the freedom to rotate between different modalities on a fixed schedule. Either they can go online, learn concepts at their own pace by getting feedback from the teachers as and when they submit the responses to the activities given. Or, they can choose to be inside the classroom getting individual assistance from the instructors. This mode makes second language learners more active in grasping the nuances of English language.

3. Flex Model

This model aims at delivering the major part of the syllabus through online platforms. Teachers facilitate learners either individually or in small groups. This mode encourages introverts and extroverts in acquiring language skills effectively. Besides, students who learnt through vernacular medium get away from inhibitions, which otherwise will be predominant in the traditional class room set up.

4. Online Lab Model

In this model, complete online support is given to learners for teaching the entire subject. Tutors specially appointed to guide students will be assisting them throughout the process. This mode helps students learn many courses simultaneously.

5. Self- Blend Model

Self-motivated students generally prefer to have this mode of learning. Besides attending to traditional classes, learners try to do additional courses related to their discipline through online mode.

6. Online Driver Model

This model provides the learners with the entire curriculum and the learning materials through online. Teachers clarify learners' doubts through online chat. As and when there is a requirement, students meet teachers in the classroom and interact with the latter to have clarification. Learners opt for this mode when they have to spend their time for different activities.

Learning Management Systems

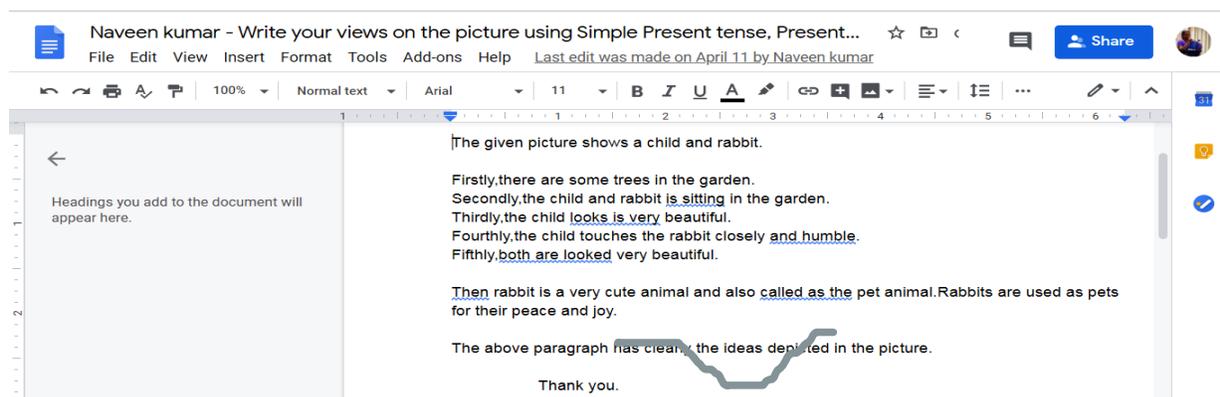
Recent pandemic has exposed academicians to learning platforms like Google Classroom, Black Board, MOODLE, Edmodo, Microsoft Teams etc. Teachers can post learning materials, tasks for assessments, and collect feedback through any of these systems. Open

educational resources with open license help teachers save time in preparing contents to be shared with the learners.

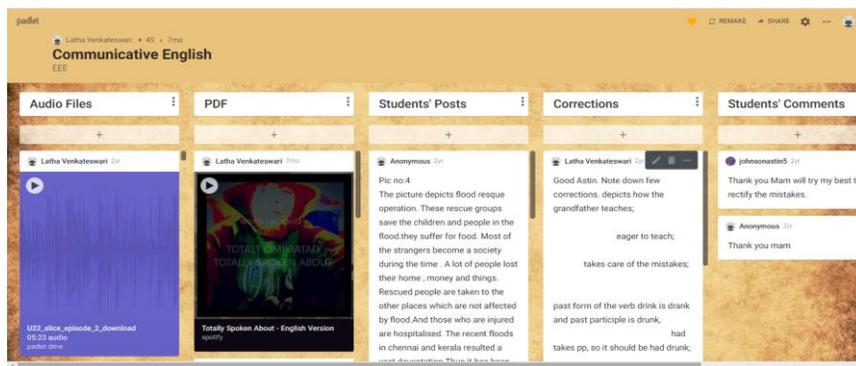
ICT Tools

Teachers and learners can get maximum benefits through the plethora of ICT tools. In fact, these tools reduce time spent on writing and explaining concepts to second language learners, who generally lack knowledge on spelling and grammar. But the visual presentation of concepts provides the learners with precision in learning. Applications like Google Forms, Google Docs, Kahoot, Edpuzzle, Quizziz, Quizlet, Flubaroo, Socrative and a host of other tools offer a wide range of activities to assess students' performance.

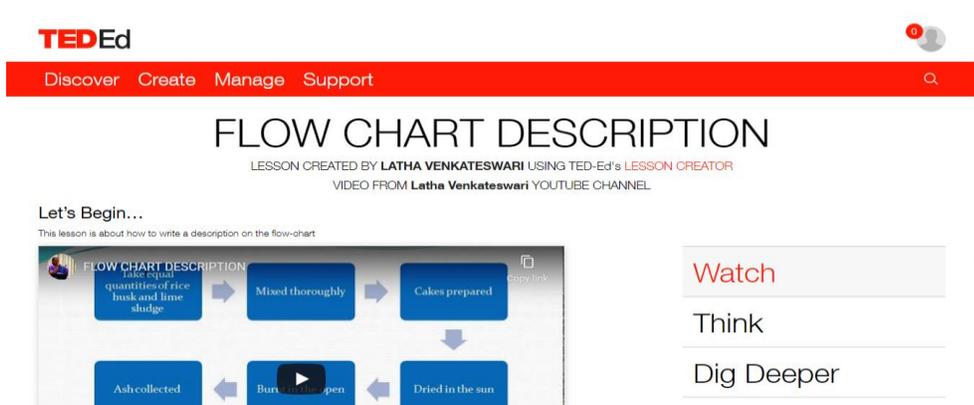
Google Docs helps teachers encourage students' writing skills because of its feature on giving individual feedback. The blended mode of teaching "Visual Interpretation" has got the expected learning outcome from the heterogenous group of first year engineering students. A sample of the writing assignment given to a student is shown below. Highlighting the mistakes and sharing the revised draft with suggestions on how to correct the draft, make learners practice writing skills rather effectively.



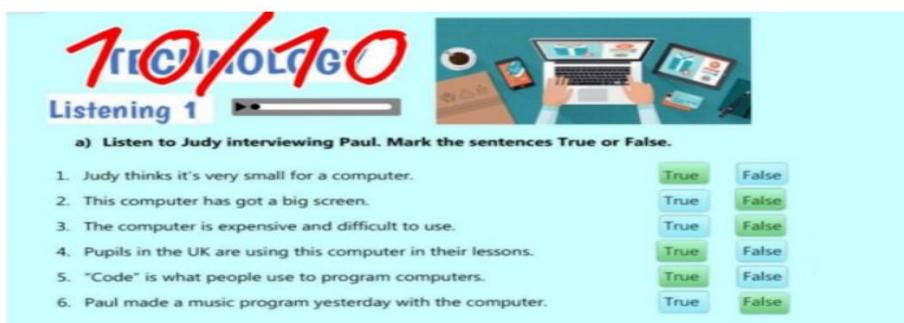
Nearpod and Peardeck enable teachers to have interactive sessions with the students. Padlet supports users with brainstorming, reading and writing activities. Teachers' creativity can bring in as many activities as possible. The following Padlet wall used by the author for teaching "Communicative English" to first year students shows how teachers can exploit technology to teach English language with accuracy.



Tools like Screen Castomatic, Loom, Screen Castify, Free Cam 8 etc. help users prepare video files. TED Ed has the facility to check the understanding of students at different points of the video content by making them answer questions. The picture given below shows the creativity of the authour in explaining and testing the learners' understanding of the concept "Process Description".



Teachers and learners get maximum benefits through Live Worksheets as the users get a variety of exercises with instant feedback and score upon submitting the exercises. The picture given below shows the score of a first year student related to a variety of activities on listening.



When teachers and learners use ICT tools, they can easily keep pace with knowledge explosion.

Role of Teachers

Teachers play a key role in making this blended mode cater to the needs of the students. Making learning a tech-based one is rather challenging. Yet, teachers' knowledge about the level of their students can help them prepare apt digital files. They can aim at preparing interactive work sheets. Selecting the mode of delivering the contents relies on the teachers' discretion. Moreover, it should be ensured that the students are motivated and participate in the activities.

In blended learning atmosphere, teachers support students individually, which, in turn makes them active. Interactive sessions with the learners improve teacher-student relationship. Teachers make every single effort to identify the challenges faced by students in mastering the subjects. This helps learners eliminate the barriers and implement the right methods for learning. As a result, students develop the skill of self-reliance as well as self-learning. Alongside, teachers take the credit of channelising the potential of students towards productivity.

Role of Learners

Netizens find this mode of learning quite interesting as they get a chance to be with their smart devices, which have become a part of their existence. Students remain more attentive and glued to their digital learning materials than the contents offered through traditional texts. They are able to set their goals; remain internally motivated; and take up responsibility for their learning as they learn subjects at their convenience.

Since technology has impacted the lives of learners irrespective of their rural background, or status as first graduates, learners find it easier to apply their theoretical knowledge to real life situations. As this process of learning gives importance to understanding the concepts and logically sequencing them, learners do away with rote learning. Also, they get the urge to learn more, develop research skills and sharpen their decision making aptitude. In short, blended learning transforms the learning capacity of the learners getting higher education.

Merits

This mode of teaching offers teachers and students innumerable benefits. Students engage themselves more in this process than the traditional teaching methods. Flexibility in this mode gives them time for doing additional courses besides the main course. Virtual reality of this mode encourages self-learning and students tend to become continuous learners. Assignments based on collaborative learning develop inter-personal skills, which make students competent enough to take up the future challenges of their profession.

Teachers find it easier to integrate Bloom’s proposition of lower order, middle order, and higher order thinking. Preparation of learning materials gives self-satisfaction to teachers. Alongside, they train students to become good citizens as this methodology brings in considerable changes in the social and academic behavioural patterns of students. Learners prove their creativity and productivity in this process earning reputation to the institutes as well.

Blended mode helps teachers give the best inputs to the students and makes the latter contribute the best outputs to the society. As Neil Selwyn rightly points out, “any digital technology has the ability to change things for the better.” (p.33)

Challenges

Initially, teachers have to spend time either for preparing or selecting apt digital files. This demands interest, dedication and technical knowledge. Secondly, teachers must be careful about copy right issues while publishing their content online or using others’ works for teaching. Thirdly, they must be prepared to devise activities when technology fails. Fourthly, they have to monitor the progress of the learners or else students might get demotivated and lag behind. Finally, teachers tend to assign more tasks overlooking the time limit needed for completing the assignments. Taking into consideration the attitude of the youngsters and the current demands of the education system, teachers must find ways to overcome the challenges and make blended mode of teaching and learning effective.

Summation

Education system undergoes a paradigm shift in the teaching and learning processes. The blend of technology and face to face interaction will be an attempt to sync with the ever changing life style. Since electronic gadgets like smartphones, tablets, and laptops have become intrinsic to our existence, it is high time we changed our methodology of teaching and learning. This reinforces Christine Meloni’s view that “Technology will never replace teachers. But teachers who use technology will replace those who don’t” (Vai, p.17)

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**Transfiguration of Sita—Emancipation of Women:
An Elucidation of Chitra Banerjee Divakaruni’s
Mythic Novel *The Forest of Enchantments***

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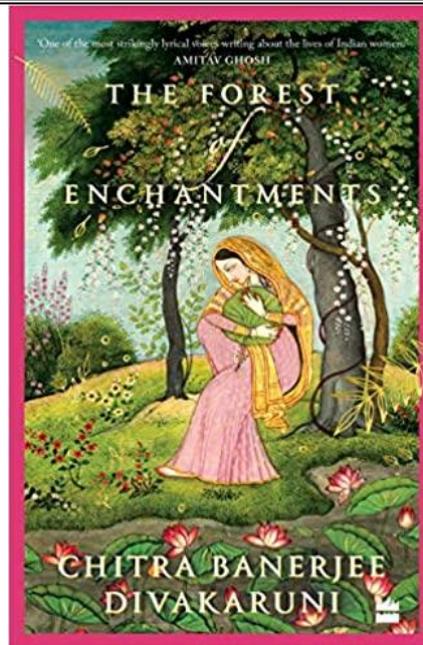
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Courtesy: www.amazon.com

Abstract

The dominant ideology of a society is primarily formed by its myths. The feminists maintain that myths of almost all the cultures of the world are androcentric. These myths give importance to the male point of view. The prominent ideology is thus patriarchal that neglects female standpoint and treats women as subordinate. The patriarchal ideology is responsible for discrimination against women. To transform the patriarchal ideology and give

significance to female perception, sentiments, pains and experiences the feminist writers began to retell myths. The subversion of the traditional myths and creation of new ones present perspectives that have yet remained ignored. Gynocentric revision of myths for the first time becomes apparent in the writings of second wave western feminist writers. In India the revision of patriarchal myths to present gynocentric alternatives began in 21st century. Chitra Banerjee Divakaruni occupies an esteemed position amongst the mythic feminist revisionists who have revised androcentric myths to produce alternatives that are centered on women. In her novel *The Forest of Enchantments* she has generated her own version of the epic Ramayana to impart new interpretation to Sita's story. Sita differs from Valmiki's opinion about herself in his version of Ramayana and therefore, she writes her own *Sitayan*. The intended article explicates how deftly the author, as a mythic feminist revisionist, revises the traditional image of Sita and delineates her from gynocentric point of view.

Keywords: Chitra Banerjee Divakaruni, *The Forest of Enchantments*, Sita, myth, feminist, revision, gynocentric, androcentric.

Myths are deeply significant in the sense that they are an integral part of a culture. It is through myths that a culture validates its customs, rituals, and beliefs. The socio-cultural structures and ideologies of a community are all rooted in its myths. The myths affect how human beings comprehend the world and act in a society: "Myths are narrative patterns that give significance to our existence" (May 15). Myths are typically understood as conventional stories or narratives about social-natural phenomenon or how the world came into existence. M.H. Abrams avers:

In classical Greek, "mythos" signified any story or plot, whether true or invented. In its central modern significance, however, a myth is one story in a **mythology**—a system of heredity stories of ancient origin which were once believed to be true by a particular cultural group, and which served to explain (in terms of the intentions and actions of deities and other super-natural beings) why the world is as it is and things happen as they do, to provide a rationale for social customs and observances, and to establish the sanctions for the rules by which people conduct their lives. (230)

They are religious in nature and hold great sacred value. Whether myths are true or not they are considered real by its believers and thus become the integral part of their intellection. Mann justly remarks, "[T]he Myth is the foundation of life..." (374). Myths control every facet of human life.

The feminists around the world claim that myths of all cultures are predominantly androcentric. These myths consign women the position of a subordinate in the society and promote notions about women that aid in the continuation of patriarchy: "Patriarchal religion controls female sexuality in order to control women. This is made possible through myth,

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Transfiguration of Sita—Emancipation of Women: An Elucidation of Chitra Banerjee Divakaruni's Mythic Novel *The Forest of Enchantments* 133

which teaches submission” (Brandmaier 58).The myths represent women in a dichotomy. They are either classified as timid, compliant and inefficient or as evil and beguiling. The myths that establish these concepts about women are responsible for their oppression. The literature inspired from these myths too proliferate patriarchal ideology that regard women as inferior.

The feminist writers acknowledge the importance of myths and the role they play in establishing discriminatory practices against women in the society and seek to subvert the androcentric myths. They rewrite these myths through application of feminist literary criticism to provide versions that are gynocentric. The women-centric renderings present the female of the androcentric myths in a new light. Instead of the stereotypical portrayal of women as weak, acquiescent, or wicked they are delineated as strong, assertive and well-informed. The female figures that have been marginalized or eliminated from traditional narratives are brought to prominence in the feminist retellings. The revision of myths, by employing feminist literary criticism, helps to create a feminist literature known as feminist revisionist mythology that gives centrality to women’s experiences, sentiments, and issues. The revisionists through retelling of myths aspire to change perception of people about women.

The rewriting of myths from feminist perspective was first undertaken by writers of the west during the second wave of feminism in the 1960s.The feminist revisionists noticed that the myths and biblical narratives are androcentric and indulged in their revision from feminist point of view to bring forth a feminist literature that introduced empowered women. The most prominent contributors of the feminist revisionist mythology in the west are Adrienne Rich, Alicia Ostriker, Margaret Atwood, Angela Carter and Carol Ann Duffy. Since it originated at the time when radical feminism was popular the impact of radical feminist scholars of the second wave like Simone de Beauvoir, Kate Millet, Mary Daly and Gerda Lerner is evident.

In India the tradition of revising androcentric myths from feminist perspective started in 21st century. The Indian feminist revisionists by subverting the conventional myths that neglect, demean and stereotype women produce gynocentric alternatives in the form of retellings to establish women at the centre of the narrative. Authors like Chitra Banerjee Divakaruni, Devdutt Pattanaik, Kavita Kane, Amish Tripathi, Anand Neelakantan and Utkarsh Patel have rewritten myths from feminist perspective. The women in their rewritings are recast as independent, confident, and intellectual individuals who take decisions for themselves and occupy the central position.

Chitra Banerjee Divakaruni in *The Forest of Enchantments* places Sita at the centre of the narrative to retell the story of the epic *Ramayana*. In the novel Sita, the female protagonist of the great epic, composes “the Sitayan” (4) to not only “tell her own tale” (vii)

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Transfiguration of Sita—Emancipation of Women: An Elucidation of Chitra Banerjee Divakaruni’s Mythic Novel *The Forest of Enchantments* 134

but of those women also who are traditionally “*pushed into corners, trivialized, misunderstood, blamed, forgotten—or maligned and used as cautionary tales*” (4). She shares the desires, plights, and sufferings of all the women she comes across in her life and who help to shape her. The facts that the traditional renderings have failed to convey are taken up by Divakaruni in her revised version.

Traditionally, Sita has been illustrated as pleasant, modest, forbearing, acquiescent and resigned. She is a prototype that the women are expected to follow blindly. In article “Sita: A Personal Journey” Namita Gokhale appropriately posits, “Sita, in our prevalent idiom, is weak, oppressed, a natural victim. Considering that Sri Rama’s wife—Vaidehi, Sita, Ramaa, call her what you will—is the primary archetype for all Indian women, a role model pushed and perpetuated by a predominantly patriarchal society . . .”(xiii). Sita has been portrayed and conceived from an androcentric standpoint, a view that benefits men. Divakaruni in her novel seeks to deliver not only a gynocentric version of the epic but also transforms the way Sita is perceived. The author articulates, “I sensed there was a disconnect between the truth of Sita and the way Indian popular culture thought of her. I sensed that Sita was more than what we took her to be” (Divakaruni viii). She has revised and recast the traditional image of Sita and presented her as an emancipated woman.

In the novel *The Forest of Enchantments* Valmiki gives his Ramayana for evaluation and approval to Sita since he believes it to be her story too. However, Sita finds the account of her experiences, desires, joys, and sorrows missing. On being questioned, Valmiki inspires her to write her own story, “‘You must write that story yourself, Ma,’ he said, ‘for only you know it’” (3). He also provides her with the things necessary to write it. Sita composes her *Sitayan* with the red ink. Red is a colour which holds high significance for any woman as it is “the colour of menstruation and childbirth...” (3). For Indian women it is also “the colour of the marriage mark that changes women’s lives...” (4). Additionally, it reminds Sita “of the colour of the flowers of the Ashoka tree under which I had spent my years of captivity in the palace of the demon king?” (4). The use of red ink to produce a gynocentric writing brings to mind the revisionist fiction of Anita Diamant *The Red Tent*. In it the author revises the biblical tale of Dinah and presents “a world of women, where the men fade into the background. The red tent to which women retire when they menstruate or are ill or for childbirth takes centre stage in this re-imagining. And it is in the words and memories of the women that the story unfolds” (Chacko). The colour **red** is meaningful as feminists globally employ it as a motif to create a female space and literature.

In *The Forest of Enchantments* Sita recounts the story of how she was found by King Janaka while tilling a field next to the palace to prepare it for yagna. While ploughing the land King Janaka came across a newborn baby who he brought up as his own daughter: “Though by virtue of my upbringing I was a princess, Sita, eldest daughter of the house of Mithila, in the kingdom of Vaideha, no one knew who I was by birth” (Divakaruni 6). Sita is

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well-known among people for her healing abilities. Through her touch both plants and humans seem to recover. People come to Mithila from faraway places to seek treatment from her. She has knowledge of plants and herbs which she uses to cure people and they convey their honour by calling her a goddess.

Sita is trained in martial arts, a male-dominated field and she is also proficient in weaponry. Kaikeyi who has been a fighter invites her to a duel with swords. She accepts her call for combat to magnify and vindicate the honour of her homeland and her mother who has arranged the training of self-defense for her: “I won’t give up. For the sake of my mother, who had pushed against tradition to make sure I learnt to defend myself” (82). It has been a good fight between them but ultimately Sita wins the duel. Kaikeyi, being a good warrior, admires her: “‘Finally, there is another woman in the royal family with brains and guts—and good looks, too,’ she said as we parted” (84). Divakaruni’s Sita is not meek and weak, she is skilled in martial arts and self-defense which is considered a male-centred activity in a patriarchal society.

When Ram is banished to the forest for fourteen years Lakshman successfully persuades Ram to allow him to accompany him. Sita also tries to coax Ram to allow her to give him company in the forest but he does not accede to her demand. In a patriarchal system, women are not permitted to go out of the female domain that has been prescribed for them. Simone de Beauvoir in *The Second Sex* appositely comments, “A woman is shut up in a kitchen or a boudoir, and one is surprised her horizon is limited; her wings are cut, and then she is blamed for not knowing how to fly” (731). Ram asks her to take care of his parents in his absence and adds that it is her prime duty to live at home and look after his parents. When Sita intensely expresses her wish to accompany him in the forest he retorts, “What folly is this? You can’t possibly come with me. You’re a woman. It’s too dangerous. I won’t allow it” (Divakaruni 111). Divakaruni’s Sita is resolute and unswerving, she strongly contends, “[N]ot all women are weak and helpless like you think. For all you know, I might be of help to you” (111). She continues to put her arguments and raises the questions regarding the duty of a faithful spouse:

You’re a fine one to talk of duty!’ I said, allowing just enough anger into my voice, ‘If I’m not misremembering my wedding vows, didn’t I state that my foremost duty as your faithful spouse was to follow you, even to the ends of the earth? To be with you in riches and poverty? To take care of you the best I can? Isn’t that what you just told your mother to do for her husband? You can’t deprive me of my wifely right. (112)

She rightly perceives that Ram accords more significance to the concepts of duty, loyalty and right. Ram does not argue further and has to concede her wishes.

In the forest Surpanakha approaches Ram flirtatiously that, along with Sita and Lakshman, irks him increasingly. Surpanakha makes advances forthrightly, “I really like you. So, I’m asking you to be my mate” (146). Her frank love proposal enrages them. Due to cultural difference they have taken it as an indecent proposal and start mocking her but Sita does not like their making fun of her: “Admittedly, the girl had gone beyond the norms of maidenly behavior, offering herself in this manner to a man she barely knew, but perhaps the rules of conduct were different for asuras” (148). It angers Surpanakha and she rushes towards Sita who is already prepared to counterattack, “I braced myself in warrior stance, knees slightly bent, hands fisted. Asura or not, I was confident that I could handle her, turning her strength against herself” (149). Sita is not timid or weak, she is powerful enough to face any perilous situation in life. Sita does not like Surpanakha’s mutilation. Ram defends Lakshman that he has spared Surpanakha’s life because she is a woman. Sita reacts, “I didn’t think that living with a mutilated face was any easier than a clean death, especially for a woman who had so badly wanted a mate” (151). Sita considers mutilation of Surpanakha as a very harsh act on the part of Lakshman.

Sita has “the fortitude to not beg for mercy” (168) even at the time of her abduction by Ravana. She endeavours to set herself free from the grasp of Ravana by attacking him, “I struggled mightily. . . . I kicked and clawed and bit at the rakshasa. . . . My nails raised welts on his dark, smooth skin, and my teeth drew blood. Even for a rakshasa, it must have hurt” (169). Instead of giving up and succumbing to despair she grapples with him to release herself. Even in his captivity, “Each morning I told myself, *I will not give up*” (188). She is valorous and resolute enough and always conscious of the fact that Ravana makes his sinister efforts to demoralize her “so I decided to fight it with all I had” (187). Ravana has deputed the rakshasis who apply their own menacing ways to agonise her, but Sita keeps herself calm with the help of the meditation and by focusing on the exercises of her self-defense.

After Ravana’s death Sita is carried in the palanquin to meet Ram at the seashore. She pays obeisance and “reached for his hands, he took a step back and crossed his arms” (241). He does not welcome Sita. He just informs her that they have killed Ravana and thus they have completed their duty. She is free to go anywhere she likes: “‘It was my duty to rescue you,’ Ram repeated patiently, as though speaking to a child. ‘But I cannot take you back to Ayodhya with me. Ravan abducted you from my home. You’ve lived in his palace for a year now. Who knows what kind of relationship you’ve had with him—’” (242). Sita is aware of the patriarchal system in which a woman is asked to prove her innocence and that she does not hold sway over it. She knows that no one can save a woman abandoned by her husband but in such a predicament she determines to reclaim her dignity: “Therefore, I’ve decided to end my life today” (245). With this steadfast resolution “I stepped into the blaze” (245). However, Sita is saved by fire-god himself by declaring her innocence but she has to go through a crippling trauma: “My agony was timeless—I don’t know in terms of human measurement, how long it lasted. But I do know this: in that agonizing trial, I was

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Asmita Kaushik, Ph.D. Research Scholar, Dr. Sunil Kumar Mishra and Dr. Jyoti Jakhar Dahiya

Transfiguration of Sita—Emancipation of Women: An Elucidation of Chitra Banerjee Divakaruni’s Mythic Novel *The Forest of Enchantments* 137

transformed” (246). This utmost endurance changed her completely into an accomplished person: “By the time the gods intervened, I was no longer just the Sita of old: daughter of earth, strong and silent, patient and deep, forbearing and forgiving. I was something else, too” (246). She has been the daughter of earth but now she is the daughter of fire-god also.

After the completion of the yagna and acceptance of Lav and Kush as the heir of kingdom of Ayodhya Sita has also been invited by Ram. She is carried in the palanquin to meet Ram, this time in the court of Ayodhya. Sita is informed “that Ram is planning another agni-pariksha for you” (352). She determines to meet Ram not only as the daughter of Earth but as the daughter of fire also. She avows, “I only know that I cannot—will not—do what he asks” (353). Divakaruni through her Sitayan elucidates the truth regarding the life of the oppressed women in a patriarchal society and gives voice to those who have been forced to the fringe. Lav and Kush, both the sons of Sita, sing Sita’s Sitayan before Ram who listens to it attentively: “They’re singing the pages I’d written in my lonely darkness, out of the need to give voice to all of us who were pushed to the edges. Misjudged, misunderstood. My truth, and the truth of the women whose lives touched mine for better or worse. Their laughter and tears, their triumph and suffering, their blessings, and curses” (353-354). Ram urges Sita to come back to Ayodhya to live with them. He appeals her to come for the completion of the family: “But there’s one thing you must do first—you must go through the test by fire here in the court room so that the sages and attending kings and ministers of the court can witness the fire-god vouching for your innocence and purity. In this way, the citizens of Ayodhya will be satisfied for good” (355).

Sita raises questions against this injustice and illuminates the issues and his duties that he could not fulfill. She alleges that he, as a husband and a king, has not discharged his duties with fairness. She further accuses that he has not deliberated about the atrocious impact on the generations to come. When his judgements would be taken as precedent and wives would be punished brutally even for their slight digressions. Sita, in the capacity of a citizen of Ayodhya raises the pertinent questions in the court of Ram:

O King of Ayodhya! I address you in this way because you’ve always placed your role as king ahead of your role as husband. In this court, which has been set up to dispense justice to all citizens, I ask you this, for I’ve been a citizen of Ayodhya too: Did you act justly when you sent me away to the forest, knowing I was innocent of what gossip-mongers whispered? Did you stop to think—as a wise king would—that there would always be people who gossip, even in the best-run kingdoms, for it’s their nature? Were you compassionate, the way a king is meant to be, when you banished me without telling me what you were about to do, without allowing me to defend myself or choose my destiny? Were you fair to your unborn children when you sentenced them to a life of hardship, perhaps even death, in the wilderness? (356)

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

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Transfiguration of Sita—Emancipation of Women: An Elucidation of Chitra Banerjee Divakaruni’s Mythic Novel *The Forest of Enchantments* 138

She rejects his dictate of proving her innocence again. She appeals, “O Mother, O Father, all my life I’ve suffered and endured and been wrongly accused. If I am indeed blameless of what the gossipmongers whispered, give me a sign” (357). She feels a powerful energy and with an ear-shattering noise, a crack under her feet. The high flames have surrounded to shield her. No one including Ram could stop her from going away from this mortal world.

The mythic feminist revisionists not only revise the traditional mythic narratives, but they also situate the overlooked characters in the centre of their retellings. Sita in the Valmiki *Ramayana* has not been provided much space in comparison to the male protagonist, Ram. Meghnad Desai in “Sita and Some Other Women from the Epics” correctly opines, “As a wife and indeed as a character in the Ramayana, Sita is strangely absent. Valmiki allows her very little space. She is barely mentioned in Bala Kanda, even when Rama wins her in the *swayamvar*, since Valmiki is more enamoured of the men in the story—Vishwamitra, Janaka, Rama—than Sita...” (3-4). There are several *Kandas* or *Sargs* where she has not been mentioned at all; more attention has been paid to other male figures in the epic: “In total, Sita appears in seventy-six sargs out of 645, accounting for barely 10 per cent of the Valmiki *Ramayana*. I may have missed out one or two of her appearances, but the sheer absence of Sita throughout the Ramayana is noteworthy” (4).

Divakaruni focuses more attention on Sita and thus brings the ignored character into limelight. In place of Ramayan she calls it Sitayan which has been written by Sita and sung by her sons before Ram in his royal court at Ayodhya. The author portrayed Sita as an accomplished and transformed figure who does not succumb to the menacing impact of the patriarchal beliefs. “In Dialogue: Sita’s Voice” Namita Gokhale rightly comments, “Sita rejects the patriarchal power system that has so devalued her” (87). She refuses to accept the test to prove her innocence and purity. She is unyielding, tenacious, strong and a decision maker as opposed to acquiescent, weak and sheeple. She is an expert in martial arts and a great healer who not only saves and heals the self but others also.

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Comparison of Video Conferencing Services (Google Meet and Zoom) Based on Perception of Speech Language Pathologists on Tele-Rehabilitation

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Abstract

The situation created by COVID 19 has seen a rapid growth of tele practice as an option for assessment and management of communication disorders for a speech language pathologist (SLP). Tele practice allows accessibility to remote areas, the clients who cannot access face to face services due to restriction to maintain the COVID 19 situation like social distancing and self-isolation.

The present study aimed at comparing the use of online platforms (Google Meet and Zoom) for tele-rehabilitation, by SLPs in India. A qualitative research design using a questionnaire was formulated. The questionnaire was validated by five experienced SLPs who had offered both face to face and tele practice services. Some aspects like audio-video quality,

ease of Usage for clinician and clients, privacy option, overall satisfaction was chosen. This questionnaire was made available to SLPs who have experience in using two online platforms (Google Meet and Zoom) for tele-rehabilitation. Sample size is calculated using standard procedure. 10% of total number of SLPs practicing tele services are the target sample (Geoffrey T. Fosgate, 2009). The questionnaire was delivered to the respondents on an online form through social media- Results revealed that on aspects of tele services, quality of interaction zoom was preferred more where on basis of security and technical aspects, google meet was preferred more. For quality of audio and video, both Google Meet and Zoom received similar rating. The results help us understand the choices of SLP's based on the factors.

Keywords: Tele-practice, Speech Language Pathologist, tele therapy, SarsCov2 pandemic, Zoom, Google Meet, video conferencing service, COVID 19.

Introduction

Following the first reported infection in mainland China in December 2019 (Huang et al., 2020), the rapid spread of the SarsCov2 pandemic outbreak in March 2020 has caused many psychological consequences for society as a whole. These effects are widespread in all regions of the world and population age, with specific symptoms in specific social groups such as the general population Cao, et al. (2020); Boldrini, Lomoriello, Corno, Lingiardi, and Salcuni, (2020); Castellini, Rossi (2021); Nowicki, et al. (2020); Pablo, et al. (2020).

For layman, pandemic has added an additional burden to existing health needs, especially in the provision of speech therapy and hearing services. This, coupled with the restrictions on physical contact and social proximity enforced by government agencies to curb the spread of the infection, made the online delivery of speech and language therapy an urgent alternative to face-to-face treatment. Treatment services treated as others (Inchausti et al., 2020). In India, the Indian Speech and Hearing Associations (ISHA) invited audiologists and speech therapists to provide professional services via digital devices during the pandemic. This suggestion helped in continuation of therapy and assessment services for all communication disorders.

Among many clinicians, tele therapy was viewed as a less authentic and less effective form of approach (Weinberg, 2020) and among the general public, there was limited knowledge on this treatment option and concerns about a possible drop in treatment quality relative to in-person therapy (Apolinário-Hagen et al., 2017). Despite this, there was evidence in favour (van der Vaart, et al. (2014). Documenting the effectiveness of this mode of treatment as equivalent to in-person treatment, especially during large-scale health emergencies (Backhaus et al., 2012). Research has shown that these interventions are registering good success for a variety of social groups and clinical conditions (Inchausti et al., 2020). During the current pandemic, in response

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Archita Kumari, Abhilash Ghadei, Suresh T. and Srividya A.

Comparison of Video Conferencing Services (Google Meet and Zoom) Based on Perception of Speech Language Pathologists on Tele-Rehabilitation

to the need for flexible and prompt clinical care (Duan and Zhu, 2020), online interventions have become widely used (American Psychological Association, 2020). The online platforms are widely used now just not for therapy but for professional meetings, students for online calls and for just casual group video calls as well. Many effective online platforms are available which are used for therapy like Google Meet, Zoom and Microsoft Teams. (Singh, Aswathi, 2020)

Zoom is one of the most popular video conferencing apps (Singh, Aswathi, 2020). It reportedly has over 200 million daily users, but it is plagued with a huge number of security and privacy issues which they are trying to fix with regular updates. But it's still one of most preferred video conferencing platforms due to its ease of use. Zoom has great features like supporting 100 video participants and allowing 49 videos on screen. Also, it has extremely good features like screen sharing, screen recording, team chats and searchable history.

Similarly, Google Meet is another much known universal platform. According to Google, the cloud-based video-conferencing service caters to two million new users every day. The service can handle larger meetings with up to 250 participants per call, live streaming for up to 100,000 viewers within a domain and can record meetings on Google Drive for later broadcast. Google is also enabling free access to various video conferencing and communications tools all G Suite customers globally (sevilla, mag 2020). **Not given under the list of references. Please check.**

For providing tele therapy primarily these two platforms are used in maximum number of institutions and clinics (<https://toptelehealthcompanies.org/>). Zoom Video Communications enables HIPAA compliance. The Health Insurance Portability and Accountability Act (HIPAA) lays out privacy and security standards that project the confidentiality of patient health information during tele therapy. Zoom offers multi-layer security with encryption by default and never has access to PHI (patient healthcare information) (Earon,2021). 61% of patients in the U.S. plan to access healthcare in person and virtually moving forward (Zoom-Qualtrics Research, 2021).

Similarly Goggle Meet also enables HIPAA compliance and empowers healthcare workers to deliver care virtually, while also keeping them safe by minimizing unnecessary contact so popular amongst clinicians for tele health care. Google Meet for Tele health takes advantage of Google Cloud's secure-by-design infrastructure to help protect your data and safeguard privacy.

Though both platforms are secure, user friendly, provide cloud-based storage for documentation, the choice of SLP's for them to be used as a platform for tele services depends

on experiences client based and other variables like availability with the client too. This study aims at comparison of Google Meet and Zoom online platforms for tele-rehabilitation by SLPs in India. This study highlights the comparison of features and aspects in both platforms by SLP's for tele-practice as per their needs.

Method

The study was designed to obtain both qualitative data about the perspective of SLPs for using goggle meet and zoom for online therapies. The study was conducted between 22nd May to 18th July 2021 and the study sample included 10% of total number of SLPs practicing tele services who are RCI registered are the target sample. A purposive sampling technique was used to select participants for this study, which included ASLP practice nor indulged in tele therapy. The data collection process started by involving of small set of participants from different institutions, clinical ASLPs across India.

Inclusion and Exclusion Criteria for Participating in This Study

The participants should have taken/attended at least 5 sessions of Tele Therapy in google meet and zoom. The minimum qualification of participants should be BASLP. Post graduate students who are currently practicing in the clinical department in their institution were also included. The participants should have registered under RCI with having a valid RCI number. The participants who have not taken or attended online therapies or attended <5 sessions were not included. Participants taken session other than Zoom and Google Meet were not included in the study. Participant without RCI registration were not recruited.

- If qualification of the participant is less than BASLP, like student clinicians, interns , other professionals were excluded from the study.

Data collection material used was a questionnaire, which was content validated by five SLP's who had at least of 2 years of experiences in providing both face to face and online SLP services. The questionnaire was provided in the form of google form which can be filled. The language of the questionnaire was in English. The participants were required to respond to the questionnaires and submit them online to ensure their safety. The participants' data were collected online to avoid direct contact, which is the primary route of COVID-19 transmission

As part of ethical considerations, the participants were informed about the process, need and purpose of the study. Ethical approval for this study was obtained from the ethics review committee of the institution. Participant confidentiality was maintained. The informed consent form was made available as part of the Google Form.

The domains of the questions covered in the questionnaire were as follows:

- ❖ **EASE OF USE FOR CLINICIAN:** How easy is this tele rehabilitation platform for you, as a clinician, to set up and use with respect to creating and sending meeting link, understanding, and using platform's features?
- ❖ **EASE OF USE FOR CLIENTS:** How easy is this tele rehabilitation platform for your clients (based on their review), to set up and use with respect to joining meeting link, understanding, and using platform's features?
- ❖ **AUDIO QUALITY:** How would you rate the overall audio quality (clarity of sound, voice breaks, naturalness of speaker's voice, lagging of audio with respect to video) of this tele rehabilitation platform when you use it?
- ❖ **VIDEO QUALITY:** How would you rate the overall video quality (clarity of video, lagging of video with respect to audio) of this tele rehabilitation platform when you use it?
- ❖ **QUANTITY OF PLATFORM FEATURES:** How would you rate this tele rehabilitation platform based on quantity of features provided? (Example: Client/Clinician login, visibility of clinician's video while sharing the screen, text chat, screen sharing, remote control, video background, caption, screen recording, whiteboard, Emoji reactions, screen pin).
- ❖ **QUALITY OF PLATFORM FEATURES:** How would you rate this tele rehabilitation platform based on the quality of each features provided? (Example: Client/Clinician login, visibility of clinician's video while sharing the screen, text chat, screen sharing, remote control, video background, caption, screen recording, whiteboard, Emoji reactions, screen pin).
- ❖ **SECURITY AND PRIVACY OPTIONS:** How would you rate this tele rehabilitation platform based on the security and privacy options? (Example: Permission to join meeting, share screen, chat, rename themselves, unmute themselves and start video; remove participants).
- ❖ **USAGE OF NETWORK DATA:** How would you rate this tele rehabilitation platform based on the amount of network data consumption?
- ❖ **USAGE RESTRICTION:** How would you rate this tele rehabilitation platform based on the usage restriction on mobile phone when compared with laptop?
- ❖ **CONS:** How would you rate this tele rehabilitation platform based on the degree or number of problems noticed while using these platforms? (Example: Battery consumption, heating of device, slowing of device).
- ❖ **OVERALL SATISFACTION:** How would you rate this tele rehabilitation platform based on the overall satisfaction for tele rehabilitation?
- ❖ **OTHER COMMENTS:** Please share other comments and personal reviews for these two online tele health platforms (Google meet and zoom).

The participant had to rate each question on a 5-point Likert scale as mentioned in questionnaire (5 being the best performance and 1 being the worst performance).

For every aspect the score will be indicated, that is the number of respondents who rated highest (4,5) for each of the questions. The outcome of the study will evaluate, different aspects that were chosen by the participants maximally for each platform. Histogram will be prepared for each aspect based on the responses. If some aspects were chosen similarly for both the platforms that will be mentioned.

Results

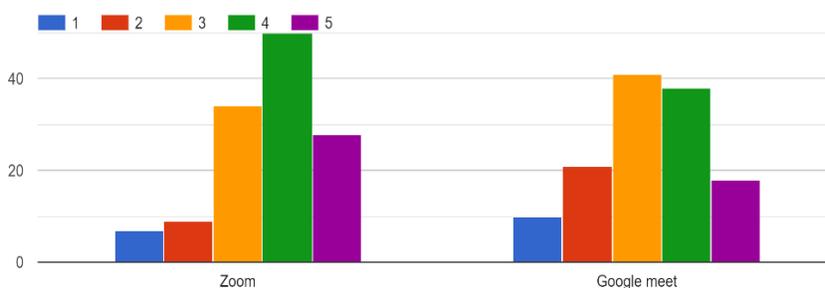
Perception is just an individual's expedition of object samples. Individual behavior intentions, according to Davis (1989), can be understood by technological perceptions, namely acceptance of learning platform users, which is governed by two major factors: perceived usefulness and perceived ease of use. Due to this pandemic era, every field including speech therapy was done online mostly. This condition causes clinical practices to require representative media/platforms. To find out the pros and cons of these platforms, this questionnaire was prepared.

Ease of Use for Clinician

Based on Figure 1 below, the video conferencing platform that was perceived as the easier was zoom platform as compared to google meet. The total number of participants choosing highest rating (4,5) for zoom were 78 participants i.e., 65% whereas for google meet were 56 participants i.e., 46.66%.

Figure 1. Distribution of the ratings of participants based on the scale of 1—5 for the ease of use for clinician

1. EASE OF USE FOR CLINICIAN: How easy is this tele rehabilitation platform for you, as a clinician, to set up and use with respect to creating and sen...link, understanding and using platform's features?

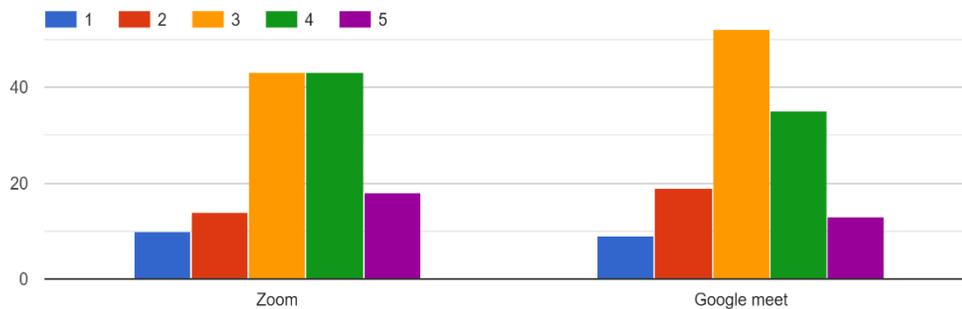


Ease of Use for Clients

Based on Figure 2 below, the video conferencing platform that was perceived as the easier was zoom platform as compared to google meet. The total number of participants choosing highest rating (4,5) for zoom were 61 participants i.e., 50.83% whereas for google meet were 48 participants i.e., 40%.

Figure 2. Distribution of the ratings of participants based on the scale of 1-5 for the ease of Use for clients

2. EASE OF USE FOR CLIENTS: : How easy is this tele rehabilitation platform for your clients (based on their review), to set up and use with respect to ... link, understanding and using platform's features?

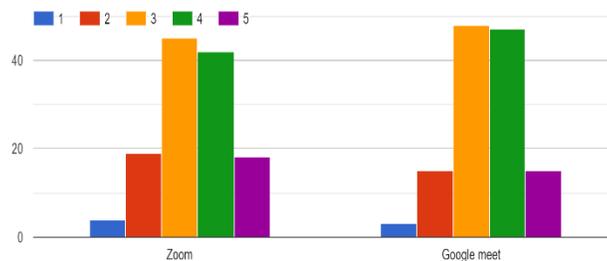


Audio Quality

Based on Figure 3 below, the audio quality in both the video conferencing platforms were identical. The total number of participants choosing highest rating (4,5) for zoom were 60 participants i.e., 50% whereas for google meet were 62 participants i.e., 51.66%.

Figure 3. Distribution of the ratings of participants based on the scale of 1-5 for audio quality

3. AUDIO QUALITY: How would you rate the overall audio quality (clarity of sound, voice breaks, naturalness of speaker's voice, lagging of audio wit...f this tele rehabilitation platform when you use it?

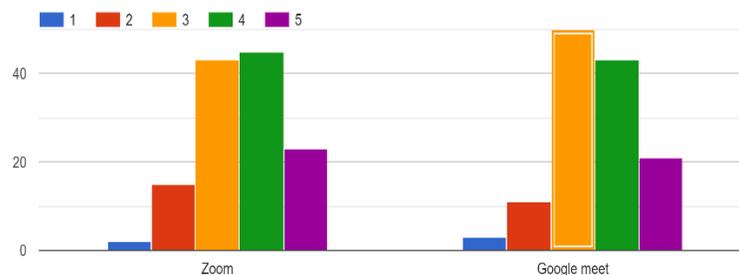


Video Quality

Based on Figure 4 below, the audio quality in both the video conferencing platforms were identical. The total number of participants choosing highest rating (4,5) for zoom were 68 participants i.e., 56.66% whereas for google meet were 64 participants i.e., 53.33%.

Figure 4. Distribution of the ratings of participants based on the scale of 1-5 for video quality

4. VIDEO QUALITY: How would you rate the overall video quality (clarity of video, lagging of video with respect to audio) of this tele rehabilitation platform when you use it?

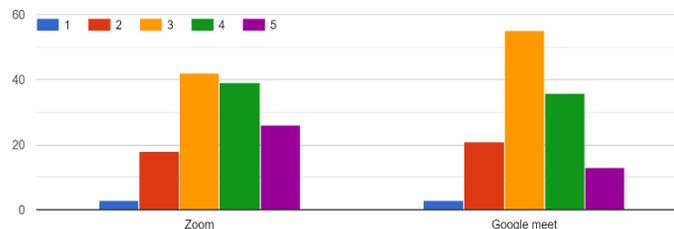


Quantity of Platform Features

Based on Figure 5 below, the video conferencing platform that was perceived to have higher number of features was zoom platform as compared to google meet. The total number of participants choosing highest rating (4,5) for zoom were 65 participants i.e., 54.16% whereas for google meet were 49 participants i.e., 40.83%.

Figure 5. Distribution of the ratings of participants based on the scale of 1-5 for Quantity of platform features

5. QUANTITY OF PLATFORM FEATURES: How would you rate this tele rehabilitation platform based on quantity of features provided? (Example: Client...ecording, whiteboard, Emoji reactions, screen pin)

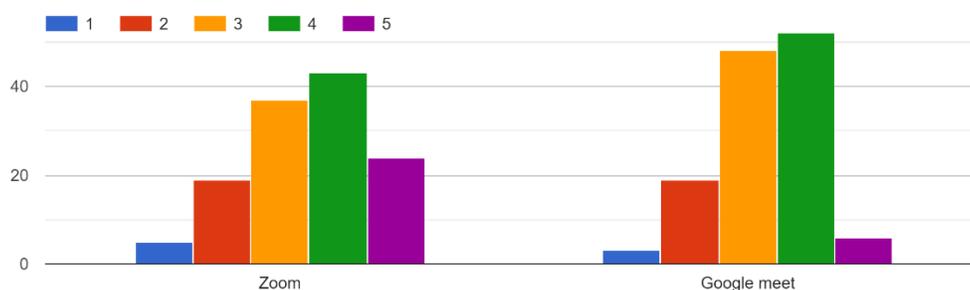


Quality of Platform Features

Based on Figure 6 below, the video conferencing platform that was perceived to have highest quality was zoom platform as compared to google meet. The total number of participants choosing highest rating (4,5) for zoom were 67 participants i.e., 55.83% whereas for google meet were 58 participants i.e., 48.33%.

Figure 6. Distribution of the ratings of participants based on the scale of 1-5 for quality of platform features

6. QUALITY OF PLATFORM FEATURES: How would you rate this tele rehabilitation platform based on the quality of each features provided? (Example: C...cording, whiteboard, Emoji reactions, screen pin)

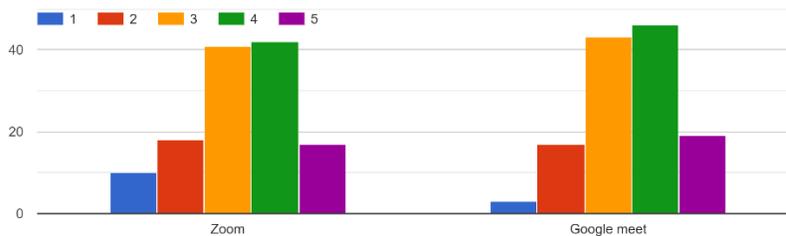


Security and Privacy Options

Based on Figure 7 below, the video conferencing platform that was perceived to have maximum security was google meet as compared to zoom platform. The total number of participants choosing highest rating (4,5) for zoom were 59 participants i.e., 49.16% whereas for google meet were 65 participants i.e., 54.16%.

Figure 7. Distribution of the ratings of participants based on the scale of 1-5 for security and privacy options.

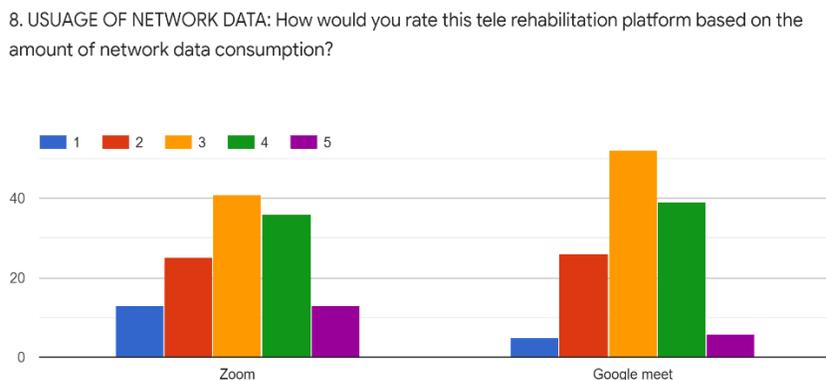
7. SECURITY AND PRIVACY OPTIONS: How would you rate this tele rehabilitation platform based on the security and privacy options? (Example: Permis... themselves and start video; remove participants)



Usage of Network Data

Based on Figure 8 below, the video conferencing platform that was perceived to consume least amount of data consumption was zoom platform as compared to google meet. The total number of participants choosing highest rating (4,5) for zoom were 49 participants i.e., 40.83% whereas for google meet were 45 participants i.e., 37.5%.

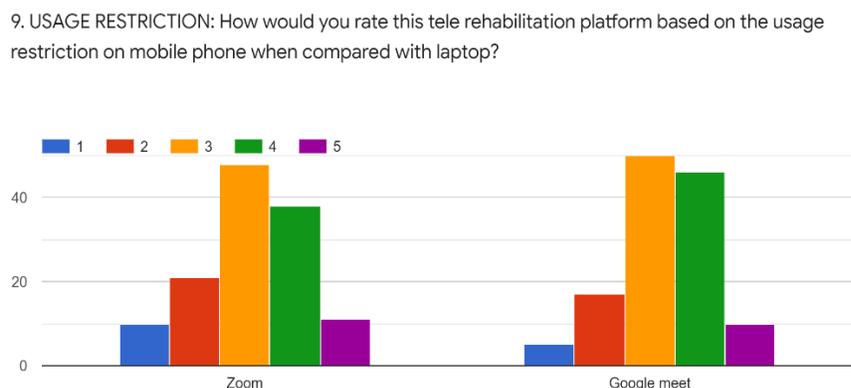
Figure 8. Distribution of the ratings of participants based on the scale of 1-5 for usage of network data



Usage of Restriction

Based on Figure 9 below, the video conferencing platform that was perceived to have minimum user restrictions was google meet as compared to zoom platform. The total number of participants choosing highest rating (4,5) for zoom were 49 participants i.e., 40.83% whereas for google meet were 56 participants i.e., 46.66%.

Figure 9. Distribution of the ratings of participants based on the scale of 1-5 for usage restriction

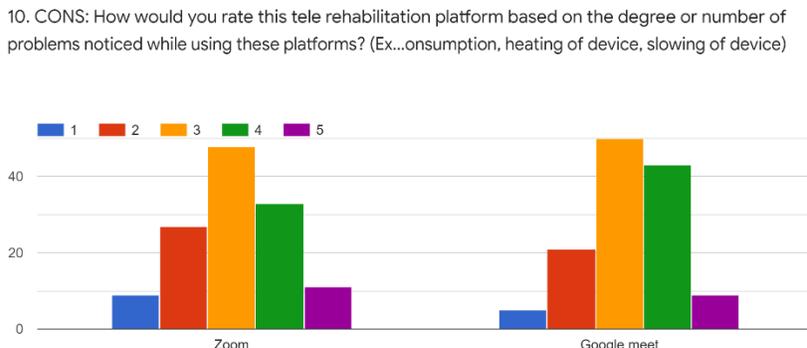


Cons

Based on Figure 9 below, the video conferencing platform that was perceived to have minimum cons was google meet as compared to zoom platform. The total number of participants

choosing highest rating (4,5) for zoom were 44 participants i.e., 36.66% whereas for google meet were 52 participants i.e., 43.33%.

Figure 9. Distribution of the ratings of participants based on the scale of 1-5 for cons



Overall Satisfaction

Overall satisfaction was higher for zoom than goggle meet. The total number of participants choosing highest rating (4,5) for zoom were 62 participants i.e., 51.66% whereas for google meet were 52 participants i.e., 43.33%.

In Other Comments Section

Some participants preferred zoom over google meet on basis of ease of usage and features provided. Some participants preferred google meet over zoom on the basis of security and privacy concern, less usage restriction and Easy login for clients and clinicians. Few participants equally preferred both platforms (google meet and zoom). Very few participants preferred using other video conferencing platforms (WhatsApp, Microsoft teams and Skype) over google meet and zoom.

Discussion

The study outcome aimed to explore how different aspects can change the preferences while choosing an online platform for providing online speech and language therapy. It also explained how preferences varied for Zoom and Google for different domains while using the platform in virtual mode. As both of the platforms claim to have highly advanced features which will enhances the experiences for tele consultation for medical and para medical services our analysis from the responses explored the level of acceptance and agreement of the claimed features by the Speech therapists during providing online speech and language therapy. On aspects of tele services and quality of interaction, zoom was preferred for reasons of ease of use and features available in both platforms. For quality of audio and video, both received similar rating. On certain technical aspects (minimum usage of network data, minimum usage

restriction, minimum number of cons), participants preferred google meet over zoom. However, on numbers zoom had higher number of participants preferring it for network data. On Security and privacy aspects, google meet was preferred more than Zoom.

Zoom for healthcare (2021) also claims that Zoom is highly accepted by healthcare professionals for virtual health consultation due to a highly recommendable features like high audio and video quality, easy in operating, etc.

61% of patients in the U.S. plan to access healthcare in person and virtually moving forward using zoom platform. (Zoom-Qualtrics Research, 2021).

Rianto, Apriyanto, Amri, Yeni, Ridwan (2021) in their study explored a list of advantages of Zoom Cloud Meeting like Large space capacity that is, it usually has a large number of participants. It also supports best video and sound quality which enables a presentation of clear video and voice quality. Consequently, it makes easier when communicating. Zoom also have a variety of exciting features, Like users can record and save videos during the meeting, brighten their facial skin tone, change the background as desired, and schedule online meetings. The quality of audio and video along with other features also reported in the current study. It supports presentations, the users can present material files to other participants. Both participants and presenters can scribble on the presentation to make it easier to deepen the material. Some other features like video on/off feature which will maintain their privacy without disrupting the system of a meeting and its also available on a wide variety of devices including Android phones, iPhones, PCs, or laptops.

Rianto, Apriyanto, Amri, Yeni, Ridwan (2021) also discussed a list of disadvantages for zoom online platform like, other language is not available as it uses English to be pretty tricky for those who do not understand English, but it is not a severe problem because the users can realize English sentences well by utilizing Google Translate. There also reported wasteful quota while using zoom. Usually, applications that display videos will consume more quotas. Likewise, at Zoom Cloud Meeting, it is not surprising if the internet package will decrease significantly after holding a video conference session, similar findings also explored in the current study. Evidence from the study also reported that it is less safe for the users. Recently, the Zoom cloud meeting application has become the centre of attention due to the leaking of user data to the public. Instead of storing its users' personal details, this application even disseminates sensitive data such as faces, user locations, and user login hours. (Pulsa Seluler, 2021). The current study also reported that for security issues zoom was less chosen over google meet.

A list of advantages also reported by some previous studies like, the creation and updating of Google Meet, which is much more exciting and offers the best features than its predecessor, the classic Google Hangouts, here are some advantages that Google Meet offers (Rianto, 2019):

It assists workers and employees to hold meetings wherever they are by using video calls. It has a unique and functional interface with a light and fast size, prioritizing efficient management, easy to use (user friendly) that can be followed by all participants. The users can invite meeting participants and share features.

(Serbi, 2020) responses of the questionnaire also explores similar responses from the speech therapist's aspects.

Some of the participants reported disadvantages also mentioned by the previous studies like, No data saving feature by which the internet data is drained a lot while doing video conferencing or online using the Google Meet application. Also, there is a need of a Stable Internet network which often happens when conducting video conferences. With unstable internet, then the video often delays or pauses. However, this is not only felt when conducting online meetings in the Google Meet application, but also it may occur in other video conferencing applications.

In Google Meet not all features are free though its available for free, but not entirely facilities to conduct a full-service video conference or online meetings on Google Meet, the users have to pay more. To use certain features, the users must pay and subscribe to or buy a Google Suite package with a fee determined by Google. (Rahayu, 2020).

Conclusion

Now a days its an important factor to choose appropriate platform for proving speech and language therapy in virtual mode which will be suitable for both clinicians as well client. Post covid the extent of use of online platform has been in been marked a logarithmic growth for providing various clinician services. Not only speech therapist other professionals like occupational therapists, physiotherapists, psychotherapists, etc. have relied on online mode for providing services, the outcome of online mode of therapy can be affected by many factors like clients and clinicians' knowledge for operating the virtual platform, features in the platform so that various activities can be practiced by the therapist taking specific goals, network availability etc. So choosing an overall platform which can fulfill the need of clients as well clinician is a much needed concern now. Clinician's behavior in using video conferencing platforms for speech therapy is influenced by the perceived usefulness, and perceived ease of use. Although a

list of platforms are available in internet for fulfilling the purpose of tele consultation for various clinical services, clinician's dominant platforms for providing speech therapy are Zoom and Google Meet. This study aimed at comparison of google meet and zoom online platforms for tele-rehabilitation, by SLPs in India. It highlights the comparison of features and aspects in both platforms by SLP's for tele-practice as per their needs.

On aspects of tele services and quality of interaction, zoom was preferred for reasons of ease of use and features available in both platforms. For quality of audio and video, both received similar rating. On certain technical aspects (minimum usage of network data, minimum usage restriction, minimum number of cons), participants preferred google meet over zoom. However, zoom had higher number of participants preferring it for network data. On Security and privacy aspects, Google Meet was preferred more than Zoom.

This study will help the budding Speech Language Pathologists to select a better platform for telerehabilitation as per their needs as it highlights the comparison of features and cons in both platforms.

Future Directions

- The study can be extended to other aspects of speech therapy like AAC in tele mode.
- Cost of data consumption, bandwidth charges are not specified in this study and can be taken up in further study.
- Respondents from poor network coverage areas (Rural areas, Hilly regions) are not specifically included in this study and can be taken up for further studies

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The Language of University Youth -- Between Reality and Expectations: A Socio-psychological Study

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Summary

This research is concerned with studying the language of university youth, explaining the reasons why young people use a new language of their own, showing the factors that contributed to the emergence of the language, recording the opinions of scholars and researchers about this phenomenon, identifying the most prominent reasons for the emergence of such a language and its risks, and showing the ways of using this language and ways of forming and using it, in order to find solutions that contribute to the treatment of this phenomenon.

The Language of Youth

Language is the basic cultural aspect indicative of the identity of the individual and the identity of the community, not to mention that it is the main tool of communication between members of society. Unfortunately, the language that is widespread within the Arab community, expresses the isolation of individuals from each other, and this is one of the major problems faced by the Arab individual.

Perhaps the most prominent example of this isolation is the so-called “language of youth”, which suddenly invaded the lives of Arab youth without knowing its source, or what caused its emergence, and what unfortunate it is its encroachment on our Arabic language, and its recognition by young people without clear rules.

What is this language? What are the reasons for its appearance? What is the reason to use it?

Users' Opinions on This Language

In fact, we cannot diagnose the phenomenon unless we give a special angle to the opinions of users of this language or those who hear it, including:

"I learned this language from my colleagues, and I use it to live my university life, and I don't see the need to use it after my graduation or when I face the practical reality. For

example, we use the word (Ya Ali) when we see a friend of ours talking to an unwanted person, and we want to "slide" him, so we call him (Ya Ali), meaning leave this person.”

“I use this language only to joke with friends, as it is not necessary in my life, and the word ‘shake yourself out, and grow your brain’ is one of the most famous terms in this language, and all of this comes with the meaning (don’t care) or (preoccupy your mind) and the term ‘stay in your cup when you want’, and I use this term when I don't want to listen to someone and want to end the conversation with them.”

"I do not use this language at all, and it does not constitute any importance to me in my life, whether it is primary or secondary, but I am forced to listen to it from those around me and those around me. As this language does not suit my nature as a female, I must respect myself first and my nature as a female."

"I never use this language in my dealings with others, as it is not important to me, and when I see anyone speaking it, I feel insignificant."

“I knew this language from my friends, and when I hear any word echoing around me (I pick it up) immediately, but it is not important to me as I use it only with friends, and I do not use it when talking to a professor, for example, during a seminar, or in talking inside the house with my father or my mother, and as for the most popular terminology, the word 'Khaniq' which means that someone has a light shadow, there is also the word 'cream' and we say it when we describe something beautiful.”

"I use this language in dealing, because everyone is speaking in it, and I learned it from my friends at the university, and when he was asked about the most famous terms, he said the word (Cancel) which means you don't care about him and leave him.”

"This language is an abbreviation for some long sentences. It is easy and simple, and I use it only with friends, in a club or university, and the most famous words of this language are the word (essential, my colleague): it is said when a person asks his colleague did you remember, for example, and he answers saying: ‘Essential, my colleague’."

“I use this language according to the person in front of me, so if this person speaks this language I use it with him, and if he speaks in the normal way, then I speak to him on this basis. In Standard Arabic, and one of the words expressing this new language is the word (balha), which is used to describe a day as long and ugly.”

“This is our language, and we are free and do not force us to speak your language, and what you deem to be ‘strange’ we consider to be ‘normal’.”

"These young people are a 'strange plant' and it is impossible to understand with them, their concerns are different and their ambitions are strange, not to mention the language and terminology they use."

"The language of the youth is a common language in abundance these days among most of the youth, but I think that it is difficult to speak it and its terms with the older generation, because it is a generation that is aware and aware of a reality in which we, the youth, are not."

"When we talk about it with them, they will understand it wrongly, but the young people will easily talk about it with each other. In their view, it reflects their practical life. I see that it is sometimes inappropriate, and in front of the parents I cannot speak of it because they find it only street language, and they interpret some of its terms in a negative way and accuse us of being an irresponsible and ignorant generation. In the end, each generation has its own characteristics and fingerprints that remain after it. I do not like to speak the language you refer to, because it is not appropriate for a girl, as it is often spoken only by young men and sometimes it is immoral."

These are the most prominent opinions, and what is truly regrettable is that the "language of Roshna" is spoken by a generation of university youth who have reached a degree of education that is supposed to make them aware of the way they express themselves. It is a generation characterized by frustration, and suffering from the loss of the cause, due to their lack of belief in Islamic values and civilization. These are factors that make them try to get rid of every link that links them to this civilization, and perhaps the most important of these ties is language.

Factors That Help Using This Language

The educational curricula, especially with regard to the Arabic language, appear to be curricula directed to the manufacture of Arabic language haters, so the grammar rules for students seem very complex and abstract. Language teachers are not trained to simplify these rules and link them to daily life, which creates a desire to forget them once they pass their test.

As for the social circumstance, it has exacerbated the generational gap, in the way that parents reject the actions of their children without consideration or discussion, as a result of their limited time due to their preoccupation with trying to keep pace with the bad economic situation with continuous work, which creates a communication gap with the children.

As for the children, they try to keep pace with their age, which leads to an increase in their rejection of their parents' generation, which deepens the gap and leads to rebellion, which is

manifested in its first form in a language similar to secret languages, a language that shows the closing of the youth community to itself away from the authority of parents and institutions.

Scholars' Opinions on This Phenomenon

Majd al-Din Khamash, Professor of Sociology at the University of Jordan, (Majd al-Din Khamash, Citizenship and National Identity in Jordan and the Arab World, Publishers and Distributors, Jordan, 2019, p. 191)believes that what is happening constitutes a gap "between the generations. It increases for several reasons, one of which is the change in interests among young people from what it was in the past, and I mean the adult generation

and he accused the previous generation of not developing its democratic concepts and stances, so that it focuses on the subject of accepting young people and giving them the opportunity and trying to comprehend their way of thinking, and these young people view themselves as a group and they differ from the previous generation or group, so they have some terminology as well as a different way of speaking and also seek to unify their clothes within the forms of protest or demand their recognition. He said: mature people must build bridges of understanding and dialogue with young people, and he stressed that a group of young people has become a vulgar language to some extent due to the influence of dubbed soap operas that spread a certain culture among young people, which is a culture of disrespect for others and an attempt to tend to violence and vulgarity in speech. "Dubbed" makes young people live in an atmosphere that has no traditions or respect, an atmosphere that is full of quarrels and conflicts, and I exclude from these young people a group that falls under national bodies and practices its behavior within a political framework, which constitutes a protection for them from harassment Impact of dubbed soap operas culture.

Muhammad Hammad, Professor of Linguistics at the Faculty of Dar Al Uloom, Cairo University says: The main and primary reason for the emergence of this language is the social and psychological development. And it is in constant development. This change in usage, semantics and concepts, represents a human social law recognized in all languages of the world. As for the current so-called Roshne language, only adults consider it the Roshne language, but it is a natural language for these young people, who have the right to formulate their language as it is, and as they understand it, provided that it expresses their nature, and the life they live, whether it is political, economic, social, scientific, intellectual or psychological life. I do not see any risks at all as a result of using this new language, because it is considered a fashion that disappears with the disappearance of the generation that uses it - for example, the generation of the thirties and forties had a language, the generation of the fifties and sixties had a language, and the seventies and eights They have a language as well, and the nineties and the millennium have a language, so each generation makes its own expressions and conventions, which can be called "clashes", but if these expressions, if we analyze them in a neutral linguistic analysis, we

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Dr. Huda Mohammed Qazza

The Language of University Youth -- Between Reality and Expectations: A Socio-psychological Study

find that they were applied to the classical and colloquial Arabic, and therefore they have no risks at all. ; Because it will end with the end of this generation, and then another new fashion will appear, as a new generation will arise with its different and different circumstances from the conditions of today's young generation, and it will fabricate another language for understanding and call it another name([https://alqabas.com/article/189349-The New Appearance in the Language of Youth](https://alqabas.com/article/189349-The-New-Appearance-in-the-Language-of-Youth), Al-Qabas Magazine, 2006 AD).

Adel Hindi (The language of Roshna and the loss of identity, <https://www.alukah.net/social/0/22309/>), one of the experts in the field of human relations, attributes the reason for the spread of this language to the weakness of religious faith, the absence of the meaning of goal and purpose, as well as being deceived by everything that is Western, and the belief that the West is the savior, with the invalidity of this belief in what is known from the statistics of Western society. Confirming his moral decline, in addition to the poor upbringing of sons and daughters.

The absence of a good and useful role model is one of the main reasons for the spread of the words “Al-Roshna”, and the role of the media in diluting the youth cannot be overlooked, by representing the image of the hero as the young “Al-Rush” who speaks ridiculous language, and seeks to distort the image of young people, and denounces them. Important issues in life iclusw issues such as the issue of purpose and issues of the nation in general.

It is possible - according to Adel hindi - to address this type of youth rebellion by conducting targeted media campaigns, showing the virtue and authenticity of the Arabic language and its place among languages, in addition to stopping these phrases in films, series and plays, and extricating young people from the cycle of “Rashena” that they live in, seminars and mosques. This is in addition to strengthening the individuals belonging to their religion and not being drawn into strange words that are repeated in forums and repeated by low-profile films.

It also helps in treatment: the return of the role of education to its real role and activating the role of the university in correcting the true concept of youth for life, as well as “good companionship”, declaring war on the language of “Rashena” and urging young people to boycott it.

Muhammad al-Mahdi, professor of psychiatry at Al-Azhar University ((The language of youth under globalization, Basma El-Beltagy, Mansoura University, p. 20, <https://platform.almanhal.com/Files/2/14137>), agrees with him, as the reason for the spread of such words and words on the lips of many young people is given to some films and works of art that have witnessed great circulation in the Arab world, and have become the subject of quotations and imitations from Arab scenes.

For example, but not limited to the play “The School of Rioters”, as well as the films of Muhammad Saad “Al-Lambi and Awkal”. Unfortunately, the Arab satellite channels succeeded in imposing these and other works as almost daily material on the agenda of the Arab viewer in general, including the youth in particular, which explains to a certain extent the prevailing situation. The spread of this language on the tongues of young people is great without real awareness of its danger.

Farida al-Naqqash, editor-in-chief of Adab and Naqd magazine, says about the phenomenon of the spread of strange and incomprehensible terms among young people: The current youth is an oppressed generation that has grown up in a corrupt climate, in which the utilitarian consumerist commercial culture that has dominated media institutions in the Arab world in light of fierce globalization prevails. It raised the values of consumption and the market in exchange for social and cultural values and civilized peculiarities, and this contributed to pushing serious culture to the margins and placing it at the bottom of the list of priorities. The cultural climate is low and witnessing a state of continuous decline, and instead of the role models of great writers and poets with rich additions to the language, we now find shallowness and insignificance, and strange phenomena that we did not hear about, such as corruption, unemployment, wasta, and the delay in the age of marriage. What do you expect from this frustrated generation that does not find a way to protest this stifling climate except to use a language that only it understands? There is ambiguity in the future, erosion in the level of education and deterioration of living conditions, all of this made the youth dissatisfied with their society and resorted to using strange language to protest the existing conditions, and this is their right. (Al-Roshna is a language invented by the youth to rebel against the authority, <https://www.albawabhnews.com/38065>, 2013)

In a referendum conducted among Arab youth for years (Alienation of language or alienation of youth, a special file in the Fourth Arab Report on Cultural Development, 1st Edition, Arab Thought Foundation, Beirut, 2011.), it was found that 65% of these young people want to emigrate, as they are dissatisfied with their homelands, and unsure of their future, and with these new terms they emigrate and rebel against reality.

Majd al-Din Khamash explains that even within the strange language of young people or the language of this "Roshna", we find differences, the language of the rich and the wealthy class differs from the language used by young people from the middle or poor class, and this is due to the media and cultural stratification of society, which contributes to further dispersal and separation between classes.

It is natural for society to produce this language, as young people are a new proposal and a product of the culture in which they live. He failed to formulate an alternative language that elevates the taste of young people, but rather fell into the language of young people even more.

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Dr. Huda Mohammed Qazza

The Language of University Youth -- Between Reality and Expectations: A Socio-psychological Study

Each age has its own language and way of expressing it and its needs, so change must happen, but young people resorted to this language because unfortunately they did not find an alternative.

There is an urgent need to develop the language, as the Arabic language has now become rigid in dead fixed molds and does not meet the needs of technical development that young people follow, and from here it is the right of young people to invent their own language, low language?

Young people's language must be influenced by everything they see in the media, because society itself did not help them in anything. After many years and after an exhausting theoretical study, the graduates work in a field other than their field of specialization, due to the high rates of unemployment. All this made young people frustrated and want to be freed from these restrictions and from the commandments of the old generation, which they see spoiled everything in the community.

The discussion cites a study conducted by the Department of Anthropology at the Faculty of Arts at the University of Alexandria on the impact of social change on the language of young people. It is natural that some of the distinctive expressions and conventions of the language of young people spread among different generations, especially those related to social transactions in light of the change in society.

The youth seek to draw attention by creating an atmosphere of fun, a lot of sarcasm and irony, showing strength and inventing everything that is strange, new and alien to our culture. In society, represented by the phenomenon of taboos, the youth community has created its own values and therefore special taboos.

Professor Farida links the prevailing language of youth with oppression in society by saying: We should not forget that this atmosphere created a kind of void, and made many things missing in society, and young people no longer had the opportunity to engage in social work as the student movement played an important role through History During the first half of the twentieth century, all this prompted young people to try to create a new element that distinguishes them and makes them feel that they are active in a society in which their hands are tied?

Professor Farida concludes by saying: "I expect the phenomenon to continue as long as the current conditions remain as they are, with this deterioration and badness."

Nasser Wahdan, a teacher of Islamic philosophy in the education of Al-Arish, Suez Canal University, believes that technology has changed a lot of the vocabulary of communication between Arab youth until it carved a special language for them to use during "chat" and

exchange of electronic messages, perhaps because of its speed and ease of use technically, or its expression of excellence, freedom and flexibility in Silver sessions.

The Reasons for the Emergence of This New Language and Its Dangers

In this "language" there were eroded words, missing letters and other duplicates, vague structures between Arabic and foreign, between classical and colloquial, and a mixture of letters, symbols and caricatures. Some Arabic letters that have no equivalent in English were even replaced by numbers, as they became H 7, Hamza 2, and Al Ain 3. and others.

There are Latin abbreviations such as (LOL), which means: laughing out loud, which is an abbreviation for (Laughing Out Loud), and (Tate, TYT) which means: Take your time, short for (Take Your Time), and (BTW) which means: on An idea, an abbreviation of (By The Way), and (OMG) meaning: Oh my Lord, an abbreviation of (Oh My God), and others. Some of them adapt foreign words to the Arabic formulation while retaining their letters expressing their foreign origin, especially when dealing with electronic media. An example of this is Inter, which means entering the Internet, and chatting, which means "format" the computer, i.e., rearranging and filtering.

Nasser Wahdan (Foreign languages and colloquialism threaten the Arabic language/<https://www.ahllalloghah.com/showthread.php?t=2349>) also warned of the linguistic islands spread within the Arab community, which express the isolation of individuals from each other, and perhaps the most prominent example of this is the so-called "Roshna" language, which spread - without clear rules - among the Arab youth generation in the mid-seventies of the twentieth century, which contributed to the spread of strange words, such as "taunt", "qb", and "rush" which means out of the ordinary, and "hiss" which means saying unintelligible words or doing strange actions in a particular situation, and "stuttering" i.e. lazy and doing nothing, And "Al-Awkasha" means the beautiful girl and the plural of "Al-Akash" and "Naqd" means disregard and is based on likening unwanted speech with dust that enters the ear and the listener must shake his ear from it, and "Yehng" which resembles the mind with a computer that suddenly stops working. He called on parents to guide young people while dealing with new means of communication, constructive dialogue on thorny issues, reconsidering educational curricula and reviewing the media and artistic role, as the media, cinema, songs, and drama are among the most important reasons for the spread of slang.

Laila Abdel Meguid, Dean of the Faculty of Information at Cairo University, confirmed that the Arab nation is facing attempts to penetrate its cultural identity, especially among the new generations, noting that the current communication and technological revolution has produced a new language that matches the nature of the development of communication media, which has a negative impact on the Arabic language.(Arab media between the dominance of foreign

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Dr. Huda Mohammed Qazza

The Language of University Youth -- Between Reality and Expectations: A Socio-psychological Study

languages) and local dialects / Conference of the Faculty of Mass Communication, Cairo University, 2010)

She said that the real crisis is not in the media's misuse of Arabic, but rather in the process of teaching it in schools and universities, which takes place with low levels of unqualified students and traditional teaching curricula, which ultimately results in teachers unable to assume the responsibility of preparing a distinguished generation.

She highlighted the importance of studying the strengths and weaknesses in formulating the media discourse to communicate media messages to different groups of the audience, as the level of media performance is negatively or positively affected by the level of the prevailing linguistic performance.

Najwa Kamel, Vice Dean of the College of Media for Environmental Affairs and Community Service, said that the Arabic language is not just a means of communication or a container for conveying ideas and meanings as much as it is a cultural and civilized component of the tributaries of Arab culture, and therefore preserving it and calling for its protection is not considered an intellectual luxury or a formal issue, but rather a necessity. A nationalism that requires the solidarity of all concerned parties to ensure the preservation of the identity of society and the provision of a healthy context that helps this living language to grow and develop automatically to accommodate innovations without severing its connection with heritage.

(The language of the Arab youth in modern means of communication, a group of researchers, King Abdullah bin Abdulaziz Center for Arabic Language Service, Riyadh, 1435 AH)

She called for confronting the slang language that has spread in media programs and most advertisements. Addressing the successive waves of distortion does not mean depriving young people of their own linguistic dictionary, but they must be trained to separate the rules of the language of popular and official life dealings, and to know when, where and how to use each level of Arabic and foreign languages without violating the origins of their original language.

Some social researchers decide that the new language of the youth of the current generation, which is full of strange and sometimes encrypted words, translates the huge amount of transformations that this youth is going through within them, expressing them in their own language that hardly anyone else understands, to create a self-protection for them and to see the world as they want.

The social expert, Muhammad Abbas Nour El-Din, considers that the distance of young people from the world of adults and their lack of harmony with it makes them establish their own kingdom where they deal with their culture, language, values and standards.(The language of the

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Dr. Huda Mohammed Qazza

The Language of University Youth -- Between Reality and Expectations: A Socio-psychological Study

Arab youth in modern means of communication, a group of researchers, King Abdullah bin Abdulaziz Center for Arabic Language Service, Riyadh, 1435 AH)

He explains that the speed at which the difference between young and old generations is widening imposes a new way of dealing with it so that young people are not the only ones calling for change and renewal, while adults stand in opposition to the change process or stand by as spectators.

He talks about the factor of feeling acceptance and belonging, as this desire forces young people to adapt their positions and ideas to be consistent with the positions and ideas of their comrades.

He pointed out that the more this harmony is achieved between the young man and the group of comrades, the more he feels that he is accepted and desired by them, and thus satisfies his desire to belong to the group, which gives him a feeling of reassurance and security necessary for the growth of his personality. The spread of this alternative youth language is also due to the keenness of some young people to draw the attention of society to them by being more distinguished.

Hashem Sarhan, a former assistant professor of sociology at the University of Sharjah, attributes the youth's resort to this ambiguous language to several reasons, including the peculiarity of the youth and adolescence stage, including behaviors and special recipes that aim to search for excellence, even in a way that is "other than you know" and the search for things that are not known. (The New Youth Language, Gulf Youth Supplement, 2010 (<https://www.alkhaleej.ae/>)) He explains that adolescents and young men in the period of maturity and completion of the physical, psychological, moral and intellectual formation are meant to be attractive and appreciated factors, in addition to the fact that most of them tend to imitate the personality of the friend by their behaviors, so that the influence of the friend at this stage is closer than the influence of the parents.

Sarhan points out that among the reasons is the attempt of some young people to form a subculture, in violation of the general culture of society, which depends on the cultural, social, religious and moral heritage, and the youth category does not accept it.

Sarhan believes that communication technology, including the Internet, Chat and BlackBerry, contributed to the emergence of a very short and very special language that young people circulate and begins to grow and develop with contact with the school community and then the university.

He adds: All of these reasons are sufficient for the spread of any new linguistic culture, but it is supported by the structure of society in particular, which generates many new values and

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Dr. Huda Mohammed Qazza

The Language of University Youth -- Between Reality and Expectations: A Socio-psychological Study

behaviors. Young people are the closest to coexisting with the control of languages and cultures, as they rebel against customs and traditions and tend to modernity in the light of an open society on The media and families do not use correct Arabic.

Ali Salah Mahmoud explained that letters have turned into symbols and numbers, and that the reality of our youth today and their reluctance to participate in community issues has not bode well at all, especially in our Arab society, in which our youth are moving away from social activities as a result of being affected by external media.

(The language of youth on the Internet threatens the Arabic language, 2008

(<https://www.islamweb.net/ar/article/142029/%>)

The researcher explained the youth's resort to a parallel modern language as a feeling of alienation that pushes them to rebel against the social system and create their own world away from the restrictions of parents, and added, "They compose this language as a mask in the face of others."

Safwat Al-Alam, a professor of Arab media, said that the emergence of a new language among young people is a natural thing that is repeated from time to time, and reflects social rebellion and their lack of interaction with adults, and it usually appears in a distinctive pattern of language, clothing or daily behavior.

(The language of youth on the Internet threatens the Arabic language, 2008

(<https://www.islamweb.net/ar/article/142029/%>)

He explained that the Internet is not alone responsible for changing the language of young people, as many of the foreign terms spread among young people are caused by the use of English as a language of interaction in some workplaces, in addition to university education that does not care about the Arabic language at all, leading to Arabic drama and the expressions it presents in series and films. gay.

Malik al-Mutalibi, a specialist in Arabic at the Academy of Fine Arts, says about the linguistic root of these vocabulary common among young people in general, whether in universities or on the street:

(Arabic is eroding on the tongues and minds of young people , <https://alrai-com.translate.google/article/10465092/2019>)

works by transference, that is, through the meaning assigned to it to arrange and formulate it to another topic that fits the new context in the university. Phonetically, it satisfies

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Dr. Huda Mohammed Qazza

The Language of University Youth -- Between Reality and Expectations: A Socio-psychological Study

the nature of transference, and another section does not have lexical roots, and it is a kind of improvisation. In this case, we can meditate on it and delete it because it is neither written nor transcribed, but rather just a verbal sound, for example the word “hakkhaktni” which is deliberated on the grounds that it is empty meaning a phonetic singular but wears a meaning that its phonetic nature suggests in the sense of “tired me” and it is narrowly circulated.

With this transfer, the individual or that person constructs dissonant vocabulary in its first context and combines them to achieve shock, and linguistics is called "sculpting".

As well as playing the game of concealment and playing with sound, most young people, in addition to releasing vocabulary in the Arabic language, form compound vocabulary and sentences, half of which are Arabic and the other in English, focusing on concealment and metonymy, “hiding the distant meaning and showing the near meaning”

Uday Bejai, assistant professor in the Department of Sociology at the University of Baghdad, showed the motives behind the emergence of this vocabulary sentence, saying:

(Youth and the Language of the Age, Nader Siraj, Arab House of Science, Beirut, 2012, p. 301)

These terms appeared as a result of political transformations, including “sak” because it came from the term “sak” in the sense of issuing this thing and the development of this term from the process of canceling another or specifying it to a second term, which is the power that expresses the girl. Distinctiveness, beauty or uniqueness. He believes that it is important to study this particular term because it is associated with political terms and political action has dominated social life as a whole.

As for the term "connect a chip", it appeared after the spread of the communications and information revolution.

And one of them expresses the state of his colleague’s mind wandering, saying to him, “Breaking,” but if he remains in contact with him, he is called “a chip link.” In the latter, the communication process is continuous.

In universities, it is a social mixture consisting of different groups.

New terms are borrowed first from television, secondly from the Internet, and thirdly from the daily experiences they familiarize themselves with through their daily dealings.

So, it seems that many reasons contributed to the tendency of young people to find a language of their own. These reasons are as follows:

Protest Direction

Young people's language is a direct way of protesting, so young people accept this expressive style and surround themselves with a language of their own, separating them from the language of adults.

This language is understood and understood by it, after which it is the first tool of protest, in contrast to the useless language used in the adult world, which is adopted to express their point of view. It is also common in their ranks as being contrary to (linguistic and social) norms and traditions. Thus, young people have become a language of their own, which distinguishes them from the language of adults and from the range of traditions and customs in circulation.

Separation Curve

Parents or teachers often try to get close to young people by trying to speak their own language. But they rarely succeed in this attempt. This is due to their deliberate attempt to separate the two worlds: the world of adults and the world of youth.

Credibility

The ideal expressions in the language of young people are expressions that call for belief and affirmation of facts, and they are clearly repeated in their language.

Play or Invention Trend

The desire to find something new, distinctive, very personal, and racing is a feature of the human psyche. This desire plays a big role among young people, especially in terms of language. So, we can understand this tendency and this desire for verbal manipulation in the contexts of jokes and jokes, and in order to find new words that carry innovative meanings that others do not understand, and that others have to encode or comprehend their true meanings.

Influence on Feelings

As is well known in psychology, the principles of linguistic persuasion and tangible observation are at the forefront of the methods adopted for resisting violence. Jamal Eid, the psychological specialist, sees the youth's approach to these terms as an escape from a difficult reality, as they may constitute a circumvention of this reality, and a way out that they see as appropriate, and an outlet for some of them, as others see in it distinction, circumventing themselves and their psychological problems, especially what Concerning self-confidence, noting that it often spreads among those who are not self-fulfilling in academic or other creative fields, it is difficult to see a young man who excels in his studies, or who is creative in literature or the arts speaking in such a language.

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Dr. Huda Mohammed Qazza

The Language of University Youth -- Between Reality and Expectations: A Socio-psychological Study

He warns of the danger of such terms on the spread of the Arabic language among young people, especially since it is already suffering from deterioration due to colloquial dialects, let alone these strange terms that express a strange reality experienced by Arab youth in general.

But What is the Possibility of Eliminating This Phenomenon?

Wants. Hammad that it is impossible to eradicate a general social phenomenon, but we recommend that we raise the linguistic use of this language, and it must be noted that we do not use it officially, unless the person is not mentally in control of his style, meaning that I speak with you and I am in the mind and mind, and I do not resort to it unless if she simplifies too much in jest, or too agitated in anger, but she is not dangerous until we have eliminated her.

It is an expression of the nature of this young man, and this language has boundless aesthetics - for example, the word “keep” has a characteristic of the classical Arabic language. We all memorize it and do not understand its meaning. It is a feature of brevity and eloquence. Talk to me in details.

Or “Give from the Other,” meaning I do not want to hear many introductions, until I reach the end of the purpose of the topic. The word “Give from the Other” is eloquent.

Also, the word “Roshana” comes on the weight we did, and this is acceptable weight as it was recognized in the Arabic Language Academy as a standard weight of derivation such as: rationalizing the issue - obstructing such, sultanate. And from this word came the boy Rosh, which is originally ra’ish (subject), and after that it became (verb) rosh, like (fixed) proven, thus weighing the transition of a subject to a verb in the Arabic language.

How Do Young People Make Their language?

If we look at the means that young people rely on while they think that they are creating a language of their own, we will find that it falls within the following frameworks:

Borrowing From Foreign Languages

English seems to be the most important language in this field, and it is borrowed on two levels:

The first: pure metaphor, where young people speak Arabic words inlaid with English without changing, so that the language appears to be a hybrid.

The second: is based on adapting the foreign word to the Arabic morphological formulation, so that it turns into something similar to the Arabic word, while retaining its letters expressing its foreign origin, and this method is widely spread in the field of dealing with

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Dr. Huda Mohammed Qazza

The Language of University Youth -- Between Reality and Expectations: A Socio-psychological Study

electronic products, as it is done by converting words into actions, and examples of that : inter: accesses the Internet, ychet: chats, formats: formats the computer, i.e. rearranges and filters.

It is clear in these examples that they are related to the newly developed fields that language complexes still deal with as if they do not exist, or at least confront them after their foreign words have become entrenched within the areas of daily dealing, and it represents a clear obstacle to the Arabic language's expression of these innovations, it is not reasonable. For an individual to change the word "TV" that is used again just because the language council has issued a decision that this device is called "el-marine" or "visual radio" or "television".

Sculpture From Ancient Words

It is an important tributary of language development by creating previously unused morphemes, by merging two or more words, for example, to express one meaning, such as the word "kilsen" meaning: "Every year and you are good."

This combination may be the result of a misunderstanding of one of the two words, or a mixture of the meaning of each of them: for example: the verb "avoids" is a verb that sets an object, and its meaning is to avoid. And the verb "to vanish" is a verb that does not create an object, and its meaning diminishes and disappears, and young people combine them, as they say: So-and-so is a bad person who has "disappeared." By converting the verb vanished into a verb that establishes an object here, and the new meaning is: So-and-so is a bad person, so avoid him, and consider him as if he is diminished or non-existent at all.

Pure Sculpture

It is one of the most important tributaries of the Roshna language, where a completely new word is created to perform a common meaning, but in this way it plays the role of a cipher, which can only be resolved by the agreement of all parties, and therefore this tributary can be considered the most important factor in making the language strange and ambiguous to non Its speakers, and this tributary is characterized by complete randomness, as the pronunciation is not stable until after its spread.

The examples of this tributary are numerous and difficult to enumerate, and the meaning of each word is difficult to define precisely due to its change from one group to another.

One of the most important examples of this method is: Yarushun: to go out of the ordinary. Hisses: That is, he says incomprehensible words, or does actions that should not be done in a particular situation. Intekh: i.e. lazy and doing nothing. And Al-Awkasha: Any beautiful girl and Al-Akash plural.

Expanding the Circle of Metaphor

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Dr. Huda Mohammed Qazza

The Language of University Youth -- Between Reality and Expectations: A Socio-psychological Study

If expanding the circle of metaphor is one of the most important factors for the development of any language, then the language of young people exploits the same tributary to create a language of their own. On comparing unwanted speech to dust that enters the ear, and that the listener must shake his ear from it.

Conclusion

In conclusion, the Internet has changed a lot of the vocabulary of communication among Arab youth to the extent that it has a special language, so can we then deal with the language spoken by young people as a crime for which they must be punished, or as an abuse of literature on their part. Or do we have to find out the reasons why they express themselves in this way?

Perhaps this is a call to review the Arabic language curricula in pre-university schools and bring them closer to the spirit of the age in which these young people live. On the other hand, it is a call to hold the bodies entrusted with the development of the language accountable, or at least review their working mechanisms to get out of its isolation, and to restore the effectiveness of the Arabic language as an essential component of identity.

Above all, it is a call to bridge the abyssal generational gap that appears to be growing and widening between university youth and the generations before them, and when all this happens, it will be possible to hold them accountable for their lifestyles and language.

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A Social Semiotic Discourse Analysis of Gender Expressions in Selected Nigerian Newspapers

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Abstract

Researches have been carried out on the understanding of sexism in communication. Sexism in communication also known as gender expression is a description of the manner in which languages inherently exclude a particular gender in discourse. This study investigates the nature of gender words in communication in selected Nigerian newspapers. The study adopts a qualitative research design. Data for the study are sourced from *the Guardian*, *the Guardian Life Magazine* and *Daily Trust Newspapers*, and websites - wps.org and katakata.org. The analysis was conducted through the application of Kress and Van Leeuwen's (1996:2006) visual semiotic which was drawn from Halliday's (1978) Systematic Functional Linguistics approach to multimodal discourse analysis. It considers how an expression is composed of different modes in meaning making process. The first effort was to establish the direction of sexism in the Nigerian newspapers, which was observed to be female directed. Findings from the study show that there are still a good number of sexist expressions in Nigerian newspapers. It is also observed that the direction of the sexism is on the female gender.

Keywords: Nigerian newspapers, Discourse analysis, social semiotics, gender expressions, sexism.

Introduction

The concept of gender refers to the cultural and social attributes society ascribes to men and women particularly on the basis of sex. Sexism is the portrayal of one sex as naturally superior to the other. The study of gender inequality has reflected in the use of

language (Newman *et al*, 2008; Ezeifeka and Osakwe 2013). Studies have also shown that gendered words have a bias towards a particular sex or social gender. The issue of gender relation has been a recurrent issue in socio-political, economic, and literal discourse (Oamen, 2019). Paulson (2017:112) describes sexist language or sexism in communication as linguistic expressions that indicate outright solidarity to a particular gender, which tend to underrate, exclude, or reduce the relevance of the opposite gender.

To find out how gender construction occurs on newspapers publications, the study of signs is required. This is usually defined as semiotics (Budiman, 2011). *Academic American Encyclopedia* (1989:17) describes newspapers as “an unbound publication issued at regular intervals that seeks to inform, analyze, influence and entertain through words or images”. An image is one form of human communication medium. Whereas communication can only occur when there is mean of sign, be it visual non-verbal or verbal, as disclosed by Sanders (2015). Subsequently, social semiotics is an approach to communication that seeks to understand how people communicate by a variety of means in a social setting. It is fundamentally important since it can shape social relation and society itself; this also includes the study of how communicators create text (wikipedia.org). Social semiotics, in the words of Sanders and Mann (2019), provides researchers with practical tools for systematically studying visual texts. Social semiotics therefore is a branch of the field of semiotics that aims to explain the making of meaning as a social practice.

Furthermore, social semiotics, an aspect of semiotics that investigates human signifying practices in specific social and cultural circumstances, explains meaning-making as a social practice. This conception of social semiotics is in connection with the interpretation of Discourse Analysis as submitted by Mann (2009) which focuses on analysis of discourse that transcends the discreet components of discourse. This is the concern of discourse analysis: how meanings of certain linguistic concepts are decided in contexts. One can then infer that discourse analysis is an approach to language analysis which focuses on interpreting discourse or language use in context. To that extent, it can be seen that social semiotics and discourse analysis focus on interpretation of meaning in content as derived from social consideration, beyond limited meaning of linguistic expressions.

The implication of the above submissions is that the study of sexism in language use through the prism of social semiotics and discourse analysis enables the researchers to look deeper into how society create meanings around sexist expressions. The approaches will enable the researchers to further the understanding of why some expressions in a society are considered sexist expressions in connection with their socio-cultural connections and contacts. The basic principle for justifying that a word or phrase or sentence is sexist is when such expression apparently excludes any gender both in its conception and usage. As such, when an expression excludes any gender or promotes a single gender in an event that involves both genders, in the report and beyond, the expression is deemed sexist in this research. So, specifically, the principle that accounts for the justification of an expression as sexist is when

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Peter Oyewole Makinde, M.A. and Lynda Uju Mgbodi, B.A.

A Social Semiotic Discourse Analysis of Gender Expressions in Selected Nigerian Newspapers

an expression excludes particular sex or gender in a particular speech event, which ought to have included the two genders for explicit inclusion in communication.

Research Questions

For the purpose of this study, the following research questions guide the study:

1. How do images and signs denote gendered expression?
2. In what ways do signs and images usage in Nigerian newspapers create communication in the direction of sexism?
3. What semiotic resources as evident in gendered expressions are found in Nigerian newspapers?

Literature Review

Sexism: A Conceptual Overview

Sexism, according to Harris (2007), is a social behaviour or perceptual value that tends to exclude, belittle, or neglect a particular gender. Okunna (2013: 89) termed it “a biased attitude or reactionary tendencies aimed at alienating, discriminating, or neglecting the presence, importance, or value of a particular gender, particularly the female gender.” In other words, the act of sexism is a social manner of viewing or projecting a particular gender in relation to a particular situation of event.

In a patriarchal society like the African society, according to Marvins (2016), social roles and functions are implicitly divided along the gender lines. To that extent, a particular gender may be excluded in a particular event or situation in which such gender does not enjoy pre-conceptual relevance in the event or situation. From a neutral perspective, *Encyclopedia Britannica* (2016) submits that sexism includes cultural elements, behaviour, or reactionary effects that fan the wings of discrimination based on gender. Citing Maureen (1997), Henrique (2015) posits that sexism is any discriminatory tendency or behavioral exhibition towards any gender which emanates from prejudiced inner perception that a gender is inferior.

From our definitions of sexism, among others in the literature, the view that sexism is a cultural attitude that had no intention to neglect or discriminate any gender was dominant. It is a case that certain events or situations are more likely to be associated with a particular gender. As such, such gender may be excluded, but not discriminated, from the schemes of the situation or events. For instance, certain activities are strictly associated with men, while some are associated with women. Therefore, a particular gender may not be included in such activity. It is this social consideration that has been broadened to mean sexism (Merkel, 2016; Onukawa, 2009; Sydney, 2011; Anyaku and Ilodibe, 2014). In this view, the two genders, the male and the female, are subject to such exclusion.

Gendered Expression in Communication

The concept of gender expression or sexism has been identified in the way people use language. Sexism in communication, which is considered as an aspect of language use in

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Peter Oyewole Makinde, M.A. and Lynda Uju Mgbodi, B.A.

A Social Semiotic Discourse Analysis of Gender Expressions in Selected Nigerian Newspapers

most literature of sociolinguistics, has various names in various fields. For instance, in Fromkin *et al*'s (2011) point of view, it is termed “gendered words”, while to Fowler (2015), it is termed “discourse sexism”, among others who term it “sexist language.”

Irrespective of what it is termed, sexism in communication is said to occur when linguistic expressions exclude, dissociate, or discriminate against any gender. Therefore, the existence of sexist language could be attributed to the way certain people conceptualize certain activities or events. According to Xiolain and Lei (2017), sexist language or the use of gender words is language that expresses bias in favour of one sex and thus treats the other sex in a discriminatory manner. In other words, any linguistic unit or expression that expressly excludes a particular gender in the scheme of the event expressed by the linguistic unit is considered sexist language or gendered expression (Harris, 2007: 109).

The narrative Fromkin *et al.* (2011) take in the explanation of sexism in communication directly unveils the position of the economic or benevolent approach to sexism in communication. The premise of the proposition is that society seems to create certain activities and have particular gender be more prominent or even exclusively dominant in such activity. Due to the patriarchal structure and dominant economic stratifications across societies, certain genders are more prominent in some activities more than the other (Ellermers and Barreto, 2009; Moya and Click, 2017; Dumot and Bollier, 2014). The dominant line of thought for this approach is that economic lives are divided alongside certain gender stratification. Men fully dominate certain domain of activities in the society, and women as well.

Language Use in the Media

In every aspect of human endeavour, language is used as the primary medium of communication. As evident as it is, the primary tool for media functioning, in the submission of Cherry (2017), is language. The media or what Anyaogu (2011) termed ‘mainstream media’ is usually stratified into the print and electronic media. Our concern is the print media. Communication is the primary essence of the functioning of both the print and the electronic media. The print media, as it is widely known is dominated by the newspapers. From the foregoing, the media could be regarded as the ‘linguistic mirrors’ because they reflect current usage and extend it. Journalists are observant reporters who pick up early on new forms and spread them to a wider audience.

One of the unique information about language use in the media, from the literature, is that despite the fact that media communication exhibits its own peculiarities; the language is still the same with the form used in daily communication. Also, the print media practitioners are members of the larger community, who learned certain social norms and attitudes perpetuated through the language. So, despite certain stylistic effects and unique feature in the language of the print media, the communication strategies are largely derived from the

conventional structure of the conceptualization of certain things and activities by the society where the media practitioners belong to.

To that extent, Henry (2009) summarized that language use in the media, especially the print media, is a true reflection of the social standard, norms, agreed perception, and fully accepted manner of projections. In other words, the encoded information in the language of the media embodies the ideological structure of the main society where the media practitioners came from.

Empirical Studies

Research has been carried out on the understanding of sexism in communication. This section presents a review of some of the studies in order to properly situate the exact gap in the literature that this particular study stands to fill. One particular research that is of interest in this study is Nasir's (2015) investigation of the "linguistic sexism in Nigerian print media". The study found out that even in events where women were key 'Actors', they were represented as 'Goals' rather than 'Actors'. It was also shown that the male reporters reproduced the culturally accepted division of public and private spheres, the presupposed role of women and men and the stereotypical characteristics assigned to members of the two genders.

Also, Maduka and Okon (2017) investigated the "Use of sexist expressions in selected conversations of students of University of Calabar". The research reveals that students seem to be more sensitive about the language they use when discussing with each other, but lecturers seem to care less about exclusion of any gender in a discourse. The finding was based on the responses of the lecturers and the students to the research questions presented to them.

Another researcher, Animashaun (2015), examined "Sexist language in Nigerian newspapers". The study revealed that 'generic masculine words' were the most commonly used sexist form in Nigerian newspapers. Furthermore, Inoma (2018) examined "Gender Reporting in Nigerian Newspapers". The results of the study showed that the female gender group is under-reported in the selected newspapers compared to the male gender group.

Oamen (2019) in her study employs social semiotic analytical approach to the analysis of selected political cartoons drawn from some Nigerian newspapers' websites. The paper also revealed that semiotic resources, such as pronominal choices, speech acts, labeling, visual metaphorisation, information value, salience/emphasis and framing, are used by cartoon producers to portray power relations among male and female actors in Nigeria.

From the review, it could be seen that all the studies seem to attribute the exclusion of female gender in a discourse to male dominance and sociocultural inequality. But this study takes a distinct but related approach in accounting for sexism in communication. This is to fill

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Peter Oyewole Makinde, M.A. and Lynda Uju Mgbodi, B.A.

A Social Semiotic Discourse Analysis of Gender Expressions in Selected Nigerian Newspapers

the existing gap in literature on the understanding of sexism in communication. **The main gap is the fact that language is not sexist, neither are the users, irrespective of gender; rather, the manner in which certain socioeconomic and sociocultural activities and life are structured naturally to exclude certain gender. This reflects in the semiotic situation.**

Theoretical Framework

Social semiotics is a branch of semiotics that studies meaning making as a social practice. Social semiotics studies the media of dissemination and the modes of communication that people use to develop their understanding of the world (Anne and Ballaynte, 2018). Citing Kress *et al* (1987), Bezemer and Jewitt (2015), submitted that social semiotics hold that the process of sign-making is subject to the interest of sign-makers, their availability of semiotic resources, and the aptness of those resources to the meaning which they wish to realize. Different versions of social semiotics have emerged since the publication of Michael Halliday's "Language as Social Semiotic" in 1978.

The adopted theory for this study is the social semiotic approach to discourse analysis through the prism of "multimodal discourse analysis" (Kress and Van Leeuwen, 2006). It is important to understand the premises of discourse analysis and social semiotics. The theory of Visual Social Semiotics by Kress and Van Leeuwen (1996; 2006) fits well with the aim and focus of the present study. It considers how text (an added caption or already presented text or text on a sign) is composed of different modes in the meaning making process. It is, in the words of O'Halloran (2011), a 'multimodal semiotics analysis'. Multimodality in this sense does not give preference to language over image but shows how the two rely on each other in meaning making. The multimodal approach works in a way that enables the researchers to analyze the meaning of multiple semiotics modes that are adopted in the news dailies reports of gendered expressions, both in words and image projections.

Methodology

This study directly adopts the qualitative study design. Qualitative research design is one in which analysis is based on textual description and conclusions are reached on the basis of thematic contents of the analysis. In the bid to get the required amount of data for the study, secondary source of data was employed to analyze gendered expression by adopting images from two websites and two different newspapers were selected, which include: www.wps.org, www.katakata.org, *the Guardian* and *Daily Trust Newspapers*. The data are presented purely descriptively, and in connection with the methods of Multimodal discourse analysis. That is, the basis of analysis is sorely within the researchers' observations from the collated data and in line with the MDA methods.

Data Presentation and Discussion

In accordance with the direction of this study, which is the social semiotics approach, the researchers present the use of gender expressions as portrayed by the sign-maker in the selected Nigerian newspapers as semiotic modes in the ongoing representation of sexist

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Peter Oyewole Makinde, M.A. and Lynda Uju Mgbodi, B.A.

A Social Semiotic Discourse Analysis of Gender Expressions in Selected Nigerian Newspapers

ideology. Therefore, in the data presentation, samples of cartoons portraying gender expressions which represent the sign makers are thematically presented and examined to show how cartoons are employed to enact gender expressions in communication.

Semiotic Representation of Women Rights

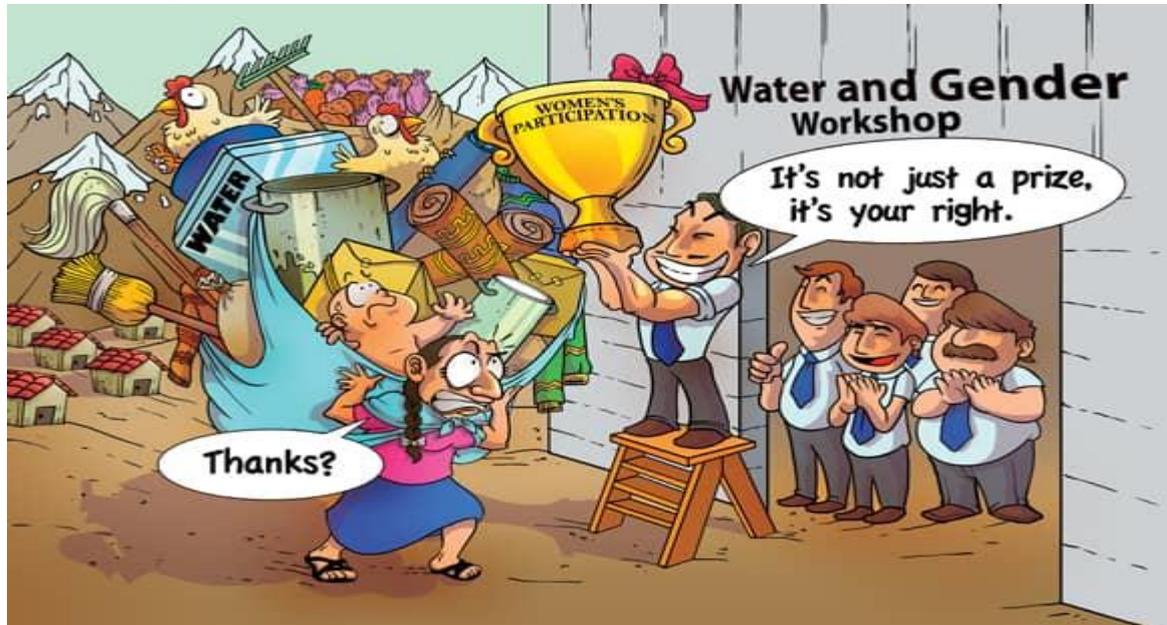


Figure 1: Women are responsible for housework and childcare

Source: www.wsp.org

Figure 1 above portrays the right of women in Nigeria. The image shows the different ideological views of women's right. First and foremost, the asymmetrical power relation between the man and the woman is strategically emphasized, through the background, number, workload, gaze, and attire as semiotic resources. It could be implied that the background of the female and male participant shows that the right of the woman is domesticated, while the man is dominant in the workplace. The number of participants (five male participants and one female participant) gives a clue towards the dominated female gender. The possessive attributes of baby, water, chicken, mat, broom, mopping stick, rake, clothes, bouquet, luggage's and the trophy serve as semiotic tools that demonstrate their unequal right. The man's control and power over the woman is demonstrated through his downward gaze, muscle and the big smile on his face. The top and bottom visual of the man and woman ideologically portray the contradiction of the rights of women in Nigeria. The woman's facial expression shows the tension and marginalization that exists for female partners in a workplace. Her helpless look stands in opposition to the men's happy disposition. The woman is dressed in a blue skirt and a pink blouse, while the men are foregrounded as high, frontal and influential.

The position of the verbal text strategically shows the text producer's ideological position on women's right. The phrase "it's not just a prize, it's your right", and the woman's

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Peter Oyewole Makinde, M.A. and Lynda Uju Mgbodi, B.A.

A Social Semiotic Discourse Analysis of Gender Expressions in Selected Nigerian Newspapers

response "thanks?" indicate the abuse of women's right and the inferiority of the female gender in the country. The producer uses the visual and verbal resources to show the violation of women's rights in Nigeria.

Women Democratic Rights as a Tool for Social Semiotic Discourse Analysis

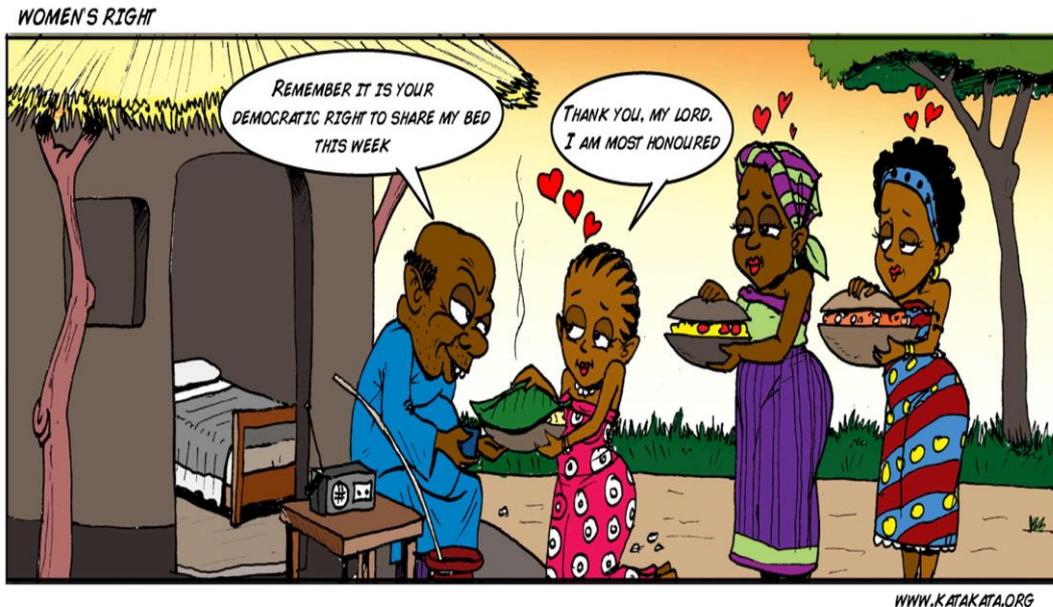


Figure 2: Nigeria's most senior Muslim cleric reject gender equality bill.

Source: News – Kata kata www.katakata.org

Figure 2 above also shows the right of man and woman, particularly in the northern part of Nigeria, which is demonstrated through visual and verbal semiotics resources. The attitude, food and gaze of the female participants are forms of sexual advances towards the male participant. The foreground differences in the physical and psychological maturity of the male and female participants. The man's body features, radio, cane, hut, bed and his style of wooing a lady connotes the age gap between the participants. The attitude of the female participants portrays notion of love as indicated with three love symbols on their heads. The presentation of food and standing in line indirectly reflects traditional society's belief in the idea that the fastest way to a man's heart is through his stomach. The kneeling position, environment and the verbal exchange all indicate signs of submission, which ideologically portrays the right of men. Apparently there is unequal power relation among the participants, as seen in the image above, where the man is sitting and listening to radio in his comfort zone (environment) just outside his hut. While on the other hand, the women's queuing position shows their eagerness to marriage not minding the age differences. The kneeling position and her response to the man signifies an act of concession due to the belief that a woman must be subsumed under a man in order to be relevant in the society. The verbal exchange between the participants strategically limits the rights of the woman to the bedroom. From the facial features of the woman kneeling down, it could be implied that she is the youngest amongst

the female participants. It can also be implied that men from the northern part of Nigeria, prefer young girls therefore reminding her of her democratic right to share his bed. It was rumored that a Nigerian Senator had married a 13-year old girl, which was as a result of the Nigerian constitution which states that, “a girl that is married is matured”. According to Xiolain and Lei (2017), sexist language or the use of gender words is language that expresses bias in favour of one sex and thus treats the other sex in a discriminatory manner.

In this regard, the Sharia Law which is mostly practiced in the northern part of Nigeria, guarantees greater inheritance to men while the woman right is domesticated. A proposed gender equality bill that would give Nigerian women and men an equal rights, was rejected by the Sultan of Sokoto, Mohamed Sa’ad Abubakar Nigeria’s most senior Islamic cleric. Speaking at a Koranic recitation ceremony in the northern Zamfara State, on 28 December 2016, said the proposed bill violates the Islamic Law; as such, Muslims would not accept the bill. As a result of this, women in this part of the country are usually victims of early marriage, illiteracy, poverty as a result of their degenerated status in the society.

Reversed Roles as Semiotic Resources for Meaning Making



Figure 3: Women carry water than men

Source: 2012 *Cartoon Calendar* www.wsp.org

Figure 3 above generally encodes that the Nigerian women are often associated with domesticated activities and also portrays the different domain of male and female participants. This image depicts that if roles were reversed and men are domesticated, as seen in figure 3 above, where the man is carrying a pot of water and the baby and the same time, trying to maintain his balance which clearly he could not do. The effects of his action result to the broken pots of water. The reaction of the woman could be inferred that what she does effortlessly cannot be done by the man, in spite of her teachings. The reaction of the audience in figure 1 stands in opposition to the audience reaction in figure 3 due to the reversed roles

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Peter Oyewole Makinde, M.A. and Lynda Uju Mgbodi, B.A.

A Social Semiotic Discourse Analysis of Gender Expressions in Selected Nigerian Newspapers

of the male and female. The semiotic representation of the reversed roles above employed the use of both text and images as a reflection of the process of sign-making that is subject to the interest of sign-makers, this is achieved through the use of semiotic resources which reflect the meaning that the sign-maker wishes to realize. The premise of the proposition is that society seems to create certain activities and have a particular gender to be more prominent or even exclusively dominant in such activities.

Women Exclusion as a Semiotic Discourse for Gendered Expression



Figure 4: Women in decision making

Source: www.guardian.com

Figure 4 above shows how women are excluded in an event that practically involves them. This portrays that women are often associated with domesticity by their possessive attributes of bucket and child, while many men are repulse to the idea of women getting involved in decision making. From the image above, it could be implied that the women walk for distance to get water, while the men are sitting under the tree shade discussing the implications of water in the community. According to Harris (2007), any linguistic unit or expression that expressly excludes a particular gender in the scheme of the event expressed by the linguistic unit is considered sexist or gendered expression. Women are the main users of this commodity (water) and they should be included in the discussion so that they (women) can share their thoughts and ideas on improving the standard of water in the community. From the figure above, the image producer used the verbal text “**WOMEN? THEY ARE TOO BUSY TO DISCUSS WATER!**” to portray the role of women in Nigeria and also how they are excluded in an event that includes both gender. “**Women?**” and “**water!**” are linguistically related in that they shared the labio-velar approximant /w/ at the initial positions. Secondly, both texts are in bold, followed by question mark and exclamation mark

respectively. The textual arrangement shows that women are associated with water due to their dominance in domestic activities.

Women in Leadership

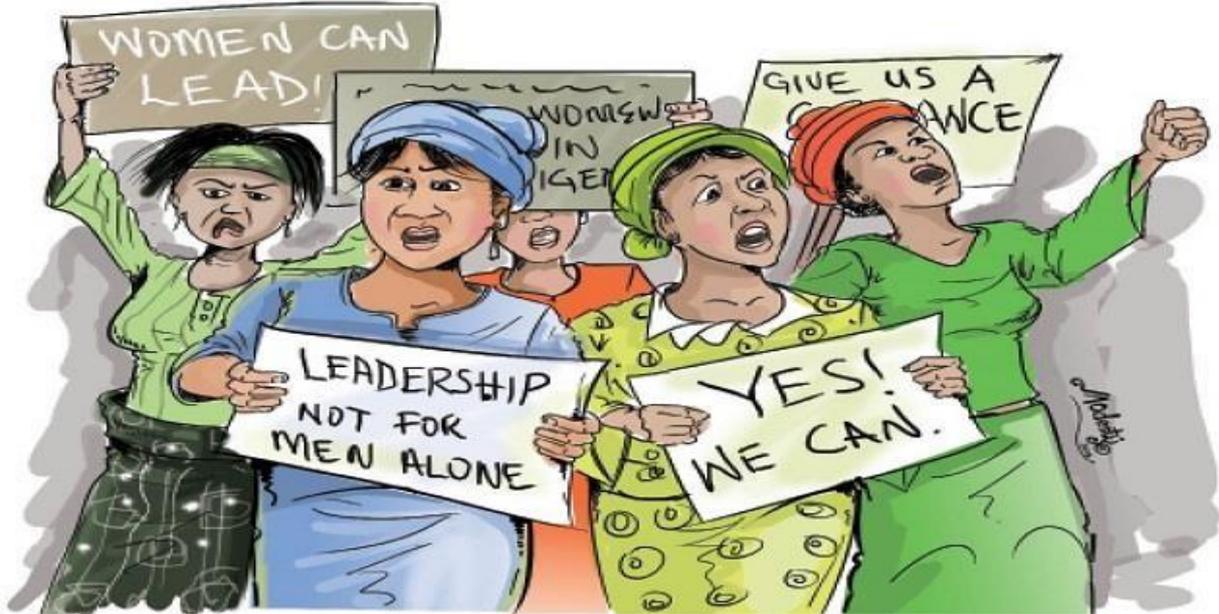


Figure 5: Women in politics

Source: *Voice of Nigeria* - www.guardian.ng

Figure 5 above reflects how women in Nigeria thrive to hold top political position in the country. Women in Nigeria have been denied access to attain any top position in governance since the return of democracy in 1999. The placards portray the government attitude towards Nigerian women and agitation against the oppression of women in participating in the political spheres. The relationship between the writes-up in the placards ideologically signifies a common goal among women across Nigeria, which is the liberation from the long time oppression and suppression in socio-economic and political activities. Their facial expressions signify their protest against women exclusion from leadership positions and their willingness to be given a chance in politics. In May 2018, President Muhammadu Buhari said jokingly that the demand for a female Vice President was a threat to the position of the Nigeria's Vice President, Prof Yemi Osibanjo. The President made this statement when the female members of the House of Assembly across the country asked him to consider a female running mate for 2019 Presidential election. Nigerian women have not been given their rightful place; women political empowerment ranks a lowly 111th position of 145 countries surveyed in the 2015 Gender Gap Reports.

In spite of the militating forces against the increased representation of women in key elective and appointive decision-making positions, it is crucial for women to take participation in politics seriously in order to guard against the erosion of their rights and

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Peter Oyewole Makinde, M.A. and Lynda Uju Mgbodi, B.A.

A Social Semiotic Discourse Analysis of Gender Expressions in Selected Nigerian Newspapers

welfare. Educating the girl child is critical but it may not be achieved if women are not in key decision-making positions. However, it is disheartening that it is mostly men that are legislating and debating on matters regarding the livelihood and development of women and girls.

Social semiotics is portrayed through the visual (image) and verbal (words) semiotic resources express that women should be given a chance in power relation. It could also be inferred that the cartoonist deliberately used the media to draw attention to the public on how women are excluded in leadership positions in Nigeria. The media can tell us a great deal about social meaning and stereotypes projected through language and communication. Due to patriarchal structure and dominance economic stratification across societies, men are more prominent in political activities than women. This is changing because society is changing and people of either sex commonly hold jobs once held primarily by one sex (Fromkin *et al* 2011: 414).

Women Warrior as a Semiotic Resource for Gender Equality



Figure 6: Religion, culture, or patriarchy?

Source: www.dailytrust.com

Figure 6 above, portrays women in Pre-jihad Hausaland. From the attire of the woman it could be inferred that she is a Muslim from the northern part of Nigeria. Visual possessive attributes of sword, water can, spare and her fierce look are attributes of a warrior. The sun signifies high humidity in that part of the country. The woman's sitting position represents modesty highly practiced in northern Nigeria. The horse serves as a means of transportation in that era and they are dressed in a certain way for different events. From the figure above, the attire of the horse represents shield and ready for war. Before Islamic culture became widespread, women were classified as active members of their societies, as the traditional roles did not limit them from pursuing personal goals. History (Hamza, 2021) has shown

Language in India www.languageinindia.com ISSN 1930-2940 22:5 May 2022

Peter Oyewole Makinde, M.A. and Lynda Uju Mgbodi, B.A.

A Social Semiotic Discourse Analysis of Gender Expressions in Selected Nigerian Newspapers

outstanding females who wielded great political and economic powers. They held titled offices, controlled slave and gain economy; women were market administrators and tax collectors. Such outstanding females include Queen Daurama who held a significant position of leadership in Daura. There was Queen Yargoje of Dutsi, a powerful female ruler and Warrior; Queen Amina of Zazzau, daughter to another female ruler, Bakwa of Turunku, a renowned political and military leader.

In Nigeria, social construct earmarked some professions as a sole preserve for men because they were perceived to be too masculine for females to engage in or dominated by a particular gender. As society evolved, the socially accepted norm for each gender began to change. However, some societies have remained unflinching when it comes to accepting some changes. Such is the Northern Nigerian Muslim Society and the profession that is still widely unacceptable for females is the military. The Nigerian Armed Forces conformity with International Human Rights Laws prohibit gender discrimination, ensures gender equality, inclusivity, and social justice, thus promoting greater participation and inclusion of women in the military. However, Nigerian women have not fully utilized this inclusive clause, particularly northern Nigerian Muslim women. There is a patriarchal mindset which views female participation in the military as an aberration, a vocation thought to be the exclusive preserve of men. For instance, in 2017, there was a call from northern elites for the stoppage of admission of female cadets into the Nigerian Defense Academy. With this general perception of women's roles, general society and northern Muslim women themselves are insecure and shy to participate in many activities besides domestic ones (Hamza, 2021).

Conclusion

Following the analysis, it is concluded that sexism in communication is a common aspect of language use in Nigerian media, as reporters still use gendered expressions to communicate. The cases of gendered expressions are not necessarily used to exclude any gender; rather, the dominance of the male gender in the activities makes the female gender to be excluded in the communication scheme of the activities. The main principle that guided the categorization of an expression as gendered is when such expression excludes any gender or uses one gender, mainly the male gender, as the basis for creating the expressions for the female gender. With reference to Kress and van Leeuwen's (2006) postulation, it is observed here that two modes, texts and images, with different semiotic resources have been employed in the process of meaning making in order to project how gender expressions are explored in each of the analyzed data. In this way, the sign makers, in a bid to realize their intended objectives, have utilized semiotic resources as tools for meaning making.

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A Review on the Research of English Reading Theories

—A Perspective from Second Language Acquisition

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Abstract

In Second Language Acquisition, reading is a fundamental part that might influence the subsequent acquisition of listening, speaking, and writing. From information processing theory and redundancy theory to Schema Theory of Reading and discourse analysis, many researchers have made great achievements to the study of reading and influence a lot the Second Language Acquisition. This paper made a brief review on the research of English reading theories.

Keywords: Reading Theory, Second Language Acquisition

1. Introduction

Reading is a psycholinguistic guessing game, a complex psychological activity process (Goodman, 1967). It is a positive and creative behavior of readers and also a process of choosing, classifying and interpreting information. Readers receive information through a discourse by visual access and transforms surface structure into deep structure through brain to approach the writer's intentions of the discourse. Widdowson (1979) proposes that reading is a process in which readers get language information through a written material and actively construct knowledge to understand the information. Richards (1998) proposes that reading is initiative for readers to use background knowledge, schemas, vocabulary, grammar knowledge, mother tongue knowledge and personal social experience to understand the text.

With a sharp increase of research on second language reading in 20th century, the definition of reading turns to focus on the communicative relationship between readers and texts. Silberstein (2002) introduces that reading is a complicated cognitive process in which the relationship between readers and texts is interactive. Whether a reader can receive

information that the writer conveys depends on whether he/she has similar attitudes, language, experiences, values and beliefs with the writer (Nuttall, 2002). Many scholars have proposed and developed different theories concerning reading. These theories discover the nature of reading from different aspects and represent different tendencies and emphases on reading research. The development of English reading theories is closely related to linguistics, especially applied linguistics and psycholinguistics. All these theories have influenced a lot the SLA teaching practice.

2. Reading Theory

2.1 Information Processing Theory

From traditional semantics, Gough (1972) proposes the information processing theory which revealed the whole reading process from reading vocabulary to understanding meaning. It is also called a bottom-up model: letter-vocabulary-phrase-sentence-paragraph-passage, by which the reading process is described as a series of independent but coherent steps: alphabet-vocabulary-clause-sentence-paragraph-passage. This model emphasizes the transition of information from lower level to higher level where the information can be further processed. The process of information in each level is independent and interrelated. This theory believes vocabulary is key to reading comprehension, which is also called text-based model. Reading comprehension is based on correct input of linguistic symbols which can be acquired independently and reconstructed like blocks of a building. Reading process is a decoding process, a meaning reconstructive process from recognizing the lowest level of linguistic units such as words or phrases to the highest level of linguistic unit of passage. This static and linear reading model received a lot of critics since its inception, for its resulting in lower reading speed and ‘tunnel vision’ of readers.

2.2 Redundancy Theory

Smith (1971) and Goodman (1987) analyzes first-language reading process from a psycholinguistic perspective. Smith (1971) proposes Redundancy theory that reading information comes from vision, audition, syntax and semantics which are overlapped with each other in different ways. This is called ‘redundancy phenomenon’. Readers can depend less on visual information if they can deploy information from other three resources. He also indicated that ‘redundancy phenomenon’ appears at every level of language (including levels of alphabets, words, sentences, and passages). Readers can reduce their need for visible information of reading passages if they can utilize other information resources such as World Knowledge.

Goodman (1987) proposes a psycho-model of readers’ relying on previous syntactic and

semantic knowledge, also called a ‘top-down’ model. Goodman names it ‘a psycholinguistic guessing game’ based on cognitive linguistics. Reading comprehension depends more on readers’ background information of a passage. Reading process is an endless and cyclic process beginning from selection, prediction, and examination, and ending with demonstration or modification. Effective reading relies on accurate judgement with as little information as possible from input rather than on exact recognition of all linguistic components (Goodman, 1973). This psycholinguistic theory of reading arouses tremendous echoes in language research. Many theoretical linguists become very interested in this theory and they have conducted some research on second language reading and foreign language reading with this theory. They have made achievements on the following three aspects:

1. Reading process is a positive cognitive process where readers communicate with passages or writers just like a face-to-face conversation and readers react to reading materials by associating their previous linguistic knowledge and background information with written words (Clarke & Silberstein, 1977).

2. The aim of reading is to acquire meanings, which is determined by intended usages of words and sentences in context instead of some specific words and sentences. Widdowson (1978a) stated that sentences were valuable only when used. It is more important while reading to focus on the use value of language under specific conditions than to understand linguistic features of a passage in order to understand deep implications. Widdowson’s point reveals the relationship between language and meaning, which emphasizes the significance of discourse comprehension.

3. In addition to information provided by reading materials, invisible information can play a very important role in second language and foreign language reading comprehension. Coady (1979) proposes a second language reading presumption based on psycholinguistic theories: the background knowledge and conceptual abilities of a second language reader interact with his/her process strategies, which leads to comprehension of reading materials. Psycholinguistic model helps people to further understand the act of reading and promotes the research on reading to such an extent that it is even called a top-down revolution. This model is accepted by many foreign language teachers since it stresses the subjectivity of readers, but it exaggerates the influence of background knowledge and ignores the importance of basic skill of recognizing vocabulary and grammar, hence a total opposite of information processing theory.

3.1 Interactive Model and Schama Theory of Reading

Rumelhart (1977) proposes a comparatively more reasonable interactive model, which stresses that reading is an active, both bottom-up and top-down process with interactions of vocabulary, syntax and semantics. This is the basis for interactive model and Schema Theory of Reading. It is a complex process involving application and processing of both linguistic knowledge and background information. Reading is treated as an organic functional system. Readers coordinate different levels of cognition and different possible factors to achieve effective reading comprehension.

Many researchers hold that higher-level information can influence the processing of lower-level information and the results of the information processing at any level can influence immediately and spontaneously on the information processing at any other levels.

Interactive model contains not only a single model, but a series of models provided by different scholars, among which the main five models that may help understand reading process are **interactive-action model** by McClelland and Rumelhart (1981), **interactive-compensatory model** by Stanovich (1980), **bilateral cooperative model** by Taylor (1983), **automatic-processing model** by LaBerge and Samuels (1974) and **verbal efficiency model** by Perfetti (1988).

Interactive-action model by McClelland and Rumelhart (1981) is the most representative one which believes that orthographical, lexical, syntactic, semantic and visual information can interact with each other and influence consciousness while reading. Based on this theory a new reading theory came into being -- Schema Theory of Reading.

‘Schema’ comes from German Gestalt Psychology, which is owed to a psychologist and Artificial Intelligence scientist F. C. Bartlett. Schema is a reflection on past experience or an active organization of past experience (Barlett, 1932). Schema theory was first proposed by F. C. Barlett in 1930s. It holds that schema is the basis of cognition, a scaffolding stored in one’s memory to express general concepts. Before one accepts information, numerous knowledge (namely schema) has been memorized in his/her brain, including personal experience, facts, acquired knowledge, etc. They are processed into different categories and stored in the brain and form a schema net, which provides a frame of reference to the owner. In 1980s, some psycholinguists introduced Schema Theory to foreign language teaching to explain the mental process of reading comprehension, hence the Schema Theory of Reading.

Schema Theory of Reading fully demonstrates the interactive nature of reading process. The already-acquired knowledge is called background knowledge and ‘Schema’ refers to the knowledge structure readers acquired previously and stored in their memories. According to Schema Theory of Reading, a reader coordinates different levels of cognition and different possible factors to achieve effective reading comprehension. Reading comprehension is a process during which schemas in a reader’s mind interact with text information of reading materials. One can quickly refer to a specific schema in his/her memory and test, predict and modify information while reading and then, understand a reading material correctly. When schemas (also background information) connect and pair with information provided by reading materials, a reader can understand the contents. This involves both a bottom-up processing model and a top-down processing model, and they are happening at the same time and on all cognitive levels. In the process of ‘bottom-up’, language information in materials activate schemas in readers’ minds while in the process of ‘top-down’, the activated schemas can help readers apply already-acquired knowledge to anticipate, verify and disambiguate texts and therefore promote their decoding, acquisition, and memorization of texts (Carrell, Devine, & Eskey, 1988).

Generally speaking, ‘Schema’ is divided into three types: 1. Linguistic schemata – referring to knowledge of vocabulary, grammar and syntax of a passage, also the basic linguistic knowledge. Understanding and grasping basic linguistic knowledge is the prerequisite of reading; 2. Content schemata – referring to the background knowledge about contents, namely, reader’s familiarity to the theme of a passage. Research showed that readers’ familiarity to the theme would directly influence their reading comprehension. Content schema can compensate linguistic schema to some extent. Activating content schema plays a key role in reading comprehension; 3. Formal schemata – referring to structural knowledge of different passages, namely, reader’s familiarity to genres. Effective application of formal schema may help readers predict the structure of a passage and the logical relationship among paragraphs, clarify writers’ ideas and reasoning and enhance their reading comprehension.

The research on schema theory promoted the adaption of pure top-down reading model, hence the interactive reading model. Some researchers held that the top-down model stressed too much on the use of background knowledge but ignored lower-level techniques such as quick recognition of words and sentence structures. Grabe (1991) pointed out that experienced readers read fast not because they are good at guessing but because they can quickly distinguish between a multitude of vocabulary. Interactive theory attaches equal importance to higher level reading skills such as the application of schema knowledge and lower-level reading skills such

as quick decoding. In actual reading process, two levels of skills can compensate for each other, so, it is necessary to provide necessary background knowledge, cultural knowledge and related contents to help readers improve reading comprehension.

Some researchers investigated the effectiveness of interactive reading model. Bo Fu (2007) studied the effectiveness of interactive reading model on reading comprehension guidance in order to verify whether this model was helpful in improving learners reading comprehension ability and language proficiency. Jingjing Wei (2010) compared the effectiveness of interactive reading model and grammar-translation method among higher vocational college students. Both studies found that interactive reading model would be more beneficial to the improvement of students reading ability. The research made by Baohong Chen (2010) also showed that the interactive reading model was an effective reading model which could significantly improve English reading ability of high school students. Jiazhuo Su (2010) explored the teaching results of interactive reading model in Chinese college English education and found that the interactive reading model could be more effective in enhance students' comprehensive reading ability than traditional translation teaching method. Both teachers and students preferred to use interactive reading/teaching model, and interactive reading model was used more frequently than bottom-up or top-down reading model and showed more advantages.

3.2 Discourse Analysis

Discourse analysis was created by American structural linguist Harris in his article titled Discourse Analysis in Language magazine in 1952. He tried to analyze the inner conjunct ways between sentences from the angel of discourse which surpassed lexical and syntactical levels and he believed that language happened within coherent discourses. Harris discussed two methods of discourses analysis: one was that language could be depicted beyond the constraints of sentences, which concerned the analysis of conjunct rules between sentence; and the other was that linguistic behaviors and nonlinguistic behaviors could be connected, which concerned the relationship between language and culture, discourse, and social context.

Discourse analysis theory (DAT) was developed in 1960s based on linguistics, semiotics, psychology, anthropology, sociology, literature, and other disciplines (Huang, 2001). It is the study on the coherence of discourse (Halliday and Hasan, 1976), on the language use for interpersonal communication (Widdowson, 1978b) which attaches importance to discourse and context, on the spoken or written language (Stubbs, 1985), and on the context meanings and grammatical rules that can help achieve a deep understanding on discourse through analyzing exterior and interior implications (Gee and Handford, 2003). Halliday and Hasan (1989)

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Jingwei Tang, M. A., Doctoral Candidate

A Review on the Research of English Reading Theories

—A Perspective from Second Language Acquisition

explain from the angle of systemic functional grammar that discourse analysis is a deep analysis on the micro aspects of language use such as conjunction and coherence of discourse and semantic structure potentials, etc. and discourse analysis must be based on grammar and connect language structures with language functions.

Tanen (1989) holds that discourse analysis is not a specific analytical method or any combination of those methods, but a research on units of language use surpassing lexical constraints which can happen in any discourse. These different definitions investigate discourse analysis from two aspects: one is that discourse analysis is a static depiction of the structure of supra-sentential units; the other is that discourse analysis is a dynamic analysis of meaning transition in communication process. Discourse analysis research on the one hand analyzes the structural formation of supra-sentential utterances and social interactions, and on the other hand reveals the process in which communicative participants understand meanings in context. The connotation of discourse relies on the context. The discourse and the context depend on each other. Discourses of any genre have to conform to the grammar and be coherent in semantics, both pragmatically and linguistically. Discourse analysis theory reveals the nature and the rule of language objectively.

Discourse analysis of reading includes analysis on discourse patterns, discourse context, discourse cohesion, discourse coherence, and semantic potentials. Discourse patterns concerns thinking patterns of English language which holds that language structure characteristics are formed under the influence of language thinking patterns and different combinations of lexical systems and grammatical systems demonstrate different language thinking patterns. Discourse context concerns the language context of a discourse which holds that the context of a discourse needs to be further studied. It is a very complex connotation including context of situation, social context, linguistic context, natural context, context in a text and register etc.

Discourse cohesion and discourse coherence concern the inner logistics within a discourse. Cohesion refers to combination of sentences or paragraphs under a specific set of grammatical rules and can be reviewed by discourse markers, including lexical cohesion, grammatical cohesion and logical cohesion. Coherence is a significant method to guarantee the inner consistency of meanings of a discourse. Van Dijk (1977) holds that coherence is a semantic feature of a discourse which depends on the explanation of a single sentence and the relation between explanations of other sentences. Readers can make logical reasoning on underlying meanings of a discourse (Crystal, 1987). Cohesion demonstrates consistency and integrity of the form in a discourse while coherence demonstrates the consistency and integrity of the

meaning in a discourse which can help realize the communicative function. Semantic potentials concern the research on literal meanings of a discourse.

According to Halliday's systemic functional grammar, meaning is the result of mutual integration of human experience on the material level and the level of consciousness. There is an interface between the plane of content and the plane of expression after the integration. The understanding of meaning is actually a process of choosing possible meanings of a text based on linguistic forms (vocabulary and grammar). Linguistic forms do not have any meanings but basic carriers of meanings while context of situation social cultures, tenor of discourse, scope of discourse and discourse patterns are significant factors that influence semantic potentials. Reading model based on discourse analysis holds that reading process is a dynamic interaction of discourses, readers, and writers. Writers deliver writing intentions and information through the discourse pragmatically and grammatically and readers understand the discourse-by-discourse analysis.

Discourse analysis reading model emphasizes not only the formation and the function of languages but also the influence of background knowledge on reading comprehension. It holds that the nature of reading is a dynamic communication process. The teaching model of reading under the guidance of discourse analysis theory can both enrich teaching contents, enhance the practicability and the functionality of reading courses, and cultivate the cross-cultural awareness of students and promote their understanding ability and organizing ability while improving their linguistic ability (Wang, 2001).

Apart from the mainstream influential reading theories mentioned above, Sadoski and Paivio (2001) propose a more comprehensive reading theory – Dual Coding Theory, which holds that in the reading process readers use respectively or simultaneously two representational systems – one verbal, and the other non-verbal. It explains human behavior and experience in terms of dynamic associative processes that operate on a rich network of modality-specific verbal and non-verbal or imagery representations. When processing linguistic codes, readers might produce corresponding imagery and emotional reactions. Directing readers to create images in the process of reading might help improve the accuracy of reading comprehension and memory.

4. Conclusion

Reading theories reveal readers' psychological features and mental rules while reading and analyze the relationship of influential factors. Those theories can both benefit the teaching of

foreign language reading and the teaching of languages. Some researchers find that exact and quick recognition of vocabulary is the most important predictor of reading ability especially for young readers (Adams & Bruck, 1990), and the ability of semantic recognition accounts for a large proportion of college students' reading ability (Cunningham et al, 1991). That is why we cannot reject a specific reading model or theory.

However, because of the restraint of historical and social factors and different levels of people's recognition of language and language learning, each reading model or theory demonstrates partial specification on reading process. Different reading models and theories portray reading process from different angles. They are all lop-sided because of emphasis on different aspects and their implications on teaching process are partial as well. In teaching process, those models or theories should be flexibly applied according to students' actual language levels and teaching demands.

Teachers need to grasp the nature of those reading theories instead of applying them mechanically.

Suzhen Yang (1995) proposes that reading process is an interactive process between readers and reading materials or writers. Meanings do not leech on linguistic forms nor wait passively for being accessed by readers. Readers have to utilize different knowledge to acquire meanings and understand reading materials by predicting or reasoning. In reading process, readers' relative knowledge about the background, cross-cultural knowledge and structures of reading materials has equal importance to linguistic knowledge. Sufficient linguistic knowledge, quick recognition of semantics, background knowledge and the application of related knowledge were key to effective reading.

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Narrative and Structural Similarities Among Select Haryanvi Folk Tales

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Abstract

The cultural vibe of Haryana is one of the most vibrant in India. Unlike cities like New Delhi, Bangalore and Mumbai that are very metropolitan and modern in the truest sense, Haryana is a state most of whose cities are still rustic and flaunt an authentic taste to its socio-cultural milieu. Through the didactic nature of the folklore, ideas of cultural reawakening and social awareness and upliftment are perceived and acknowledged by the conscious readers. Anthropologists and cultural theorists like Max Muller and Theodore Benfey have contributed considerably towards Indian folklore and have brought it to the mainstream of study. Similarly, Haryanvi folklore, similarly, is a constellation of the regional themes and cultural ideology.

This research paper attempts to draw similarities in the narrative structures and other literal aspects of five select folktales from Haryana namely: 1) *The Farmer's Present*, 2) *A Traveler's Story*, 3) *Bellows for the Bullocks*, 4) *The Silver Well* and 5) *The Hoarder*. Folktales challenge our understanding of morality by developing the audience's perception of right and wrong, sanity and insanity and wisdom and imbecilities. These similarities will be analyzed using the Bulgarian-French historian Tzvetan Todorov's narrative theory model.

Keywords: Folklore, Haryana, Didactic, literature, Indian folklore.

What is Folklore?

William John Thomas, a British antiquarian of the 19th century coined the word "folklore" in 1846 and it meant the "lore" (knowledge) of the "folk" (people). Before the term, materials on folklore were called 'popular literature' or 'popular antiquities' and only later, "W. J. Thomas, under the pseudonym of Ambrose Merton, wrote a letter to a journal titled *The Athenaeum* proposing that the singular word 'folklore' should be used in English to denote the "the manners, customs, observances, superstitions, ballads, proverbs" and other materials "of the olden time" (Dutta, 23).

Folklores are associated with the cultural sentiment of the state they represent and enrich oral and written literature by the way of preserving the cultural artefacts. They were mainly told in loud oral form as a source of entertainment and social gatherings rather than

written. People identify communal pride and glory with their native folklore. In Haryana, rustic and simple peasant societies, people those are close to nature, hard- working farmers, their gullible tendencies, all are the features of the state. Even in the present times, a lot of Haryana associates themselves with these features; folklore hence, “is an echo of the past, but at the same time it is also the vigorous voice of the present”, as the Russian scholar Y. M. Sokolov says (qtd. in Dutta, 23). Sant Gorakhnath, a Hindu yogi from 11th century hails Haryana and the Haryanvis in the following words:

Kantak Des kathor Nar, Bhains Moot Sa Neer
Karma Ka marya Phiray, Bhangar Bech Phakir (“Veerbhoomi Haryana”)

The crudeness and rustic nature of Haryana is articulated in the proverb, where their “nar” (men) are “kathor” meaning arduous and resilient; the “neer” (water) of their land is as blessed as the utility of the urine of a buffalo “bhains moot sa neer”. Sushmita Pathak in her article called “Cow Dung Soap Is Cleaning Up In India” (2018) says that “cow products like dung, milk and urine have healing properties” (Pathak). So, it is a blessing for the people of Haryana that they appreciate the importance of the natural and unfiltered water, that is as salubrious as the urine of a healthy buffalo. The next line forms the foundation of the characters of most of Haryanvi folktales. “Karma ka marya phire” means sabotaged at the cruel hands of destiny. Most stories depict their characters toiling in the fields very hard to serve the society with the fruits of their incessant farming. The characters of our select tales are all farmers; but despite their lives around “bhangar” (buffalos and other animals), they are like “phakir” or fakirs. The lines clinch the idea by equating Haryanvi people with the saint-like attributes. The folktales help the readers develop an understanding of the social milieu of Haryanvi context, says the article:

[...] folksongs not only help in understanding the socio – cultural and religious life of the community but also human psychology and the adjustment of an individual to his/her culturally constituted world. People shape an essential clue to the appraisal of their social, emotional and cultural life and are an index to their ethical and aesthetic norms and sense of values. Variety of folk songs is available in Haryanvi culture like *ragini*, *allap*, *haryanvi filmi songs*. (Social Status)

In the select narratives - *The Farmer’s Present*, *A Traveler’s Story*, *Bellows for the Bullocks*, *The Silver Well* and *The Hoarder*, there is a narrative similarity about the social, caste- based, familial, political and educational arrangement and its analysis helps us to understand the sociology of the society of Haryana using its folklore. The present paper shall analyze this similarity.

The Select Folktales

The Farmer's Present

We begin with the folktale *The Farmer's Present*. In a small village in Haryana, there lived a hardworking farmer who had a watermelon garden. In his garden, once grew a gigantic watermelon that made him feel proud of his farming. He decided not to sell it in the market and rather put it up for an exhibition. He decided to take it to the king, who had a habit of treading through his kingdom at night to keep a track of his subjects and their well-being. Disguised as a simple villager that night and while walking past the houses, he comes across this magnificent watermelon and stops by the farmer's house. He knocks at his door and asks about the watermelon, saying that he is hungry and would like to eat some of it; on which the farmer replies, "No! I'll take it to the king who will surely give me a good price for it". "What if the king refuses to buy it?" asked the visitor, "then he may go to the devil," said the farmer. The next day when the farmer took his prized possession to the king and flaunted his humble gift, the king smiled and asked him "what if I refuse your gift?", to which the witty farmer replied, "then you know my answer, dear king!". The king rewarded him well both for his magnificent gift and his unparalleled wit.

The Silver Well

The Silver Well revolves around a cunning cheat who would live by the rule "why should I work when I can easily con the simpletons?". In his pursuit of a new victim, he goes to an over-trusting farmer and tempts him into buying his property which the conman says he can't take care of anymore. "But I'd like to see your property first", said the farmer, to which the thug took him into a huge field which led to a little hut and a well by the end of the field. "This field, the hut and the well are for sale, but the well is the most expensive for it has silver at its bed. It is called the silver well", said the thug. He demonstrates it for the farmer by pulling out water from the well, the bucket of which was already laid with silver coins beforehand. The poor farmer was naturally thrilled beyond words. "How much will it cost", asks the farmer; "100 gold coins, but I can give it to you for just 75 for you are a good man", replied to the thug. The farmer went home excitedly and shared the news with his wife, who suggested him to once consult a wise man before spending all their life's savings. The wise man gives the farmer a way to gauge the truth. He says "ask in writing that the well belongs to him and he is selling it for 75 gold coins. Tell him that you shall pay only 10 gold coins for the silver well if he doesn't want to give in writing about his ownership of the well. If he agrees to the latter offer, he is conning you!" The thug, obviously, accepts the 10-gold coin proposal, feeling happy that he would at least get something. This incident is reported to the village sarpanch, and the conman gets a sound thrashing.

The Hoarder

Similarly, *The Hoarder* is a story of another farmer who owned a magnificent pot of gold but was imprudent enough to keep it hidden under ground of his farm to make sure it is untouched by others and kept safe. He would check his gold every day by re-digging the place where his pot lay buried; oblivious of the fact that his daily trips to the farm were being

observed by a thug who knew about this pot of gold. Once the thief had made sure of the exact spot where the farmer had hidden the pot, he dug it out and ran away with it. The next day, the farmer completed his daily activities and came checking on the gold just like every day. To his devastation, this time the pot was nowhere to be found. Hearing his scream, a passerby stooped to inquire about the incident and asked why he kept such a valuable material in a hole? The farmer replied, “I had never really needed the gold; I could not spend it on anything, so I saved it instead”. The passerby took to surprise and found out a way to pacify him by using his wisdom and wit. He brought a large stone and put it in the hole where the gold existed and covered it up, like the farmer would do with his pot of gold; saying to the farmer, “imagine this stone to be the hoarded gold. Imagine it is still there inside the pit and its value as much as you never used or had”. The farmer realized that he was responsible for his own problems and that mere possession has no worth unless it comes of any use to the owner.

Bellows for the Bullocks

Bellows for the Bullocks is a folktale on a similar narrative pattern. It has attained a lot of fame and is also included in the graduation syllabus of many universities like Gurugram University and Maharshi Dayanand University etc.

It is a story of a poor peasant struggling to buy a buffalo and the original title of the tale was “*Dhaandhaa Dhaae Kaa*” (ढांढाढाईका) which is also used as an idiom to mean, ‘back to the same situation’ (MDU). The peasant saved up fifty rupees with a desire to buy a pair of oxen that will help him in farming. He waits for the annual fair where he might get a good deal for his money. On his way back from the fair with an old but strong and healthy bullock, he is stopped by a seemingly rich farmer who in actuality is a master-thug. He had four stout sons who were one treacherous than the other and the simpleton farmer fell well for their guise. The sons praised his bullock and offered to buy it. The farmer felt tempted and thought it would be a good idea to sell it for a little higher rate and make some money out of the trade. He offered to sell it for one hundred and twenty-five rupees, the offer that seemed too much for the thugs.

Trying to settle the negotiation, the farmer and the thugs agreed to consult a ‘wise’ old man and that his say shall be the word. In guise of an old man, the father sat afar this scene and waited patiently for their plan to succeed and for them to approach him. To seem genuine and fair, he pretended disinterest to be the arbitrator and gave in reluctantly, only after seeking a promise that both the parties would obey to his quote, and it shall be final. The poor farmer was incorrigibly trapped. After feigning an examination, the thug father declared his *dhandaa* to be unworthy and of mere two and a half rupee! It was too late for the farmer to realize this subterfuge by the group of thugs.

Dejected, he left for his home and shared the incident to his wife. Unable to sleep at night, he came up with a plan to make even with the thugs. Next morning, he packs a dress of

his wife and some jewelry and leaves for the thugs' house. Enroute, he finds a place to change into a beautiful woman so well that anyone could mistake him to be a gorgeous woman tempting enough for the thug sons to be enticed. He cooks up a story that 'she' has been turned down by her husband and now has no place to live.

The eldest of the sons proposed to marry her but the other brothers objected, showing their equal interest. The witty farmer proposed a solution that the one who is the first to bring a Saharanpuri mangoes, Banarasi saree and sweets from the city would be her husband. All the four brothers ran to the market, leaving behind their old father.

Seeing them go far away, the farmer got into his own dress and thrashed the old man black and blue saying, "Bol buddhe mera dhaandhaa dhaae kaa" (Now say that my bullock is worth only two and a half rupees). The old thug offered him five hundred rupees and begged for mercy and forgiveness. The farmer took the money and disappeared.

When he came back to his house, he realised that the thugs would deceive the innocent villagers and so he decided to punish them more. The next day, he dressed up as a *hakeem* (local doctor); knowing well that the thugs needed medicine for the beating the old man got. Seeing the *hakeem* coming, the sons requested him to help his old father. He directed them to get the required medicines from the neighbouring places and sent all the four sons in different directions to fetch them. The moment they were gone, the old thug got another round of thrashing from him, and the farmer shouted again "Bol buddhe mera dhaandhaa dhaae kaa" (Now say that my bullock is worth only two and a half rupees). This time, the old thug offered two hundred rupees that he had hidden for emergency. The thug family was revenged again in defeat and anger.

The farmer's vengeance was still not quenched, and he decided to punish them again. This time he bribes a young boy and asks him to shout "Bol buddhe mera dhaandhaa dhaae kaa"; hearing that, the thug sons came out running after him, leaving the old man alone again. The old thug saw the farmer coming again just like a god of death, but he got a different punishment this time. The farmer asked him to kneel down and draw a line from his nose promising that they would dare not to cheat anyone ever again. The villagers lived fearlessly ever after.

A Traveler's Story

A Traveler's Story surpasses all the above ones in wit and wisdom. It is a story of four friends who were socially unproductive and who spent their time conning the gullible. One day, a traveler came to the place where they gathered every day to kill time. He was wearing a gold chain, was dressed up in an affluent attire and flaunted his costly and pompously flamboyant belongings. The four friends quickly developed amicable relations with him and they schemed to deprive him of all his affluence by playing a game. The game is:

“Each of the four friends and the traveler
Will tell a story. The one who tells the most
Unbelievable story shall win. Other four
Shall have to obey what the winner says.” (Kutty)

They begin one by one with one more than the other incredible stories. The first friend’s story involves his mother, who, soon after his birth, craved for plums. His father said that the tree is very tall, and it is impossible for him to pluck them. His brothers also tried to climb the tree unsuccessfully. But he got up from his cot and briskly climbed the tree and plucked a lot of plums, much to his mother’s satiety.

The second friend began with his story – a fortnight after his birth, he chased a rabbit into the woods. The rabbit suddenly transfigured into a tiger who marched towards him to attack but he bravely told the tiger that he was only chasing a rabbit and not a tiger. The tiger paid no heed to his warning and attacked him only to be caught by the jaws and be ripped apart.

The third friend narrated a more unbelievable story. When he was three months old, he went fishing with some friends. Unable to catch any fish, he dived onto the river- bed where he saw a whale eating small fishes. He killed the whale with his fist, cooked and ate it all by himself.

Not lesser than his friend, the fourth friend came out with an equally unbelievable story. He was nine months old when he went to the forest and climbed a tamarind tree wanting to savor some tamarinds. He climbed a long and flowery tamarind tree but did not know how to get down. So, he went to a nearby house and used their ladder; placed it against the tree and got down.

It was now the traveler’s turn to narrate a story. His story went something like this – he had a farm where four men toiled all day long. They were lazy and thus, were frequently castigated by the traveler. One day when the traveler went on a pilgrimage, the four workers ran away to freedom and the traveler has been searching for them since that day. He said that the four friends were the same workers and that he was ecstatic that he could find them. The contest ended and the friends were in a dilemma because their plan of looting the traveler misfired. The four thug friends suffered a witty blow. The traveler walked off with all their fine belongings, teaching them a fine lesson.

Focus on the Narrative Structure

As folktales cannot be ascribed to a single author or era, their authorial analysis and similarities cannot be brought out on the basis of authors or age. Therefore, their study has to be focused on the narrative structure, social context, characterization and sartorial choices. These tales, along with many others, have a simple structure and a singular story. They avoid

mingling multiple plots thereby focusing on the defined protagonist and his worldly concerns. The characters are generally poor but sagacious, honest, and hard-working; have single-dimensional, consistent behaviors and represent a definite human attribute – simplicity, wile, wisdom, or deception. It can be said that:

The character of the protagonist is drawn in broad strokes; his present fate is dealt with summarily; the problem that furthers the action of the story is brought in quickly and the adversaries are introduced as socially/ morally/ narratively ‘given’. The theme of the tale is simple. All the characters are predictable and behave according to the essential traits of their personality. Peasants are simple and hardworking a lot. But that does not necessarily mean that they are fools; neither would they accept man-made disasters lying down. They would react and react in a fitting manner. (MDU)

The stories encapsulate similar natural and rustic setting that emanates aesthetic beauty, cultural conscience, and simple social values. They stand united in serving the readers with the knowledge of Haryanvi art form, customs, and material cultural resources. They theorize the patterns of Haryanvi behavior, norms, and values by reconstructing collective human activities. Ranging from a poor farmer, fashionable traveler to a cunning thug, these stories have explained the similarities between extremely different demeanors and backgrounds yet having similar rudimentary tendencies. Even the language is very simple, so much so that certain words like *dhandaa* and *dhaani* in *Bellows for the Bullocks* do not have exact translations.

The article called “Social Status of a Haryanvi Rural Woman: A Reflective Study through Folk Songs” explains this fact”:

Haryanvi is a dialect which is really difficult to do exact translation in English but Hindi speaking people can understand it easily. However present article would try to display gist of the folk songs but may deviate from exact meaning. (Social Status)

Understanding of Morality

Folktales challenge our understanding of morality by developing the audience’s perception of right and wrong. Their actions are contemplated, and nemesis follows soon:

In fact, a large number of folk tales have tricksters as their protagonists. But these tricksters with their practical and doubtful morality are treated like heroes because they are able to throw a successful challenge to and hoodwink the formal wider cultural practices which are perceived to be oppressive by the folk. (MDU)

These tales promote thoughtfulness, resourcefulness, presence of mind and mental acuity. The way the wise man solves the mystery of *The Silver Well*, or the apt way the

farmer punishes the old thug in *Bellows for the Bullocks*, the passerby of the story *The Hoarder*, all of the characters nurture the social values of insightfulness.

There is an absence of women as heroines. In the select Haryanvi folklore, women objectification, patriarchal suffocation, and the point of view of the discourse along with gender conditioning is all reflected specially in *Bellows for the Bullocks* where the four sons feel so desperate to marry the woman (the guised farmer) that they would make all ends meet just to be with her. But in all the other tales, women are missing even as passive characters. Therefore, by shifting the focus from narrative aesthetics to women subordination in these tales, a male dominated Haryana is seen. This is a grave area for a separate study.

The endings of all the stories are positive, optimistic and informative. Apart from being didactic, they also provide a smile on audience's face because of their soft length, easy language, and happy ending.

The Narrative Structure Theory

The Narrative structure theory by Tzvetan Todorov (1960) elucidates about how the narration in a story is created. Tzvetan Todorov is a Bulgarian-French historian, sociologist, philosopher, structuralist literary critic and essayist. Todorov suggested 5 stages that a character will undergo, namely, are Equilibrium, Disruption, Recognition of the loss, Resolution and Equilibrium Again. In all the five select tales, we see a similar structure. The characters are living a stable, peaceful and a predictable life; they are in their narrative 'equilibrium'. The thugs in *A Traveler's Story*, *Bellows for the Bullocks*, *The Silver Well* and the theft in *The Hoarder* are the 'Disruptions' in their lives. These tragedies happen due to their own follies as in *The Hoarder*; bad-luck, over-confidence as in *A Traveler's Story*; or lack of judgement as in *Bellows for the Bullocks*. In *The Farmer's Present* the disruption would be his encounter with the king's question that what if he refuses the gift of the gigantic watermelon. The 'Recognition' takes place either immediately or soon after the loss or 'disruption'.

The 'Resolution' is the protagonists' successful revenge and teaching the thugs a good lesson in *Bellows for the Bullocks*, the wise- man's idea of putting a large stone and re-establishing the gold pot in *The Hoarder*, the traveller's supreme wisdom and master-stroking story in *A Traveler's Story*, the con-man's failing to give a written note of the ownership of the well in *The Silver Well* and the farmer's witty repartee in *The Farmer's Present*. The new- Equilibrium is achieved soon after in all the select folktales.

These tales, therefore, have succeeded in maintaining the age- old tradition of societies. They have bound together regions like a thread weave pearls.

What is interesting to note is that E. B. Tylor in his book *Primitive Culture* (1871) has refuted the thought postulated and maintained by Theodar Benfey and Max Muller. The latter

believed in the monogenesis and atomistic origin – i.e. these tales originated from a single source and then spread all over the region. But E. B. Tylor advocated against this theory of Theodor Benfey and Max Muller, believing in the polygenesis and multiple origins of cultures and folklores; Parasmoni Dutta in his “Brief History of Folklore Studies with Special Reference to India” says that:

... A cultural trait or an item of folklore could have independently originated at two or more places unrelated to each other, either at the same time or at different times, but at similar stages of human progress. It was believed that evolution of mankind followed a singular universal path of progress in every place, with three absolutely identical stages everywhere – savagery, barbarism and civilization ... (25)

These select set of stories do not vary startlingly in form and content also because they broadly belonged to a limited geography of Haryana and neighbouring regions. But they have succeeded since time immemorial in delivering mythic messages and logical formulations to the community at large by the manner of holding a complex level of communication on myriad levels. In earlier times they were read out and passed on only as tools of moral dictates, cultural treasures, and pass-time tools of entertainment. The focus in those times was on the text oriented details. But towards the twentieth century through the present times, new enlightened approaches developed and many folklores, through close readings, were broken up for subtle hints of feminisms, Marxist tendencies, homosexual tones, and other multi-dimensional frameworks, as Dutta observes “in contrast to the text-oriented exercises of the earlier scholars, shifting the attention more to the field than to the library” (27).

American scholars like Robert Gorges, Kenneth Goldstein, Dan Ben-Amos, Alan Dundes, and Roger Abrahams, to name some, belong to the new generation critics who studied folklore from multi- dimensional frameworks.

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Radio Programming in India

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Courtesy: https://en.wikipedia.org/wiki/All_India_Radio

Historical Account

Most of us brush aside the magic that good old radio can bring to our lives. Back in the days, even owning a radio was a matter of pride.

Until the advent of television, radio was the prime source of entertainment. Many All India Radio listeners still recall those days when the radio broadcasted a coherent mix of news, soothing music, drama, cricket commentaries and gripping topical talks.

All India Radio broadcast started in 1923 via 2 private stations - Radio Club of Bombay and later Calcutta Radio Club. In 1924, broadcasting service was initiated by the Madras Presidency Radio Club.

After the Indian Broadcast Company in Mumbai and Kolkata went bankrupt, it was shut down in 1930. Later, Indian State Broadcasting Service (ISBS) under Department of Industries and Labour was launched.

It was on July 23, 1927, that organised broadcasting kick started. Lionel Fielden was the first controller of Broadcasting in India. He was a senior BBC producer who spent five years in India as the controller of broadcasting and one of the main people who established All India Radio (AIR). It came under the control of the Government of India in 1936.

Akashvani Jingle

It is more than 80 years since All India Radio started its broadcasting operations. Since then, Radio broadcast in our country has come through a long winding journey, with hundreds of radio stations being established in cities throughout India.

However, nothing can match up to the nostalgia All India Radio can evoke. Almost all of us have memories, ranging from vivid to vague, of listening to the signature 'akashvani' jingle at the break of dawn.

The signature tune of All India Radio was composed by Walter Kaufmann, then director of music at AIR. Kauffman was forced to leave Prague because of Hitler's fascist rule. He came to India in 1934. He lived in Bombay for twelve years and worked in the music department of All India Radio. He did significant research on Indian music and even worked for Hindi movies.

"In India's remote villages there are many who, after the day's work is done, find time hanging heavily...and there must be many officials whose duties carry them into out-of-way places, where they crave company of friends and solace of human companionship. To all these and many more broadcasting will be a blessing and boon of real value."

These are words spoken by Viceroy of India, Lord Irwin at the inauguration of the Bombay Station of Indian Broadcasting Company on July 23, 1927. His words still hold true to a large extent. People even in the most remote village find peace in the company of a radio.

The harmonium was banned on All India Radio's networks between 1940 and 1971. The instrument was deemed incapable of handling the complex notes of Indian classical music and was also dubbed un-Indian.

On November 1, 1967, commercials were introduced for the first time on Vividh Bharati, and Doordarshan separated from AIR on April 1, 1976.

New Formation of Radio

While Indian radio is shifting from a government monopoly to a highly commercialized broadcasting network, citizens' groups are also demanding that the media be democratized.

Imagine a country which has 18 officially recognized languages and a total of 1652 mother tongues in a country nearly a billion strong and spread over an area of 3.2 million square kilometers -- that's India.

Given its diversity and expanse, one could well understand the problems that tribal, under-privileged, or minority cultures face in getting their voices heard.

As far as the radio is concerned, long years of official domination by the government, outdated, but existing British regulations, and the rampant commercialization of the airwaves have complicated the problem. Citizens groups and non-profit organizations in India are pushing for a

wider representation on the centralized and hierarchical Indian radio network -- with some success. Court rulings have recently favored the establishment of new, local stations and campaigners from across India are underlining the importance of radio in shaping the destiny of Indian society. For decades, India's radio stations have been centralized, unable to cater to the regional diversity of India, and lacking editorial independence. Now, citizens' groups are pressuring the government for a community radio model.

Call it by any name -- community radio, rural radio, cooperative radio, or development radio -- its proponents feel that radio holds the key that will unite India's linguistic and ethnic diversity and improve the economic disparity and the huge rural-urban divide. "Imagine having your own radio station where you can walk in any time to ask for your favorite music, share some important local event or chat with your neighbor who's now become a celebrity," says media advocacy campaigner Ms. Sucharita S. Eashwar from Bangalore, the capital of Karnataka.

Decentralizing Indian Radio

Ms. Eashwar leads a non-profit development communication group called VOICES that has lobbied to start community radio in India. Based on the current debate in the national media, interested parties feel India has only developed its urban commercial broadcast facilities while ignoring its public service, community, educational, and developmental broadcast networks. Indian non-profit groups are looking to the more vibrant community radio models like those in nearby Sri Lanka, the Philippines, and other African or Latin American countries.

Media advocacy groups have been pressing policy and decision makers in New Dehli to give broadcasting licenses to universities (particularly agricultural universities, medical institutions, adult, and legal literacy organizations), registered cooperatives, women's cooperatives, and suitable public bodies. "Our problem has been a `Delhi-centric' approach to broadcasting that we, in this country, have taken. One fear is that [community broadcasting and grassroots radio] could become inconvenient for the existing power-structure," says prominent media critic Professor K.E. Eapen of Bangalore.

In India, radio is shifting from being a government monopoly to a highly commercialized broadcasting service. Media advocacy groups say the media needs to be "democratized" simultaneously as it moves away from official control. Privatization and total deregulation are not enough if the media becomes irrelevant to the vast majority of Indians. Now, while the policies are being developed, is the time for non-profit groups, educational and research institutions, cooperatives, women's groups, and development organizations to seize the available opportunities created by liberalizing the electronic media.

In September 1996, in Bangalore, VOICES brought together a group of radio broadcasters, policy planners, media professionals, and non-profit groups to study how community radio could be relevant to India and what policies were needed. Initially, one suggestion was that the approximately 76 local radio stations that make up the state-run monopoly, All India Radio, could allocate an hour of air time each day to community broadcasting. The Bangalore Declaration for a

Media Policy on Community Radio was released at the end of the meeting and aimed to shape media policies in India.

Meanwhile, several non-profit organizations have written to the Information and Broadcasting Ministry showing an interest in establishing low-cost local radio broadcasting facilities to support their community development work. Problems remain since cheap FM receiver sets are not easily available, especially in rural areas.

An official of the state-run Bharat Electronics Limited, Mr. Rajamani, points out that low-cost radio stations are becoming affordable in India too. One low-cost station with a transmitting power of up to 50W that reaches a target audience of 5-10 square kilometers would cost between Rs 1 to 1.2 million (almost US\$.5 million). Basic equipment for recording, mixing, editing, and a 20-foot high antenna would cost a little more.

Radio has already proven its relevance to Indians. Recent government studies suggest that radio in India could potentially reach up to 98.5% of the population. There are approximately 104 million homes that have radio-nearly double the number of homes that have TV. "Over the last decade, All India Radio has focused more on the rural population and the urban lower middle classes, unlike [TV'S] preoccupation with the urban upper middle classes," Ms. Eashwar says. India's population is overwhelmingly poor and over one-third of the population lives below the official poverty line, the equivalent of US\$300 a year!

India's Broadcasting Policies

In a recent ruling, India's Supreme Court declared the airwaves public property to be used for promoting public good and ventilating plurality of views, opinions, and ideas. In the context of delivering its crucial 1995 judgment, the Supreme Court of India looked closely at the evolution of the broadcast laws in Europe and the U.S. and stated "Use of the airwaves, which is public property, must be regulated for its optimum use for public good for the greatest number. The rights of the listeners and viewers, and not of the broadcaster, is paramount." The court felt that monopolies in broadcasting -- either by the government, an individual, or organization -- was unacceptable.

Oddly, there were no special laws to govern broadcasting in India except the Indian Telegraph Act, a British colonial legislation that dated back to 1885. This law scarcely fit the purpose, since it was developed before the radio was even invented. "Centralized, one-way broadcasting...has a limited scope to serve the goals of development, especially in the context of pluralism and diversity which is a singular characteristic of Indian society," read the Bangalore Declaration on Radio.

India has been poised on the brink of broadcasting autonomy for at least three decades. Yet, media policy and implementation continue to remain in the hands of the government. Because of this, Indian radio has grown impressively, but has remained inaccessible to large groups of nonaffluent segments of the population, despite sporadic efforts at innovation. India has been unable to chart out a well-formulated communication strategy to support broadcasting

development and there have been lopsided priorities while defining the state's role in the media. Recent economic policy changes in India introduced foreign technology, capital, and the advent of satellite television. This has reoriented broadcasting towards commercialization and the formerly powerful All India Radio has been relegated to a distant second place.

Recently, India has been making efforts to revamp its age-old broadcasting laws. But shaping a new broadcasting policy is turning into a tough job. For the last five years, there has been a hotly argued debate over the social, political, and cultural impact of the electronic media in India. "We have an impressive [radio] infrastructure -- one of the best in the world -- with broadcasting content that is of limited interest for its listeners," commented journalist Kalpana Sharma in national newspaper *The Hindu*. She blamed government's domination of radio for this.

Examples Across the Border

Meanwhile, broadcasting lessons are being learned from some of India's neighbours. Landlocked Nepal, the Himalayan country that is home to some of the world's highest peaks, is showing the way to South Asia by setting up its first community radio station. Official restrictions have not hindered the arrival of Radio Sagarmatha, the first non-governmental FM station in Nepal. It broadcasts from a transmitter set up by non-governmental organizations (NGOs) with support from the United Nations.

Over the past few months, this station has been filling the airwaves of capital Kathmandu with the sound of long forgotten Nepali folk music mixed with 'development messages.' **Sagarmatha**, literally meaning the 'forehead of the ocean' is the Nepali name for Mount Everest. The Nepal Forum of Environmental Journalists (NEFEJ) headed this project and is planning to develop **Radio Sagarmatha** as a prototype station and training and resource center that will expand radio into the rural areas of Nepal. "Our long-term objective is to encourage dozens or more of small stations throughout the Himalayan country," said NEFEJ executive director Om Khadka.

Radio Sagarmatha launched its own test transmissions in early June after getting a license from the Nepali government-a herculean effort. Over a dozen other applications are believed to be pending with the Ministry of Communication and Information in this Himalayan kingdom, but analysts in Kathmandu feel it is unlikely that there will be more private radio stations because of the enormous bureaucratic obstacles one must overcome.

Presently, Nepal only has two FM stations both operating from Kathmandu. Radio Sagarmatha's 500-watt transmitter has just joined the government-run FM station in Kathmandu. Both stations cover the Kathmandu Valley, an area of around 400 square kilometers.

Radio Sagarmatha is an unusual experiment in other ways. Some of the country's best known media organizations, the Nepal Forum for Environmental Journalists (NEFEJ), the Nepal Press Institute, publishers of *Himal* magazine, and Worldview Nepal (a media related organization), have taken a lead in establishing Radio Sagarmatha.

UN development statistics say 75% of Nepalis live below the poverty line. Average life expectancy is 55 years. One in every 10 infants dies before the age of five, and 40% of Nepali children are undernourished. Environmental problems have been a concern in Nepal for quite some time. Some two-thirds of the country's rural population live in mountains and plateaus with only 30% of Nepal's arable land. Population pressures on the land in these rural areas have caused erosion and deforestation to reach alarming proportions. Low productivity, unemployment, and poverty are some of the concerns staring in the face of the country. Its backers hope that the Radio Sagarmatha experiment will boost pluralism in the broadcast media in the South Asian region, where the scene has largely been dominated by large, sometimes-monolith official organizations. India hopes to follow this example to improve the economic and social well-being of the country's rural inhabitants, as well as to improve the communication between these communities.

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Effective English Teaching Strategies for EFL Students in Jordan

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Abstract

The study offers a **perception** regarding the way the educational process took place in a period of sudden and multiple changes in the Jordanian education system. It clarifies useful recommendations for educators to succeed in increasing the quality of the educational process in an online environment. It is possible that after a longer period of adaptation and familiarization with the online environment for students and educators, the quality of the educational process will improve. A quantitative study is conducted including 30 EFL students at a public school in Jordan. The results show that students prefer if English language learners have a suitable environment in the classroom, that enables them to learn easily and conveniently. competitions and challenges are recommended to motivate them to use English language in the classroom.

Keywords: Jordan; Education; Strategies; EFL; Learners; Online.

1. Introduction

Successful language learning in the field of second/foreign language teaching and learning done by interests of practitioners and researchers have been geared to the language learning strategies and adoption of successful language learners. The suggestion is that a good language learner may have some special strategies that others could learn from was initially introduced. What can educators do to assist EFL learners during the teaching process will be related to different variables such as target language, proficiency, age, situation, cultural differences and learning styles (Rubin,1975). The strategies considered to be essential were broadly associated with learning skills, such as reading, speaking, listening, and writing. These strategies served as an important guidance for teachers in shaping their approaches in everyday English teaching, and using related words or pictures in order to get the idea quickly such as

skimming or scanning, guessing intelligibly, analyzing , summarizing, semantic , mapping, writing through recording English phrases, using English-English dictionaries, and speaking skills strategies such as imitating particular speaker in terms of pronunciation, intonation, stress, gesture, eye contact, etc. However, insufficient knowledge of grammatical structure, lexical features and argumentative features, difficulties in putting together organized ideas and producing solid evidence to write a well-organized essay affect and weaken EFL students' abilities.

According to socio-cultural theory, social interaction, and cultural institutions play an important role in an individual's cognitive growth and development (Donato & MacCormick, 1994). Social interaction had a crucial role to play in EFL classes. From this socio-cultural perspective, the learning environment and contexts are influential upon individuals' strategic orientations to language learning (Scarcella & Oxford ,1992) and technology, especially the emergence of the internet, are affecting every aspect of education and changing the way we teach and learn (Paulsen, 2001). However, there are still many problems with the application of the internet in the classroom including the reliability of the information on the web, the cost of the equipment needed to connect to the internet, inequality of access between the haves and have-nots. (Lyman, 1998; Sussex & White, 1996; Warschauer, 2000).

1.1 The Significance

The significance of the present study is understanding EFL students' learning styles and providing their needs to develop their skills.

1.2 The Purpose

The study answers the following questions:

1. What strategies are used by the teachers to facilitate learning?
2. What problems and difficulties do students encounter during learning?

2. Literature Review

Learning how to speak English fluently and accurately has been a grand task for EFL students. Strategies in learning to speak as one of important factors of speaking skill should be considered not only by foreign students but also the teachers. Students' strategies in learning to speak English should be in balance with teachers' techniques in teaching students to speak English. Both affect the improvement of students' ability in speaking English (Novienty, 2018:1). As this study showed by (Kadiu & Treska ,2016) different techniques and strategies should be included such as: cooperation, control of the class, and motivation. They also stressed the fact that four skills should be co-related for an effective class. The most important finding was related to the students. According to them, the best way to learn the English language was by writing. ESL program has grown 180% in the last eighteen years according to ELL (Lichet,2017). Many of these students have had limited or interrupted education and need academic support as well as English instruction.

2.1.Strategies

2.1.1. Helping English Language Learner (ELL) Adjust to Classroom

Moreno (2002) argues that when you have ELLs in your classroom, it is really important that ELL's adjust to the classroom before learning takes place. He argues that the classroom should be set up in such a way that provides good learning environment. He states that the language content and the metacognitive objects should be displayed around the classroom. He states that the information should be presented in variety of ways which should include written demonstrations with tangible objects. The classroom should include world walls with vocabulary for a specific unit or chapter. In the classroom, the instructions or steps should be listed in steps for students to visualize so they have something to refer to. Moreno also states that ELL's should maintain a notebook where they can write down the words that they learn with their transitions. During e-learning for English, the relationships between students must be friendly, because stressful school environments reduce students' ability to learn (Bista, 2011).

2.1. 2. Adjusting Teaching Style

Mereno (2002) also suggests that when the ELL's are adjusted to the classroom, the teachers also need to adjust their teaching style to provide effective instruction. Research suggests that teachers need to adapt student centered approach rather than teacher centered, the main idea behind the practice is that learning is most meaningful when topics are relevant to the students' lives, needs, and interests and when the students themselves are actively engaged in creating, understanding, and connecting to knowledge. Students will have a higher motivation to learn when they feel they have a real stake in their own learning. When teachers are teaching English to the ELL's, the students will have a higher motivation to learn when they feel they have a real stake in their own learning (Tylor, 2012).

2.1.3. Dual-Language Approach

Educators and policy makers emphasize the importance of inviting students to use their first language as well as English enables them to draw on their strengths, including their existing academic, linguistic, and cultural knowledge. This approach also enriches the class environment by exposing English-speaking students to the advantages of knowing more than one language and of cultural diversity in general (Many Roots Many Voices, 2005). Vacca-Rizopoulos and Nicoletti (2009) also discuss the importance of encouraging the use of student's native language to teach English, they also touch on the importance of providing options for them, for example, using nonlinguistic organizers to promote an appreciation for other languages and cultures. ELLs are usually embarrassed to speak English out loud in classrooms can learn English by adding vocabularies on the wall, in ways that help them feel connected to the classroom. (Vacca-Rizopoulos & Nicoletti, 2009).

2.1. 4. Technology

EFL classroom without technology is incomplete. Internet and computers should be the cornerstones in ESL learning programs. Technology based activities helps motivates learners

and increases critical thinking. In ESL courses, learners actively participate in classroom learning when they are asked to use software applications for listening, reading, writing and speaking activities (Svinivki & McKeachie, 2011). In addition, Moreno (2002) suggests teachers and ELL students use computers in the classroom to access educational websites and games that can teach the ELL's the language. Teachers can also use CD's and videotapes that come with textbooks, and they can help students practice reading fluency through echo reading. ELLs will have the opportunity to listen to the narrated story, and become familiar with different words, and they will know how to pronounce English words. Moreno adds on that the overhead projector is a common technology tool that is found in most of the classrooms, and ELL instructors should use it every day to model and highlight texts, and to identify main ideas or new vocabulary or to show pictures.

3. Methodology

3.1 Participants

It was a cross-sectional study, a random sample conducted at a private high school in Zarqa Jordan, to determine the effectiveness of English teaching strategies for EFL student. Total sample included 30 female EFL students aged between 16 - 18 years old. The access to this study was obtained following ethical approval after consultation and permission of local research ethics committee, senior management, and site managers at the school.

3.2 Data Collection

This study produced qualitative and quantitative data through a questionnaire. The survey questionnaire included two parts. The First part is a Yes or No questions consisted of five questions, and the second part included 5 open questions .The first five questions were set to measure EFL students' attitudes towards learning the English language. see Appendixes A1 and A2.

3.3 Data Processing and Analysis

After data collection, the raw data was recorded and a coding instruction manual prepared. The analysis was performed manually. Statistics gave a general picture of the learners' attitude towards learning English in all its aspects. The following table in first part of questionnaire presents the percentage of participants' answers.

	Questions	Yes	No
1	Do you like learning grammar in a direct way?	88%	12%
2	Can you use English in your daily life?	36%	64%
3	Do you think the communication between teachers and students and also amongst the students is useful?	88%	12%
4	Do you feel worried when you speak or read English in the classroom?	76%	24%

5	If learners of English have a suitable environment inside the classroom would that make them learn easier and better?	100%	%0
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Table (3.1) The percentage of the participants' answers in Yes or No questions

It is clear from the above table that the proportion of the first question directly learning the rules was 88% agree and 12% disagree. Question 2 use English in your daily life, had the percentage of agreed answers being 36% responding. And 64% of respondents disagreed. For question number 3, 88% agree that communication between teachers and students and amongst the students is useful and about 12% disagree. 76% Respondents in question 4 feel worried when speak or read English in the classroom whereas 24% don't. In question No. 5, all the participants agreed that If learners of English have a suitable environment inside the classroom, would that make them learn easier and better.

The following points explain the answers to the questions: Q1 learning the English language will help in the future /All students agreed that the English language will help them in the future in many things and in any ways, each according to their interests. Learning the language is very important to study at university and to study abroad, according to one group. Another group said that it is important to communicate with other people and learn about other cultures. In short, the English language is the key to science and the language of the age.

Q2-the most important skill is it reading, writing, listening or speaking/ The most important skill for most was speaking fluently, because who can speak can also listen and understand well.

Q3- the type of activities improves the learning process/ Most of the students agreed that there should be competitions and challenges that motivate them to use the language in the classroom.

Q4- the challenges in learning the English language/ For students, there are many difficulties and challenges in learning the language, including the inability to pronounce words correctly, the inability to write, as well as fear and tension when speaking or reading, and most importantly the fear of bullying.

Q5- Mistakes that most teachers do inside the classroom /Write your points. Most of the students agreed by 96%, on this error, which is the speed of the teacher in speaking and explaining in English, they agreed that the teacher should speak in the classroom in English and that the Arabic language should only be used for necessity and importantly not to consider the feelings of the student and not to make fun of him when he makes a mistake.

4. Discussion

This study evaluates various issues in teaching English online. Regarding the first research question, what strategies do teachers use to facilitate learning, few respondents (4%) believed that the strategies teachers use to facilitate learning are good and the students agreed that there should be competitions and challenges that motivate them to use the language in the classroom to facilitate learning, while 96% of respondents believed that teachers made mistakes such as: the speed of the teacher in speaking and explaining in English, they agreed that the teacher should speak in the classroom in English and that the Arabic language should only be used for necessity and the teacher should take into account the feelings of the student and never makes fun of the student when he/she makes mistakes. The second question in this study sought to determine if there are any challenges in teaching English online. The study showed some of the challenges that the participants face, including the inability to pronounce words correctly, the inability to write, fear and tension when speaking or reading, and most importantly, the fear of bullying. According to (Intarapanicha, 2013) an ideal EFL teacher for young learners is a professional who has knowledge of language skills, the ability to apply many different activities in the classroom, and most importantly, he should be a good role model for them, EFL strategies have been foreign to secondary levels found in the classroom conversation, role-playing, discussions, and group work. These activities provided students with more opportunities to network and exchange ideas. It was shown in (Sarifa, 2020) study, after applying the selective method in language separation, it helps to integrate multiple language learning activities and allows students to receive individual attention amidst a populated category. It also makes students feel more motivated and confident that they have significantly improved in all four skills (LSRW). Awla (2014) claims that the four language skills (listening, speaking, reading, and writing) and some elements of English (vocabulary, pronunciation, and grammar) must be taught in the form of integrated skills because the skills and items link together.

5. Conclusions

The study offers a perspective regarding the way the educational process took place in a period of sudden and multiple changes in the Jordanian education system. It clarifies useful recommendations for educators to succeed in increasing the quality of the educational process in an online environment. It is possible that after a longer period of adaptation and familiarization with the online environment for students and educators, the quality of the educational process will improve, and the students' perception of online learning will be more positive and in agreement with the other studies we mentioned earlier in this paper. However, there are still many difficulties and challenges in learning a language, including the inability to pronounce words correctly, inability to write, fear and tension when speaking or reading, and most importantly, fear of bullying. The technical problems that students face are poor internet connection, signal loss, and lack of suitable digital devices, especially for students who live in rural areas or students from low-income families. The results of this study show that students prefer if English language learners have a suitable environment in the classroom, that makes them learn easily and conveniently. And where all the students agreed that the English language

will help them in the future in many things and in any way, each according to their interests agreed that there should be competitions and challenges to motivate them to use the language in the classroom.

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Appendix

A1

Yes or No questions:

- Do you like learning grammar in a direct way?
- Can you use English in your daily life?
- Do you think the communication between teachers and students and also amongst the students is useful?
- Do you feel worried when you speak or read English in the classroom?
- If learners of English have a suitable environment inside the classroom would that make them learn easier and better?

Appendix

A2

Open questions:

Q1- Do you think that learning the English language will

help you in the future? How?

.....
.....

Q2-In your opinion, what is the most important skill: is it reading, writing , listening or speaking?

.....
.....

Q3-What type of activities do you think would improve the learning process?

.....
.....

Q4- Writ about your own challenges in learning the English language?

.....
.....

Q5- What mistakes do you think that most teachers do inside the classroom? Write your points.

.....
.....

=====

Compounding in Gangte

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Abstract

This paper attempts to discuss Compounding in Gangte, a Tibeto-Burman language of the Kuki-Chin subgroup spoken by around 21,813 (Thurgood 2003) speakers of northeast India. This paper discusses three types of compounding: Endocentric, Exocentric and Conjunctive Compounds in Gangte. Compound words in Gangte are mostly endocentric in nature.

Keywords

Compounding, Gangte, Kuki-Chin

1. Introduction

Gangte (ISO 639-3:gnb) is a Kuki-Chin language of the Northern Kuki-Chin group of Tibeto-Burman group (Thurgood 2003). Accorded recognition in 1956, Gangte is one of the recognized tribes of Indian Union. They are found in the North-eastern part of India, particularly in the States of Manipur, Nagaland, and Mizoram with a population of 21,813 speakers approximately. In the state of Manipur, they are found distributed in 80 villages where their main population concentrates in Cheingkonpang of Churachandpur which lies about 52 km from the state capital, Imphal.

The word order is Subject-Object-Verb (SOV). It is an agglutinative language.

2. Compounding

Compounding is a morphological process that fuses two or more words, yielding one independent word. In other words, it is a combination of two free forms or words that have an otherwise independent existence.

Crystal, David (2008:96) defines compound as:

“a linguistic unit which is composed of elements that function independently in other circumstances”.

For example:

Gangte	Gloss		
mit-tui	□□□□□□		
	□□□□□□□□		
	eye-water	‘teardrop’	(lit. Water which comes from eyes)

Compounds have internal structures and can be represented in word tree forms. The compound ‘**mit-tui**’ will have the structures as below:

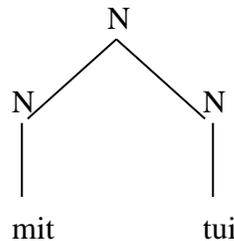


Fig: structure of ‘mit-tui’ (adopted from Lieber:2009)

In the above example, **mit tui** ‘teardrop’, both the elements **tui** (water) **mit** (eye) can exist independently on their own. The meaning may be established as the water which comes from the eye.

However, in some languages, bound roots are an element in compounds that exist as free forms.

The meaning of a compound may be similar or different from the meanings of its components in isolation. The component elements may be of the same parts of speech, or they may belong to other parts of speech.

3. Classification

Bloomfield (1993:235) proposed two types of Compounds differentiating between 'endocentric' and 'exocentric' compounds, which is one of the most extensively used

taxonomic distinctions. It is usually understood based on headedness, whether the compound belongs to the same class as the head.

In Gangte, Compound words are mostly disyllabic. Endocentric compounds are very productive, and they may be sub-divided into two distinct categories, namely, right-headed and left-headed, depending on the nature of the constituent element.

4. Endocentric Compounds:

Compounds that have heads are called ‘**endocentric compounds**’. The head of an endocentric compound determines the grammatical category of the compound and carries its core meaning. For instance *ən-bel*, ‘rice pot’ is an endocentric compound consisting of two different elements, *ən* ‘rice’ and *bel* ‘pot’ where the head is *bel*. In this example, the compound is a hyponym of the grammatical head: a ‘rice pot’ is a kind of pot. In other words, endocentric compounds denote a sub-class of the items marked by one of its elements. This is supported by Bauer, (2003:42) where he says:

... endocentric compounds, that is they denote a subclass of the items denoted by one of the elements.

4.1 Right-headed Compounds:

In right-headed compounds, the second element is the head, whereas the first element attributes the head. The head determines the semantic category of the compound. In Gangte, right-headed compounds generally have the combination of noun+noun and are highly productive.

They are illustrated in 1(a-f) as below:

(1) Noun+Noun

a. mitmul

mit-mul

Eye-feather

‘eyelash’

(lit. Feathers of the eye)

b. boṅek
boṅ-ek
Cow-dung ‘cow dung (lit. Dung of Cow)

c. vokən
vok-ən
Pig-food ‘pig food’ (lit. Food for pig)

d. savun
sa-vun
Animal-skin ‘leather’ (lit. Skin of an animal)

e. boṅnoy
boṅ-noi
Cow-milk ‘milk’ (lit. Milk of a cow)

f. inmay
in-may
House-face ‘courtyard’ (lit. Front portion of a house)

4.2 Left-headed Compounds

In Left-headed compounds, it is the second element that modifies the first element. Nominal compounds such as noun+adjectives (2 a-g) are left headed.

(2) Noun+Adjectives

a. mivom
mi-vom
Man-black ‘black man’

b. minem
minem

- | | |
|------------------------|---------------|
| Man-short | ‘short man’ |
| c. m̀llen | |
| m̀l-len | |
| Hill-big | ‘big hill’ |
| d. ηagop | |
| ηa-gop | |
| Fish-dry | ‘dryfish’ |
| e. kum ^h ək | |
| kum-t ^h ək | |
| Year-new | ‘newyear’ |
| f. hun ^h a | |
| hun-p ^h a | |
| Season-good | ‘good season’ |
| g. luineu | |
| lui-neu | |
| River-small | ‘stream’ |

In all the above instances, the compounds are hyponyms of its head.

In some cases, the stages of plants, young ones of animals and kinship terms are constructed by suffixing diminutive and augment suffixes to it. The resulting compound words are left-headed, where the second element modifies the first element. They are illustrated in examples (3 a-c), (4 a-c) and (5 a-c).

The tender stage of plants are formed by suffixing the diminutive suffix –don/ –toi

(3)

a. t^hiŋ don
t^hiŋ- don
tree-tender ‘tender tree’ (lit. Tender part of a tree)

b. gotoi
go-toi
Bamboo-tender ‘bamboo shoot’ (lit. Tender stage of bamboo)

c. tiiŋ don
tiiŋ-don
Cane-tender ‘tender stage of cane’

Kinship terms are constructed by suffixing the diminutive/augment suffix –neu/–len

(4)

a. palen
pa-len
Father-big ‘uncle’ (lit. Elder brother of one’s father)

b. nuneu
nu-neu
Mother-small ‘aunty’ (lit. Younger sister of one’s mother)

c. pineu
pi-neu
Grandmother-small ‘grandmother’ (lit. Younger sister of one’s grandmother)

Young ones of animals are formed by suffixing –nəw

(5)

a. uinəw
ui-nəw

- Dog-small ‘puppy’
b. loinəw
 loi-nəw
Buffalo-small ‘buffalo calf’
- d. aknəw
 ak-nəw
Chicken-small ‘chick’

5. Exocentric compounds

Compounds without heads are known as ‘**exocentric compounds**’ (*bahuvrihi* compound in the Sanskrit tradition). It is a conglomeration of syntactically unrelated words where neither word is functionally equivalent to the entire group. In this case, neither of the two elements can be perceived as a formal head, and its meaning cannot often be realized comprehensively by its constituent elements.

According to Bauer (2003:42), exocentric compounds ‘*denote something which is not a sub-class of either of the elements in the compounds...*’

This can be illustrated with the following examples in Gangte, which are nominal compounds of noun+noun and are limited in number. They are shown in (6 a-c).

- (6)
- a. sumkoŋ
 sum-koŋ
Money-plate ‘tortoise’
- b. k^honuŋ
 k^ho-nuŋ
Village-back ‘future’

- c. kolha
 kol-ha
 Cliff-tooth ‘sweet potato’

It can be seen from the above examples that they do not form hyponyms of either of the elements involved in their formation.

6. Conjunctive compounds

In conjunctive compounds, two nouns are conjoined with the help of the conjunctive particle *-le*. The resultant compound is always nouns.

(7) Noun+le+Noun

a. saleŋa

sa-le-ŋa

Meat-CONJ.-fish ‘meat and fish’ (lit. Non-vegetables)

b. uilekel

ui-le-kel

Dog-CONJ.-goat ‘dog and goat’ (lit. Dog and goat)

c. nulepa

nu-le-pa

Mother-CONJ.-father ‘parents’ (lit. Mother and father)

d. nik lepuon

nik-le-puon

Skirt-CONJ.-cloth ‘garments’ (lit. Dresses)

7. Conclusion

Compounding is a morphological process that fuses two or more words, yielding one independent word. It is a combination of two free forms or words that have an otherwise

independent existence. Gangte has both endocentric as well as exocentric compounds. Compound words in Gangte are mostly endocentric in nature. Endocentric compounds fall into two separate groups, viz. right-headed and left-headed compounds, depending upon the nature of the constituent elements. The first element modifies the second element in the case of right-headed compounds while, in left-headed combinations, in contrast, the second element modifies the first element.

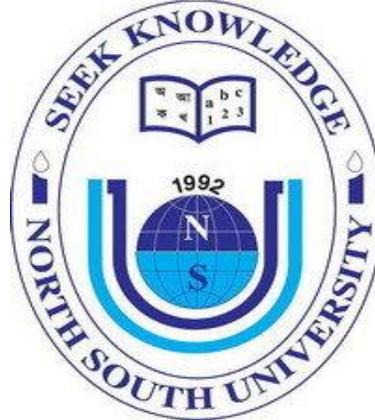
Gangte also displays few examples of an exocentric compound in which none of the constituent units acts as the head. In addition, it also exhibits conjunctive compounds where the conjunctive particle -le conjoins two nouns.

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MA in English (Major in TESOL) Thesis

Motivational teaching and learning techniques of EAP (English for Academic Purposes) at tertiary level students: Exploring the situation of Private Universities



This thesis is submitted to the Department of English, North South University, in partial fulfillment of the requirements for the degree of MA in English (Major in TESOL).

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Mahmuda Alam

March 1, 2014

Abstract

The topic of concern of the research is the motivational teaching and learning techniques for EAP courses in the private universities students of Bangladesh and its effects in their further academic studies to study English based curriculum. Motivation is a divine influence or action on a person believed to qualify him or her to receive communicate sacred revelation. In the question of using motivational teaching and learning techniques teachers use various techniques such as lecturing, board work, question and answer, friendly environment, library facility, arranging study tours, punctuality of a teacher, group discussion, independent work, pair-work, reading comprehension, writing, speaking, listening to students, presentations, instructions, queries, feedback, providing students with an advanced organizer that places lesson content in perspective, checking for task relevant prior learning (at start of lesson and re-teaches if necessary), giving directives slowly and distinctly checks for understanding along the way, knowing students ability level and proceeds at or slightly above their current level of functioning, using examples, illustrations or demo`s to explain and clarify content in text & workbook, providing review or summary, creating an English environment, two way communication, using of multimedia, using of mnemonic, working with contemporary social networks, avoiding biasness etc. However, private universities offering credit and non-credit English courses as part of their program which is known as EAP courses. These English courses were designed by their own faculty with or without collaboration from senior practitioners of ELT. After many years of offering these courses, many teachers and students have started questioning their necessity, or otherwise. This study conducted a survey among six teachers and thirty students from three major private universities in Dhaka. However, the survey and the analysis showed the current motivational teaching and learning techniques in practice for EAP in the private universities of Bangladesh. Through the survey I got the most effective and the most used techniques and made a comparison between them. If the teachers use the selected most effective techniques and aware of the most used techniques for EAP courses, the EAP course will effective for the less competent students to turn them into efficient academicians who will capable of studying English based curriculum. Therefore, it was hope that the data gathered in this study would depict a clearer picture of what actually explore the contemporary situation of the students of private universities and evaluate as the techniques are effective or not for the tertiary level students.

List of Tables

Table 1: Demographics of the Participants.

Table 2: Teachers` response about the effectiveness of motivational teaching and learning techniques.

Table 3: Judge the effectiveness of motivational teaching and learning techniques for EAP courses.

Table 4: The direct response of teachers about more techniques that teachers might use.

Table 5: The most used motivational teaching and learning techniques for EAP courses.

Table 6: Difference between the most effective and the most used techniques.

Table 7: The limitations that debilitate teachers to use motivational teaching techniques.

Table 8: The suggestions of teachers regarding motivational teaching and learning techniques for EAP courses.

Table 9: The need of EAP courses for good academic standing in further studies viewed by the students.

Table 10: The reason of taking EAP courses viewed by the students.

Table 11: The importance of taking the courses viewed by the students.

Table 12: The demand from the courses viewed by the students.

Table 13: The response of the students if there is no EAP course in their syllabus.

Table 14: The thinking of the students about these extra EAP courses.

Table 15: The response about the differentiation of content and structure of EAP courses for different disciplines viewed by the students.

Table 16: The thinking about the quality of EAP courses viewed by the students.

Table 17: The level of satisfaction viewed by the students.

Table 18: The range of success of EAP courses viewed by the students.

Table 19: The likings of the courses viewed by the students.

Table 20: The coverage of all the four skills in EAP courses viewed by the students.

Table 21: The effects of the courses to build an outstanding career viewed by the students.

Table 22: Motivational teaching and learning techniques for EAP courses used by the teachers viewed by the students.

List of Figures

Figure 1: The motivational teaching and learning techniques for EAP courses at a glance.

Figure 2: The effective motivational teaching and learning techniques.

Figure 3: The first three rank of most effective techniques.

Figure 4: More techniques that teachers might use.

Figure 5: The used motivational teaching and learning techniques.

Figure 6: The first 3 rank of most used motivational teaching and learning techniques for EAP courses.

Figure 7: Opinion on problems faced in using motivational teaching and learning techniques for EAP courses.

Figure 8: Suggestions of teachers regarding motivational teaching and learning techniques for EAP courses.

Figure 9: The need of EAP courses for good academic standing in further studies viewed by the students.

Figure 10: The reason of taking EAP courses viewed by the students.

Figure 11: The importance of taking the courses viewed by the students.

Figure 12: The demand from the courses viewed by the students.

Figure 13: The response of the students if there is no EAP course in their syllabus.

Figure 14: The thinking of the students about these extra EAP courses.

Figure 15: The response about the differentiation of content and structure of EAP courses for different disciplines viewed by the students.

Figure 16: The thinking about the quality of EAP courses viewed by the students.

Figure 17: The level of satisfaction viewed by the students.

Figure 18: The range of success of EAP courses viewed by the students.

Figure 19: The likings of the courses viewed by the students.

Figure 20: The coverage of all the four skills in EAP courses viewed by the students.

Figure 21: The effects of the courses to build an outstanding career viewed by the students.

Figure 22: Motivational teaching and learning techniques for EAP courses used by the teachers viewed by the students.

Table of Contents

Acknowledgement.....	II
Abstract.....	III
List of tables.....	IV
List of figures.....	V
Chapter one: Introduction	
1.1 Introduction.....	1
1.2 Background for teaching English in Bangladesh.....	2
1.3 Objectives of the study.....	3
1.4 Significance of the study.....	3
1.5 Hypothesis.....	3
Chapter two: Literature Review	
2.1 Definition of motivation.....	4
2.2 The motivational teaching and learning techniques.....	4
2.3 Theories of motivation.....	6
2.3.1 Heckhausen and Kuhl's theory of volition.....	8
2.3.2 Kuhl's Theory.....	9
2.4 Motivational influences.....	10
2.4.1 Attribution theory.....	10
2.4.2 Self-concept beliefs.....	11

2.4.3 The quality and quantity of evaluational/attributional cues and feedback.....	11
2.4.4 Action versus state orientation.....	11
2.5 A critical analysis of EAP courses for tertiary level students.....	11
Chapter three: Research Methodology	
3.1 Sources of data.....	13
3.2 Sampling.....	13
3.3 Data collection tools.....	13
3.4 Methods of data analysis.....	14
3.5 Participants and Settings.....	14
3.6 Motivational Teaching and Learning Techniques at a glance.....	14
Chapter Four: Data Presentation and Analysis	
4.1 Results of the survey on EAP and NON EAP Teachers.....	17
4.2 Difference between the most effective and the most used techniques.....	30
4.3 The limitations that debilitate teachers to use motivational teaching techniques.....	34
4.4 The suggestions of teachers regarding motivational teaching and learning techniques for EAP courses.....	36
4.5 Results of the survey on the students who have not completed EAP courses.....	37
4.6 Results of the Survey on the students who have completed the EAP courses.....	47
Chapter Five: Discussion, and recommendations	
5.1 Discussion.....	57
5.2 Recommendations.....	57
References.....	59
Appendices: A. Teachers` questionnaire	62-75
B. Students` questionnaire before EAP courses	
C. Students` questionnaire after EAP courses	

Chapter One: Introduction

1.1 Introduction

In an ever growing age of the globalization, English has been a linkage over the border. To connect the whole world under one language hegemony English has been the forerunner. Being an international language, English is taught most of the countries. In this scenario, it is almost a mandatory to know English to be able to keep pace with the growing world. Moreover, English is essential to complete education for all students (primary, secondary and higher secondary levels, as well as those undertaking tertiary courses). In Bangladesh, all disciplines of tertiary level students in public universities have to pass English language courses or complete study in English. When the first private university in Bangladesh begun its operations, it followed the North American model of tertiary education, requiring all students, regardless of majors, to pass composition courses in order to qualify to earn a Bachelor's degree. All Bangladeshi private universities have followed an identical policy in respect to their English course requirements. This has been a positive shift to streamline of tertiary education in Bangladesh. The focus of the discussion presented in this chapter is the motivational teaching and learning techniques of EAP (English for Academic Purposes) at tertiary level students in private universities. Teachers' effective strategy of teaching English will help them to improve. Hattie (1992) found that four attributes are necessary to characteristics of effective teachers i.e., knowledge, beliefs, understandings and practices of teachers. According to him influence of qualifications, on professional development and relevant personal experiences are also important. Studies have underscored the importance of content knowledge and teaching practice. Ball & Cohen (1999), Fennema et al. (1996), and Lloyd & Wilson (1998) have shown that teachers' specific subject matter knowledge plays a critical role in their teaching practice. Emphasizing the need for well-defined syllabus and teaching techniques, Breen (2001) proposed that a well designed language teaching syllabus should clarify the aims and objectives of learning and teaching and indicate the classroom procedures the teacher may wish to follow. Educational psychologists have long recognized the importance of motivation for supporting students learning.

To conduct higher studies and to share views with people all over the world, learning English is mandatory. So, it is much required that we find out a suitable way to enable both the teachers and students to make the teaching and learning process of EAP smoother and rewarding. Thus, we can say, motivational teaching and learning techniques of EAP and scientific methods of research is a good initiative to help the cause.

1.2 Background for teaching English in Bangladesh

Importance of English does not need any further elaboration. In short, to keep pace with the globalized world and run parallel with the outer world, irrespective of any domain, we have no alternatives but to acquire proficiency in English. Teaching English in Bangladesh is not a recent affair. In fact it had started, paradoxically though, even before the birth of the country itself. English was introduced during that period, but in the beginning the people of the subcontinent, especially the Muslims, did not welcome it for fear of the spread of western culture through the language. Though some Hindus started learning English, the Muslims rather opted for teaching their children Arabic and Persian, not as foreign but as religious languages. Later, when the government institutions came under the complete away of the British rule, the number of the English learners began to increase gradually. Even then some conservative Muslims, who hated English language and culture, got their admitted to madrasahs instead of general schools. This attitude did not change much till World War II. Considering the changed world situation after the war, the British left the subcontinent, separating Pakistan from India with Bangladesh as its part known as East Pakistan. Since the birth of Pakistan English had been the medium of instruction at graduate and postgraduate levels. This state continued until Bangladesh became independent from Pakistan in 1971. In the post-independence period, the medium of instruction at university level was made optional. Students could choose whether they would study through English or Bengali medium. However, since the birth of Bangladesh, English has always been taught as a compulsory subject from grade II to grade XII. Till 2009 there had been four levels in the mainstream education system of Bangladesh: Primary (Grade I – Grade V), Secondary (Grade VI – Grade XII), Higher Secondary (Grade XI – Grade XII) and Tertiary.

At the tertiary level, one paper on foundation English has been made compulsory in both 4 year honors and 3 year pass degree later for all students except those who take English as their honors subject. This paper is designed to review the items students have learnt so far. The syllabus of the foundation English in public or national universities is designed to teach identifying different elements of sentences; constructing sentences using different structures; analyzing sentences; combining smaller sentences into larger ones; transforming one type of sentence into another; changing word forms; speech acts; reading comprehension; business writing; composition etc. however, students do not feel encouraged to learn all these things because learning only a few items is enough for getting pass marks required for continuing degree.

On the other hand, BUET and all medical colleges have always maintained English as the medium of instruction, perhaps because of the untranslatability of the medical and scientific terminologies. Besides, English is the only medium of instruction in all science and commerce related subjects at reputed private universities. As a result, the private universities have started EAP courses to continue their study with English based curriculum and to turn the less competent students into the efficient academicians.

Having realized this problem, I intend to identify the motivational teaching and learning techniques of EAP in Private Universities of Bangladesh which will really help the students to get more efficient in English. I want to explore the contemporary situation of this part among the Private Universities in Bangladesh and evaluate as they are effective or not.

1.3 Objectives of the study:

The study has been designed to achieve the following objectives:

- To examine the motivational teaching and learning techniques of EAP used in private universities
- To analyze the effectiveness of such techniques.
- To identify areas of further improvement

1.4 Significance of the Study

While the demand for EAP courses is increasing, it is expected that the study would help better understand teaching and learning techniques of EAP courses and contribute to maximize better learning outcome.

1.5 Hypothesis

The current motivational teaching and learning techniques in practice for EAP courses in the private universities of Bangladesh are effective for the less competent students to turn them into efficient academicians who are capable of studying English based curriculum.

Chapter 2: Literature Review

The study will evolve mainly around some key constructs like motivation, teaching techniques and approaches EAP. The literature review will encompass these **key theoretical** constructs as well as relevant literature on classroom application. A brief account of the literature review has been given below.

2.1 Definition of motivation

Motivation, a key concept that influences both learning and teaching practices has been conceived in different rhetoric. Motivation is “willingness, drive or desire to engage in good teaching and learning,” (Michaelowa 2002, 5). The motivated teacher utilizes all her/his knowledge as part of her/his effort to help students learn as best as s/he knows. Motivational teaching and learning is a wide umbrella term in the educational context. Hanna (1987) identified successful teaching strategies as requiring an organized approach to teaching, where material was taught until it was mastered.

According to Emily R. Lai (2011), “Motivation refers to reasons that underlie behavior that is characterized by willingness and volition. Intrinsic motivation is animated by personal enjoyment, interest, or pleasure, whereas extrinsic motivation is governed by reinforcement contingencies. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions.”

Carole A. Ames (1990) has defined motivation in a different way. He noted that “Motivation, one of the foremost problems in education, is often inadequately addressed in typical foundational (educational psychology) courses”. About the academic motivation of students, he claimed that in educational psychology knowledge of concepts, principles and theories should be the basic elements. He observed that “Teachers need to know how this conceptual knowledge relates to the classroom and to their instructional role in the classroom. Teachers also need to know how to rely on this knowledge when dealing with issues that involve motivational concerns and when making instructional decisions.”

2.2 The motivational teaching and learning techniques

Most of the teachers are naturally intrinsically motivated. But students are not always motivated. Teachers should help the students to develop adaptive, positive and effective thought patterns. Zoltan Dornyei and Ushioda (2011) found that there was a strong 'link' between 'teacher belief and student behavior'. Thus the motivation of teacher has direct effect on motivational disposition of learners. On the other hand, they also reported that 'the process-oriented perspectives of motivation' failed to prove the fact that learners' quality had various effects on learning and it was changed with 'time to time' and 'situation to situation'. The fact is that good relationship between teachers and students has an important impact to motivate the students in second language learning.

Planning is an important instrument to achieve any goal and objectives. Teachers' planning is also very important as a motivational teaching and learning techniques. Sternberg and Horvath (1995) identified planning as one of the key dimensions underlying the expertise of experienced teachers. They also saw expert teachers as knowledgeable, able to adapt to practical constraints, and able to perform their teaching tasks rapidly with no cognitive effort.

Interesting topics and known context of students' own culture is very important to motivate the students. Topics that are unrelated to the students' known context may limit the reader's understanding of the text, because relevant cultural background knowledge is important for second language learners to facilitate understanding (McLean, 1998). Moreover, if the textbooks fail to bridge the gaps between the culture of the student and the target culture, an effective communicative language teaching approach is hampered (Liu, 2009). Consequently, language teaching should be culturally sensitive so that students can relate to and identify with the socio-cultural context (Liu, 2007). If the students of Bangladesh cannot identify the foreign culture that is presented in their text-books, then the students will not be motivated to use the language. (Chowdhury, 2003) .

Insufficient instructional time and class size is a barrier to effective language learning. Such situation definitely demotivate the students to learn effectively. The contact time(if it is 30 minutes) for a class is not enough to focus on individual student's needs in a large class (more than 50 students).According to Chang (2010), factors hindering the implementation of language teaching were students' resistance to class participation; text-oriented exams; large classes; lack of environment; inadequate teacher training; students' low English proficiency; limited teaching hours; lack of efficient assessment instruments; and teachers' lack of knowledge and skills. In an EAP class, there are lots of activities such as, group work or pair work, presentation, preparing assignments, quizzes, language games, puzzles, acting, dramatization, role-playing etc. to make the English classroom more interesting

and more enjoyable. Thus, the existing class time should be extended (one hour at least) and the number of classes should be reduced to motivate both the teachers and the students and to get a good result.

Another motivational source for both teachers and students are their workplace conditions. Darling-Hammond (2000) found workplace conditions can exert a powerful influence over the quality of teaching in two main ways: (a) when they help to attract and retain quality people into the profession; (b) when they energize teachers and reward their accomplishments. There is a long tradition of research that examines the relationship between the organizational context of universities and the quality of teaching and student learning. Gameron et al (1998) suggested that the relationship between school ‘restructuring’ and student learning would be weak, except where organizational resources (time, leadership, collaboration, administrative support, knowledge and skills) were employed in ways that promote professional interaction and development. Peterson, et al’s (1996) research has cast doubt on the capacity of new management structures to benefit classroom practice. They have argued that teaching is the most important factor in effectiveness, and that while school structures can provide opportunities, these structures, of themselves, do not directly contribute to teaching. Research suggests that motivation can be manipulated through certain instructional practices, although studies demonstrate both positive and negative effects.

According to the curriculum document of NCTB: “Successful teaching and learning of English ultimately depends on an effective teaching methodology. The chief aim of such a methodology must be to give learners as much practice as possible in the use of English. (NCTB, 1996:153)”. It is the teachers’ duty to motivate the students to practice as much as possible. As language teaching and learning is skill-based, motivation is necessary to develop the skill. Nunan (1988) maintains that language teaching and learning basically language proficiency must be determined in terms of behavior. According to Nunan, proficiency in this context refers to students’ ability to perform certain communicative tasks with a certain degree of skill; skill in grammar, tenses, vocabulary, socio-cultural contexts, and phonology. Nunan argues that students have to be skilled in reacting appropriately in different and changing situations. Nunan (1988) holds that it is the teachers’ and the curriculum designers’ responsibility to decide how they will assess the learners’ language skills. Haider and Chowdhury (2012) reflected that

...the criteria set for teaching and learning in the curriculum documents provide the opportunities for the teachers and learners to improve their practices and attitudes. However, the present realities do not replicate the methodological aspects suggested in the curriculum documents. In

fact, the implementation of the methodological underpinning of the communicative approach is being impeded by many constraints that exist in the present teaching-learning context. (p.18).

2.3 Theories of Motivation

Different theories of motivation have emerged as a result of many researchers and studies. Some theories have been the most essential and significant. In the history of motivation research the following theories have been the most influential. Dornyei and Otto (1998) searched for a ‘motivation model that could serve as a theoretical basis for the methodological applications’. Various motivational theories have selected to reduce the number of relevant motivational components.

- **Expectancyvalue theories** assume that motivation to perform various tasks is the product of two key factors: the individual’s *expectancy* of success in a given task and the *value* the individual attaches to success in that task. Within this framework, Dornyei and Otto (1998) found a variety of sub theories that attempt to explain the cognitive processes that shape the individual’s expectancy.
 - ❖ **Attribution theory** places the emphasis on how one process past achievement experiences (successes or failures).
 - ❖ **Self-efficacy theory** refers to people’s judgment of their capabilities to carry out certain specific tasks.
 - ❖ **Selfworth theory** claims that the highest human priority is the need for self-acceptance and to maintain a positive face.
 - ❖ **Goal theories** following somewhat different principles propose that human action is spurred by purpose, and for action to take place, *goals* have to be set and pursued by choice. Accordingly, key variables in goal theories concern various *goal properties*.
 - ❖ **Self-determination theory**, the accompanying intrinsic vs. extrinsic motivational paradigm, is that the desire to be self-initiating and self-regulating is a prerequisite for any human behavior to be intrinsically rewarding, and therefore the essence of motivated action is a sense of autonomy.

Finally, the key tenet in **social psychology** is the assumption that it is *attitudes* that exert a directive influence on people’s behavior since one’s attitude towards a target influences the overall pattern of the person’s responses to the target.(Dornyei and Otto, 1998)The factors of human behavior

are inner forces such as instincts, volition, and psychological energy; stimulus and reinforcement contingencies; basic human needs. From the point of view, the author made a detailed eclectic model that would list all the main issues.

Weiner (1984) reported “Any theory based on a single concept, whether that concept is reinforcement, self-worth, optimal motivation, or something else, will be insufficient to deal with the complexity of classroom activities” (p. 18).

2.3.1 Heckhausen and Kuhl’s theory of volition

Heckhausen’s(1991) theory in Dornyei and Otto (1998) is that research on motivation should be divided into two main terms. The study of (a)how intentions are formed and (b) how they are implemented.

As he argues, “Why one wants to do something and that one wants to do it is one thing, but its actual implementation and successful completion is another” (p. 163). He compares the boundary between the intention-formation process of the ‘predecisional phase’ and the implementation process of the ‘postdecisional phase’ to a metaphorical ‘Rubicon’, which separates two distinct processes with different functional characteristics. The first, decision-making stage (‘choice motivation’) has been the main focus of most mainstream psychological theories of motivation in the past, with the analyses centering around complex planning and goal-setting processes during which initial wishes and desires are articulated and evaluated in terms of their desirability and chance of fulfillment. According to Heckhausen’s conceptualization, a positive evaluation results in an intention to act, which then guides the particular action sequence until the goal is reached. This second, implementational stage (‘executive motivation’, also termed the ‘volitional’ stage), involves motivational maintenance and control during the enactment of the intention. The key issues to be examined here are the phenomena of action initiation, perseverance, and overcoming internal obstacles to action. Building on the above principles, Heckhausen and Kuhl (1985) developed a more detailed ‘Theory of Action Control’, which was further elaborated on by Kuhl and his associates (e.g. Kuhl, 1985, 1987, 1992; and the studies in Kuhl & Beckmann, 1994). The theory attempts to explain the common observation that people’s actual behavior does not always correlate

with the priorities set by their expectancy and value beliefs, and that even when the expectancies and values remain constant, the accompanying motivational tendencies show a marked waxing and waning. Furthermore, there is also the phenomenon that people sometimes persist in pursuing an activity in spite of more attractive alternative goals. The key component of Kuhl's (1987) action control model is 'intention', which is defined as an "activated plan to which the actor has committed herself or himself" (Kuhl, 1987, p. 282). In order for action to take place, two memory systems need to be activated at the same time: motivation memory (which is content-independent, that is, when it is activated, it serves as a continuous source of activation supporting any structure that is currently dominant in other memory systems) and action memory (which contains behavioral programs for the performance of the particular act). (p. 46).

2.3.2 Kuhl's Theory

Kuhl(1987) in Dornyei and Otto (1998) describes six strategies. An important part of action control theory is the set of processes in charge of action maintenance, that is, the active use of action control strategies to protect dynamic (i.e. ongoing) behavioral intentions.

- (1) **Selective attention**, that is, intentionally ignoring attractive alternatives or irrelevant aspects;
- (2) **Encoding control**, that is, selectively encoding only those features of a stimulus that are related to the current intention;
- (3) **Emotion control**, that is, the active inhibition of emotional states that may undermine the enacting and protection of the intention, as well as the conscious generation of emotions that are conducive to the implementation of the intention;
- (4) **Motivation control**, which is an active process of changing the hierarchy of tendency strengths when a more powerful alternative arises, for example, by focusing on what would happen if the original intention failed and by keeping in mind favorable expectancies or positive incentives;
- (5) **Environment control**, that is, manipulating the environment in a way that the resulting environmental (or social) pressure or control makes the abandoning of the intention more difficult (e.g. by making a social commitment or asking people not to

allow one to do something), or by creating safeguards against undesirable environmental temptations (e.g. by removing objects that invite unwanted activities);

(6) **Parsimony of information processing**, which essentially refers to a “let’s not think about it anymore but get down to doing it” strategy, particularly if further processing may reveal information that undermines the motivational power of the current intention.

Another important facet of Kuhl’s (1987) theory is the distinction between *action* and *state orientations*. In the first, the individual’s focus is on a fully-developed and realistic action plan; in the state orientation mode, however, “attention focuses on the present state (*status quo*), a past state (especially: a failure) or a future state (especially: unrealistic goals)” (p. 289). State orientation (which is similar in many ways to ‘learned helplessness’) is therefore seen as a counterproductive disposition. Although state orientation can be induced by uncontrollable failure experiences or unrealistic instructions, Kuhl assumes that the two orientations are, to some extent, established individual difference factors; that is, some people are more inclined toward one orientation than towards the other. (p. 47).

2.4 Motivational influences

However, there were four major motivational influences active in the postactional phase:

1. Attributional factors
2. Selfconcept beliefs
3. The quality and quantity of evaluational/attributional cues and feedback, and
4. Action versus state orientation.

2.4.1 Attribution Theory

Past successes and failures have behavioral consequences on future achievement strivings is known as attribution theory. “It has been shown in several studies that the type of attribution one makes directly affects the person’s future behavioral outcome expectancies” (Dornyei and Otto, 1998) .There are considerable individual differences in forming attributions.

First, people have different *attributional styles*, that is, a habitual way of explaining events along one rather than the other attribution dimensions, which develops as a result

of multiple experiences with those events. For example, some people, usually labeled as ‘internals’, tend to perceive a direct link between their behavior and reinforcement, whereas ‘externals’ tend not to see such a contingency (and thus are likely to make external kind of attributions). Perhaps the best-known stylistic disposition is ‘learned helplessness’, referring to an acquired resigned, pessimistic, and helpless state that, once established, is very difficult to reverse.

Second, in certain situations people may also have *attributional biases*, that is, incorrect schemas and inference rules that are used to make attributions (Pintrich & Schunk, 1996). Examples include the self-serving bias (the tendency to take responsibility for success but deny it for failure); the self-centered bias (the tendency to take more than due responsibility for any outcome); or basic attribution errors such as the tendency to attribute something to dispositional or personal factors while ignoring relevant (or even crucial) situational factors, and vice versa.

Third, as Weiner (1984) points out, attributional search is not indiscriminately displayed in all situations, for this would place great cognitive strain on the individual. Rather, causal searches are more prominent in the case of unexpected outcomes that do not conform with the ‘scripts’ of what are seen as normal events and situations (e.g. failure when success was anticipated or unfulfilled desires); it seems reasonable to assume, then, that differences in the *prior knowledge about scripted events* will also cause individual differences in the attribution process.

2.4.2 Self-concept beliefs

Self-concept beliefs include one’s established level of *self-confidence/self-efficacy*, *self-competence*, and *self-worth* in different domains, also influence the result of postactional evaluation. Learners with relatively high self-perceptions handle occasional failures much better than learners with low self-worth beliefs in that they tend to heighten and sustain effort in the face of failure, while mobilizing new strategies to tackle the task. Confident learners are also less likely to engage in debilitating self-analysis rather than maintaining a task focus. It needs little justification that the individual’s *prior performance history* plays an important role in shaping these self-beliefs. So far we have concentrated on the learner-internal factors affecting postactional evaluation. (p.61)

The other two motivational influences are the quality and quantity of evaluational or attributional cues and feedback, action versus state orientation.

2.5 A critical analysis of EAP courses for tertiary level students

Regarding the EAP education at private universities in Bangladesh, the EAP course helps the tertiary level students to develop their fluency in listening, speaking, reading, and writing both in and outside the classroom. Learners at tertiary level are perplexed when they discover that they have to produce a substantial amount of written artifacts for their study. Most private universities in Bangladesh offer English courses which are supposed to meet the required language needs of the students of various disciplines. Kumaravadivelu (1993) categorized the established language teaching learning methodologies into a) Language-centered methods b) Learner-centered methods and c) Learning-centered methods, for the purpose of analysis and understanding. Based on the expressed needs of the learners, future EAP courses must reflect the outcomes of the four language skills and their corresponding sub-skills which must be integrated with their subject course; this will make the courses interesting and achievable to the students and prepare them for the real world challenges. Eventually the products of such comprehensive programs will be more skilled and therefore more employable (Rahman, 2007). The need exists for the development of an appropriate EAP syllabus which must include real world applications to be used as practice for all the four language skills. The content should cover all the four skills although students considered speaking and writing skills as most important. The English courses must be relevant and specific for the various disciplines. Students` suggestions to improve the course should be studied in-depth because they are main stakeholders, and these represent the actual needs of the students – students input is crucial to determine the success of the course. The findings reasserted Khan`s (2000) findings that students were aware that English is essential for their future as well as at present to give them access to academic texts and for communication.

What we have found in the existing body of knowledge in this field is that the studies have dealt with the topics like motivation, role of motivation in learning, ESP and EAP, for example, as an individual isolated topic(s) rather than as an amalgamated approach needed for a complete overview of the EAP learning. This study would make an attempt to view the issues mentioned above in a blended format.

Chapter Three: Research Methodology

In my research work I have used multiple strategies for data collection to find out appropriate and authentic information from different private universities related to EAP teaching and learning. Questionnaire, literature review and observation checklist have been applied as tools and methods for data collection. Three survey questionnaires were used to conduct this study. Creswell (2008) suggests survey design for measuring attitudes, beliefs and opinions in educational research, as it is the most popular form of collecting information from a large population.

3.1 Sources of data

This study was conducted through survey method based on primary and secondary data. The data were collected through literature review, classroom teaching observation, and interview through questionnaire with the teachers and students of effective teaching and learning of EAP at private universities. Since the research was concerned to identify the characteristics of effective teaching learning, it focuses upon teacher attributes and qualities.

3.2 Sampling

Participants in the project are six teachers and sixty students from three different private universities in Dhaka city. I have conducted a survey questionnaire among 30 students of fresher in three different private universities to take their first hand experience about the strengths, weaknesses of English before learning EAP in a motivated way. Besides, I have taken another survey among 30 students of three different universities to know how motivational teaching and learning techniques of EAP effects the university performances.

3.3 Data collection tools

Survey instrument was supplied to EAP teachers to obtain information about motivational teaching and classroom performance of the teacher. Teachers` teaching skill is observed by observation checklist. Students also completed questionnaires about their attitudes to motivational teaching and learning techniques of English.

I visited the selected universities and observed the teaching learning process. I have worked with four research instruments through the opinion of my supervisor

1. Questionnaire for teachers
2. Questionnaire for students before EAP
3. Questionnaire for students after EAP
4. Interview both teachers and students of EAP program

3.4 Methods of data analysis

Data collected from different sources were classified, tabulated and presented in different matrix and graphical forms. Data analysis were made through percentage and ranking.

3.5 Participants and Settings

Table 1: Demographics of the Participants

Serial no	Demographic Variables		Number of Participants
1.	Teachers	EAP	03
		NON EAP	03
2.	Students before EAP		30
3.	Students after EAP		30
4.	Universities		3

3.6 Motivational Teaching and Learning Techniques at a glance

Through my reading of books and journals and both teachers` and students` interview, I have selected thirty motivational teaching and learning techniques for EAP courses. There are a total of thirty motivational teaching and learning techniques which can be grouped into 4 categories.

A. Teaching Style

1. Lecturing
2. Group Discussion
3. Question & Answer
4. Independent Work

5. Group/Pair-work

B. Activity /Task type

6. Reading comprehension

7. Writing

8. Speaking

9. Listening to Students

10. Presentations

11. Board work

12. Instructions

13. Queries

14. Feedback

C. Lesson Clarity/ Effectiveness Indicators

15. Providing Students with an advanced organizer that places lesson content in perspective

16. Checking for task relevant prior learning. (at start of lesson & re-teaches if necessary)

17. Giving directives slowly & distinctly checks for understanding along the way

18. Knowing students' ability level and proceeds at or slightly above their current level of functioning

19. Using examples, illustrations or demo`s to explain and clarify content in text and workbook

20. Providing review or summary

D. Other motivational Teaching Learning Techniques

21. Creating an English Environment

- 22. Two way Communication
- 23. Friendly environment
- 24. Library facility
- 25. Arranging study tours
- 26. Using of Multimedia
- 27. Using of Mnemonic
- 28. Punctuality of a teacher
- 29. Working with contemporary social networks
- 30. Avoiding Biasness

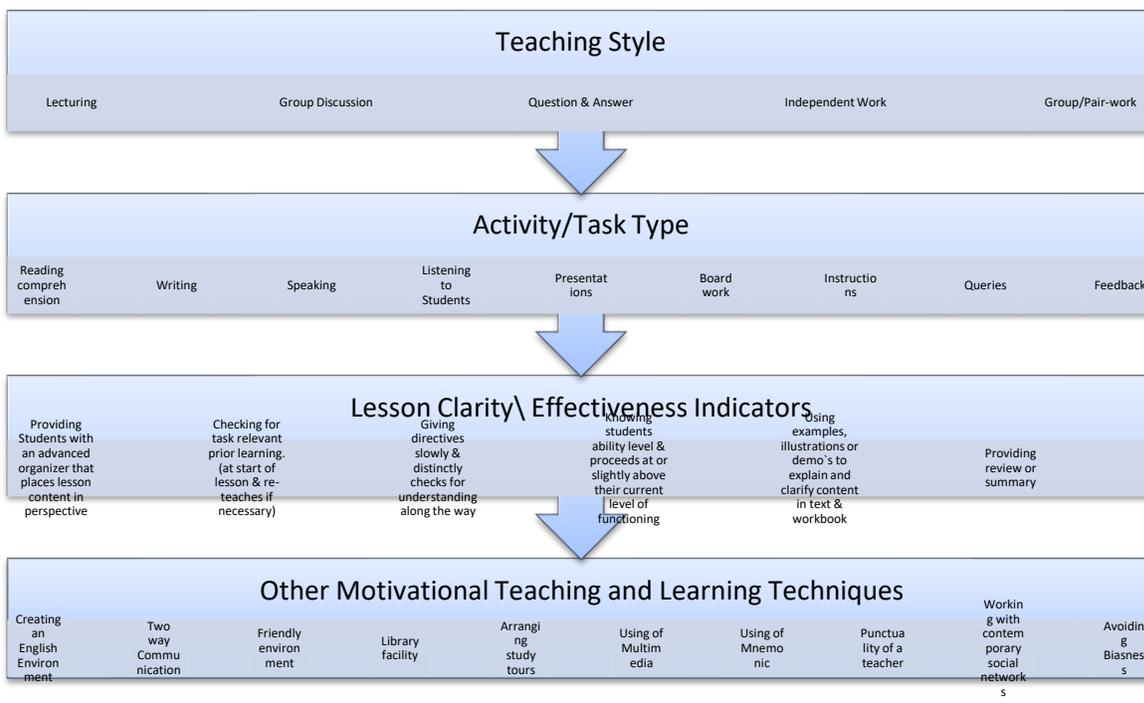


Figure 1: The motivational teaching and learning techniques for EAP courses at a glance

Chapter Four: Data Presentation and Analysis

This chapter deals with the presentation and interpretation of the findings of the present study. The data is collected through interview both teachers and students, teachers` survey questionnaire and students` survey questionnaire. Relevant data has been presented in the charts and then narrative description has been presented in the text in a quantitative manner.

4.1 Results of the survey on EAP and NON EAP Teachers

In my survey the items of Teachers` Questionnaire are

1. Judge the effectiveness of motivational teaching and learning techniques for EAP courses.
2. The direct response of teachers about more techniques that teachers might use.
3. The most used motivational teaching and learning techniques for EAP courses.
4. The limitations that debilitate teachers to use motivational teaching techniques.
5. The additional thought of teachers regarding motivational teaching and learning techniques for EAP courses.

Table 2: Teachers` response about the effectiveness of motivational teaching and learning techniques

SI No.	Motivational Teaching and Learning Techniques of EAP	Is this Technique Effective?		Tally
		<u>Yes</u>	<u>No</u>	
	Teaching Style			
1.	Lecturing	3	3	III
2.	Group Discussion	6		IIIII
3.	Question & Answer	5	1	IIIII
4.	Independent Work	6		IIIII
5.	Group/Pair-work	6		IIIII
	Activity /Task type			
6.	Reading comprehension	6		IIIII

7.	Writing	6		IIIII
8.	Speaking	6		IIIII
9.	Listening to Students	6		IIIII
10.	Presentations	6		IIIII
11.	Board work	4	2	III
12.	Instructions	6		IIIII
13.	Queries	6		IIIII
14.	Feedback	6		IIIII
	Lesson Clarity/ Effectiveness Indicators			
15.	Providing Students with an advanced organizer that places lesson content in perspective	5	1	IIII
16.	Checking for task relevant prior learning. (at start of lesson & re-teaches if necessary)	6		IIIII
17.	Giving directives slowly & distinctly checks for understanding along the way	6		IIIII
18.	Knowing students ability level & proceeds at or slightly above their current level of functioning	6		IIIII
19.	Using examples, illustrations or demo`s to explain and clarify content in text & workbook	6		IIIII
20.	Providing review or summary	6		IIIII
	Other motivational Teaching and Learning Techniques			
21.	Creating an English Environment	6		IIIII
22.	Two way Communication	6		IIIII
23.	Friendly environment	5	1	IIII
24.	Library facility	5	1	IIII
25.	Arranging study tours	5	1	IIII
26.	Using of Multimedia	6		IIIII
27.	Using of Mnemonic	6		IIIII

28.	Punctuality of a teacher	5	1	IIII
29.	Working with contemporary social networks	6		IIIII
30.	Avoiding Biasness	6		IIIII

From table 2 it emerges that to some extent a wide variety of tasks, activities, teaching styles, effectiveness indicators and other techniques were selected to get effective motivational teaching and learning techniques from three different private university teachers. Conspicuously, most of the techniques deemed effective for the EAP students selected by the teachers. According to the teachers, group discussion, independent work, pair-work, reading comprehension, writing, speaking, listening to students, presentations, instructions, queries, feedback, providing students with an advanced organizer that places lesson content in perspective, checking for task relevant prior learning (at start of lesson and re-teaches if necessary), giving directives slowly and distinctly checks for understanding along the way, knowing students ability level and proceeds at or slightly above their current level of functioning, using examples, illustrations or demo`s to explain and clarify content in text & workbook, providing review or summary, creating an English environment, two way communication, using of multimedia, using of mnemonic, working with contemporary social networks and avoiding biasness were the most effective techniques. On the other hand, first lecturing and then board work were the most ineffective techniques for EAP learners. Question and answer, friendly environment, library facility, arranging study tours, punctuality of a teacher were also ineffective to some extent for EAP students.

Table 3: Judge the effectiveness of motivational teaching and learning techniques for EAP courses

SI No.	Motivational Teaching and Learning Techniques for EAP Courses	Extremely Important 5	Very Important 4	Important 3	Less Important 2	Not Important 1	Total	% (Average)
	Teaching Style							
1.	Lecturing		4+4+4	3+3		1	19	63.33

2.	Group Discussion	5+5	4+4+4+4				26	86.67
3.	Question & Answer	5		3+3+3+3	2		19	63.33
4.	Independent Work	5	4	3+3	2+2		19	63.33
5.	Group/Pair-work	5+5	4+4+4+4				26	86.67
	Activity /Task type							
6.	Reading comprehension	5+5	4+4+4	3			25	83.33
7.	Writing	5+5+5+5+5+5					30	100
8.	Speaking	5+5+5+5	4	3			27	90
9.	Listening to Students	5+5+5	4+4+4				27	90
10.	Presentations	5+5+5+5	4+4				28	93.33
11.	Board work		4+4+4	3+3+3			21	70
12.	Instructions	5+5	4+4	3+3			24	80
13.	Queries	5	4+4+4	3+3			23	76.67
14.	Feedback	5+5+5+5+5	4				29	96.67
	Lesson Clarity/ Effectiveness Indicators							
15.	Providing Students with an advanced	5+5	4+4	3+3			24	80

	organizer that places lesson content in perspective							
16.	Checking for task relevant prior learning. (at start of lesson & re-teaches if necessary)		4+4+4+4		2+2		20	66.67
17.	Giving directives slowly & distinctly checks for understanding along the way	5+5+5	4+4	3			26	86.67
18.	Knowing students ability level & proceeds at or slightly above their current level of functioning	5+5+5	4	3+3			25	83.33
19.	Using examples, illustrations or demo`s to explain and clarify content	5+5+5+5+5	4				29	96.67

	in text & workbook							
20.	Providing review or summary	5	4	3+3+3	2		20	66.67
	Other motivational Teaching Learning Techniques							
21.	Creating an English Environment	5+5+5	4+4+4				27	90
22.	Two way Communication	5+5+5+5+5	4				29	96.67
23.	Friendly environment	5+5+5+5	4	3			27	90
24.	Library facility		4+4+4	3	2+2		19	63.33
25.	Arranging study tours		4	3+3+3	2+2		17	56.67
26.	Using of Multimedia	5+5+5	4	3	2		24	80
27.	Using of Mnemonic	5	4	3+3+3+3			21	70
28.	Punctuality of a teacher	5+5	4+4+4	3			25	83.33
29.	Working with contemporary social networks	5+5	4	3+3+3			23	76.67
30.	Avoiding Biasness	5+5+5	4	3+3			25	83.33

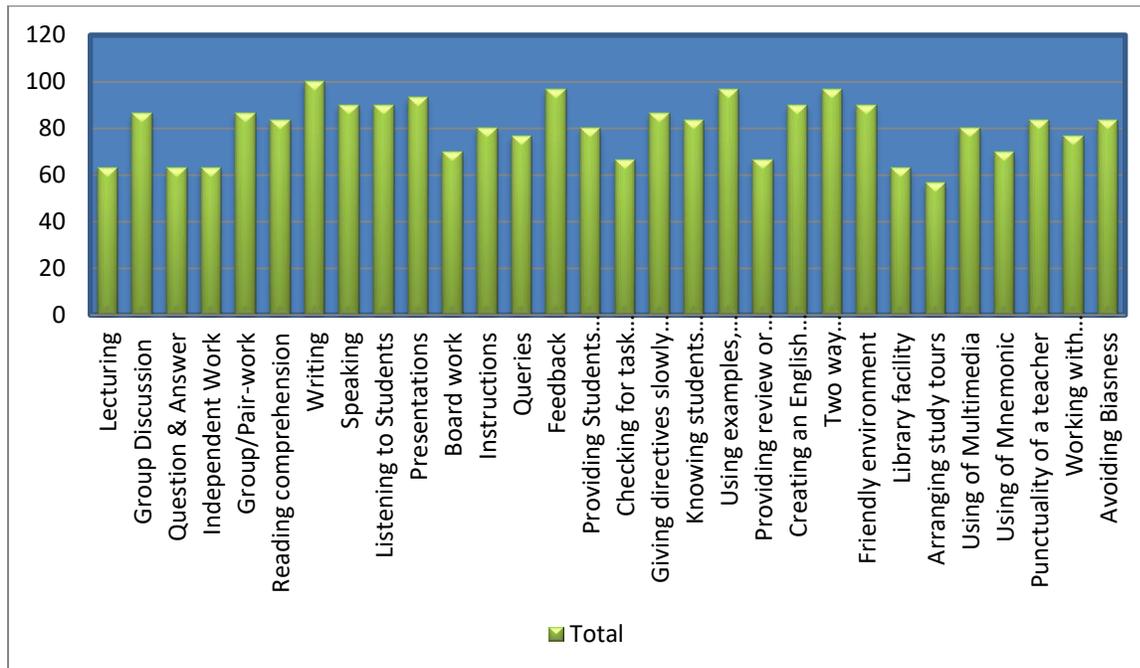


Figure 2 : The effective motivational teaching and learning techniques

Table 3 shows the percentage of most effective motivational teaching and learning techniques. The highest effective motivational teaching and learning technique was writing (100%) according to the selection of teachers. The 2nd highest three techniques were two way communication, feedback and use examples, illustrations and demos` to clarify the content and the percentage was 96.67%. Third selected effective motivational teaching and learning technique was presentations and the percentage was 93.33% .

The response of the teachers show that they thought the most effective motivational teaching and learning technique is firstly writing, secondly, two way communication, feedback and use examples, illustrations and demo`s, then presentations. I don`t here mention the percentage of other motivational teaching and learning techniques. They are shown in the table and their percentage rate is lower than the above mentioned five motivational techniques. According to the selection of teachers, gradually writing, two way communication, feedback, use examples, illustrations and demo`s, and presentations are the most effective teaching and learning techniques for EAP courses.



Figure 3: The first three rank of most effective techniques

Table 4: The direct response of teachers about more techniques that teachers might use

SI No.	Motivational Teaching and Learning Techniques Of EAP	Extremely Important 3	Very Important 2	Important 1
1.	Making students aware about their need of learning.		2	
2.	Making students responsible for their work.		2	

3.	Avoiding being judgmental and encouraging students with positive feedback.	3		
4.	Arrange class-room debate			1
5.	Arrange performance based reward(bonus assessments)		2	
6.	Bring some successful celebrity or public figure who will share her/his story			1
7.	Arrange workshop sessions where students actively participate in creating a written piece for the course and which also require reading, speaking through presentation.	3		

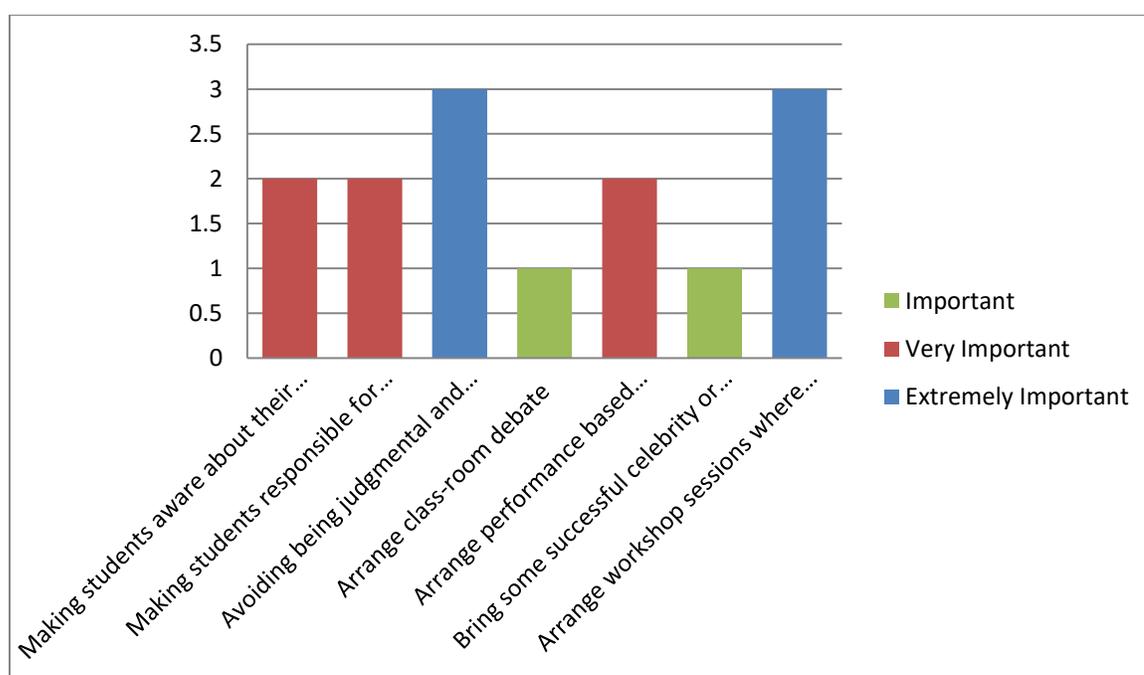


Figure 4: More techniques that teachers might use

The question asked the teachers whether they had any suggestions of more motivational techniques for EAP courses. I summarized their suggestions into structured answers. Among them the

strongly important suggestions were avoiding being judgmental and encouraging students with positive feedback and arrange workshop sessions where students actively participate in creating a written piece for the course and which also require reading, speaking through presentation, secondly the very important suggestions were arrange performance based reward (bonus assessments), making students aware about their need of learning, and making students responsible for their work and finally the important suggestions were arrange classroom debate and bring some successful celebrity or public figure who will share her/his story. Thus, teachers suggest the need for more motivational teaching and learning techniques for EAP courses.

Which techniques do you think teachers use the most?

The fourth question asked the teachers to rank the used motivational teaching and learning techniques for EAP courses as there belongs a difference between the most effective and the most in use motivational teaching and learning techniques.

Table 5: The most used motivational teaching and learning techniques for EAP courses

SI No.	Motivational Teaching and Learning Techniques Of EAP	Very Highly Used	Highly Used	Moderately Used	Less Used	Rarely Used	Total	%(Average)
	Teaching Style							
1.	Lecturing	5+5+5					15	50
2.	Group Discussion		4		2+2		8	26.67
3.	Question & Answer		4	3+3			10	33.33
4.	Independent Work	5		3	2		10	33.33
5.	Group/Pair-work		4	3	2		9	30
	Activity /Task type							

6.	Reading comprehension		4	3+3			10	33.33
7.	Writing	5	4	3			12	40
8.	Speaking		4	3+3			10	33.33
9.	Listening to Students			3	2+2		7	23.33
10.	Presentations		4	3+3			10	33.33
11.	Board work		4		2+2		8	26.67
12.	Instructions	5	4	3			12	40
13.	Queries		4	3	2		9	30
14.	Feedback		4	3	2		9	30
	Lesson Clarity/ Effectiveness Indicators							
15.	Providing Students with an advanced organizer that places lesson content in perspective		5	3	2		10	33.33
16.	Checking for task relevant prior learning. (at start of lesson & re-teaches if necessary)		4	3	2		9	30
17.	Giving directives slowly &		4+4	3			11	36.67

	distinctly checks for understanding along the way							
18.	Knowing students ability level & proceeds at or slightly above their current level of functioning			3+3		1	7	23.33
19.	Using examples, illustrations or demo's to explain and clarify content in text & workbook	5		3	2		10	33.33
20.	Providing review or summary		4+4		2		10	33.33
	Other motivational Teaching and Learning Techniques							
21.	Creating an English Environment		4+4	3			11	36.67
22.	Two way Communication		4		2+2		8	26.67
23.	Friendly environment			3+3	2		8	26.67
24.	Library facility		4+4			1	9	30
25.	Arranging study tours				2+2	1	5	16.67

26.	Using of Multimedia		4	3	2		9	30
27.	Using of Mnemonic			3		1+1	5	16.67
28.	Punctuality of a teacher	5	4	3			12	40
29.	Working with contemporary social networks		4+4			1	9	30
30.	Avoiding Biasness		4+4+4				12	40

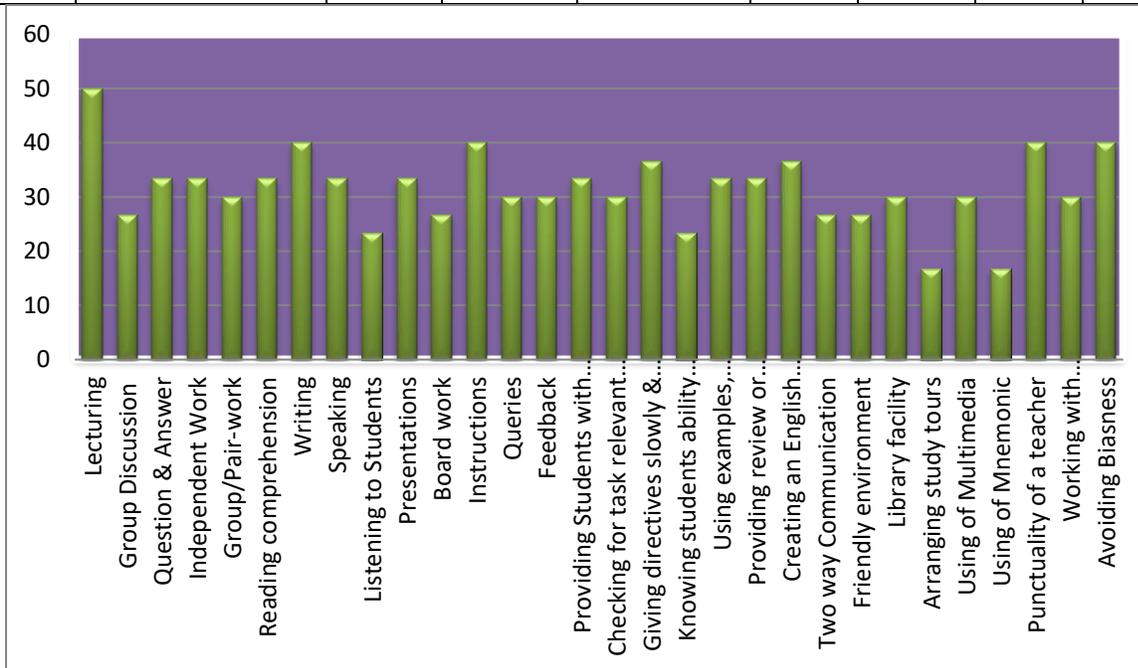


Figure 5: The used motivational teaching and learning techniques

The answers show that the most used five motivational teaching and learning techniques for EAP courses were gradually lecturing, writing, instructions, punctuality of a teacher and avoiding biasness. From table 2 we found that all these techniques were not the most effective techniques. In next table I will show the difference between most effective and most in use techniques. If the teachers use the most effective techniques to teach the EAP courses, it will be helpful for the students.

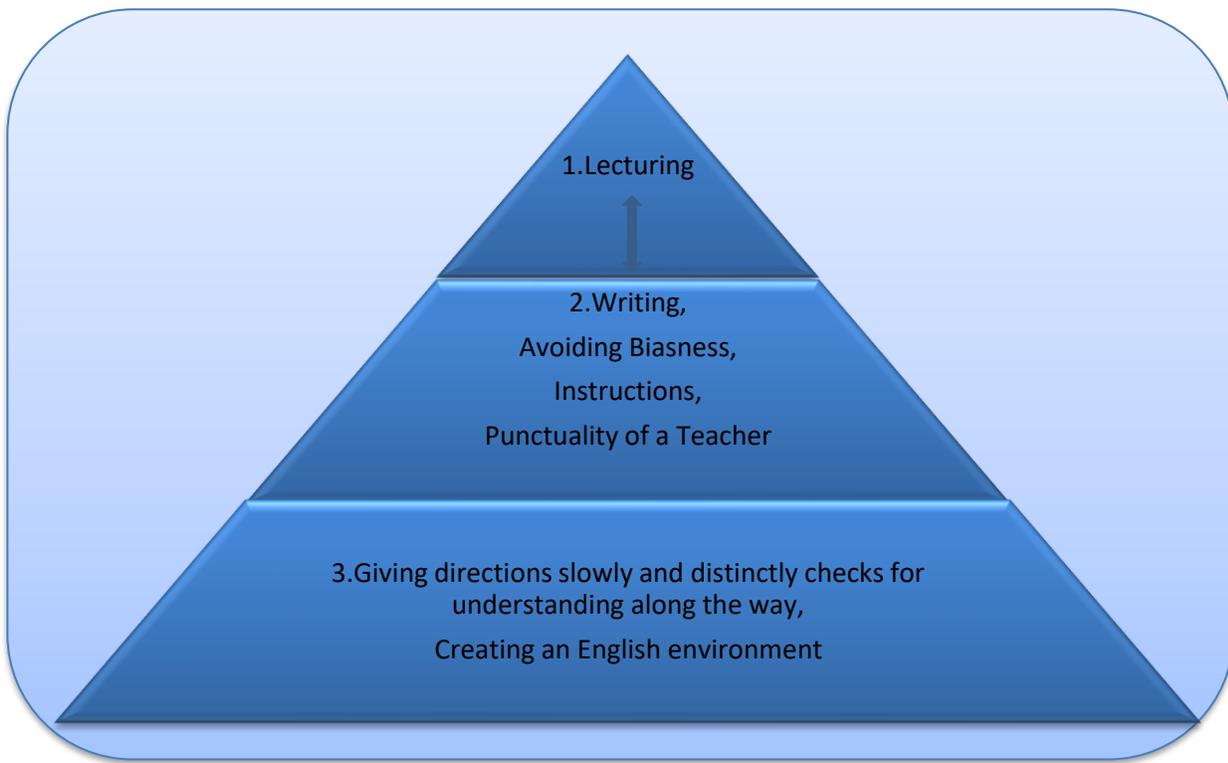


Figure 6: The first three rank of most used motivational teaching and learning techniques for EAP courses

4.2 Table 6: Difference between the most effective and the most used techniques

The Most Effective Techniques	Ranking	The Most Used Techniques
<i>Writing</i>	<i>1</i>	<i>Lecturing</i>
<i>(i) Using examples, illustrations or demo`s to explain and clarify content in text and workbook (ii) Feedback (iii) Two way communication</i>	<i>2</i>	<i>(i) Writing (ii) Avoiding Biasness (iii) Instructions (iv) Punctuality of a Teacher</i>
<i>Presentations</i>	<i>3</i>	<i>(i) Giving directions slowly and distinctly checks for understanding along the way (ii) Creating an English environment</i>

<p>(i) <i>Listening to Students</i></p> <p>(ii) <i>Speaking</i></p> <p>(iii) <i>Creating an English environment</i></p> <p>(iv) <i>Friendly environment</i></p>	4	<p>(i) <i>Question and Answer</i></p> <p>(ii) <i>Independent Work</i></p> <p>(iii) <i>Reading Comprehension</i></p> <p>(iv) <i>Speaking</i></p> <p>(v) <i>Presentations</i></p> <p>(vi) <i>Providing Students with an advanced organizer that places lesson content in perspective</i></p> <p>(vii) <i>Using examples, illustrations or demo`s to explain and clarify content in text and workbook</i></p> <p>(viii) <i>Providing review or summary</i></p>
<p>(i) <i>Group discussion</i></p> <p>(ii) <i>Giving directions slowly and distinctly checks for understanding along the way</i></p> <p>(iii) <i>Group/ Pair work</i></p>	5	<p>(i) <i>Group/Pair work</i></p> <p>(ii) <i>Queries</i></p> <p>(iii) <i>feedback</i></p> <p>(iv) <i>Checking for task relevant prior learning (at start of lesson and reteaches if necessary)</i></p> <p>(v) <i>Library facility</i></p> <p>(vi) <i>Using of Multimedia</i></p> <p>(vii) <i>Working with contemporary social networks</i></p>
<p>(i) <i>Knowing Students ability level and proceeds at or slightly above their current level of functioning</i></p> <p>(ii) <i>Reading comprehension</i></p> <p>(iii) <i>Punctuality of a Teacher</i></p> <p>(iv) <i>Avoiding Biasness</i></p>	6	<p>(i) <i>Group discussion</i></p> <p>(ii) <i>Board Work</i></p> <p>(iii) <i>Two way communication</i></p> <p>(iv) <i>Friendly environment</i></p>
<p>(i) <i>Instructions</i></p> <p>(ii) <i>Providing Students with an advanced organizer that places lesson content in perspective</i></p>	7	<p>(i) <i>Listening to Students</i></p> <p>(ii) <i>Knowing Students ability level and proceeds at or slightly above their current level of functioning</i></p>

<i>(iii) Using of Multimedia</i>		
<i>(i) Queries</i> <i>(ii) Working with contemporary social networks</i>	8	<i>(i) Arranging study tours</i> <i>(ii) Using of mnemonic</i>
<i>(i) Board-work</i> <i>(ii) Using of mnemonic</i>	9	N/A
<i>(i) Checking for task relevant prior learning (at start of lesson and reteaches if necessary)</i> <i>(ii) Providing review or summary</i>	10	N/A
<i>(i) Lecturing</i> <i>(ii) Question and Answer</i> <i>(iii) Independent Work</i> <i>(iv) Library Facility</i>	11	N/A
<i>Arranging study tours</i>	12	N/A

Findings from the Ranking

- The findings reveal that writing is the most effective techniques whereas lecturing is the most used techniques.
- The findings of the research indicate that the second highest most effective techniques are using examples, illustrations or demo`s to explain and clarify content in text and workbook, feedback and two way communication whereas writing, avoiding biasness, instructions and punctuality of a Teacher are the second highest most used techniques.
- It has been found from the study that the third highest most effective techniques are presentations whereas giving directions slowly and distinctly checks for understanding along the way and creating an English environment are the third highest most used techniques.
- In the fourth rank the most effective motivational teaching and learning techniques are listening to Students, speaking, creating an English environment and friendly environment whereas question and answer, independent work, reading comprehension, speaking, presentations, providing Students with an advanced organizer that places lesson content in perspective, using

examples, illustrations or demo`s to explain and clarify content in text and workbook and providing review or summary are the most used motivational teaching and learning techniques.

- In the fifth rank the most effective motivational teaching and learning techniques are group discussion, giving directions slowly and distinctly checks for understanding along the way, group/ pair work whereas group/pair work, queries, feedback, checking for task relevant prior learning (at start of lesson and reteaches if necessary), library facility, using of multimedia and working with contemporary social networks are the most used motivational teaching and learning techniques. It has been noted from the study that group/pair work get the fifth rank in both most used and most effective techniques.
- In the sixth rank the most effective motivational teaching and learning techniques are knowing Students ability level and proceeds at or slightly above their current level of functioning, reading comprehension, punctuality of a Teacher and avoiding biasness whereas group discussion, board work, two way communication and friendly environment are the most used motivational teaching and learning techniques viewed by the teachers.
- In the seventh rank the most effective motivational teaching and learning techniques are instructions, providing Students with an advanced organizer that places lesson content in perspective and using of multimedia whereas listening to Students and knowing Students ability level and proceeds at or slightly above their current level of functioning are the most used motivational teaching and learning techniques.
- In the eighth rank the most effective motivational teaching and learning techniques are queries, and working with contemporary social networks and arranging study tours and using of mnemonic are the most used motivational teaching and learning techniques viewed by the teachers.
- In the ninth rank the most effective motivational teaching and learning techniques are board-work and using of mnemonic. In this rank there is no motivational teaching and learning techniques used by the teachers.
- In the tenth rank the most effective motivational teaching and learning techniques are checking for task relevant prior learning (at start of lesson and reteaches if necessary) and providing review or summary. In this rank there is no motivational teaching and learning techniques used by the teachers.
- In the rank of eleventh the most effective motivational teaching and learning techniques are lecturing which get the first rank in the most used techniques. Moreover, question and answer,

independent work and library facility get the eleventh rank. In this rank there is also no motivational teaching and learning techniques used by the teachers.

- In the rank of twelfth the most effective motivational teaching and learning techniques are arranging study tours. In this rank there is also no motivational teaching and learning techniques used by the teachers.

4.3 Table 7: The limitations that debilitate teachers to use motivational teaching techniques

SI No.	Opinion on Problems Faced in Using Motivational Teaching and Learning Techniques for EAP Courses	Extreme 5	High 4	Moderate 3	Less 2	Rare 1
1.	Lack of teaching aids, supplementary teaching materials and logistic supports(electronic media) a) Internet b) Multimedia c) Audio d) Special classroom facilities			3		
2.	Time consuming	5				
3.	Large number of students (not more than 25) in a classroom		4			
4.	Lack of trained teachers			3		
5.	Need infrastructural support			3		
6.	Unsuitable environment				2	
7.	Time constraint					1

8.	Students` poor quality			3		
9.	Lack of students` interest		4			
10.	Lack of commitment in both sides	5				

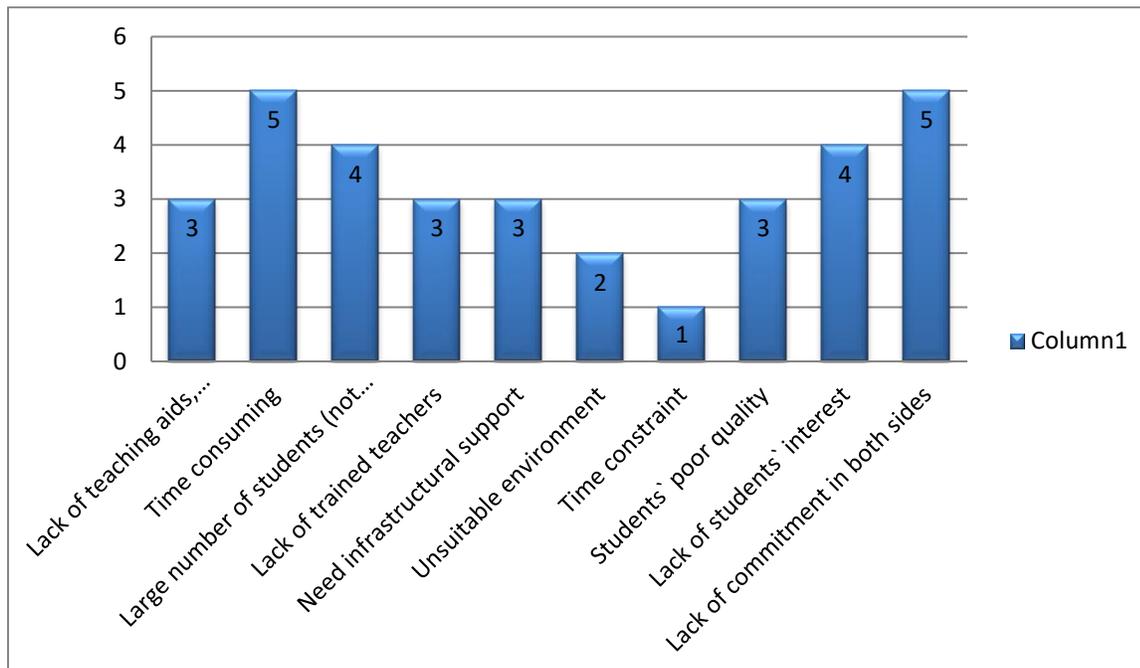


Figure 7: Opinion on problems faced in using motivational teaching and learning techniques for EAP courses

The question asked the teachers whether there had any limitations that debilitate teachers to use motivational teaching and learning techniques for EAP courses. I summarized their opinions into structured answers. Among them firstly the extremely important limitations were lack of commitment in both sides and it was a time consuming process. Secondly, the highly important limitations were large number of students in a classroom and lack of student`s interest. Thirdly, the moderately important limitations were lack of teaching aids, supplementary teaching materials and logistic supports (electronic media) such as a) Internet b) Multimedia c) Audio and d) Special classroom facilities, then lack of trained

teachers, need infrastructural support and Students` poor quality. Fourthly, the less important limitations that debilitate teachers to use motivational teaching techniques were unsuitable environment and finally the rare limitations were time constraint according to the Teachers.

4.4 Table 8: The suggestions of teachers regarding motivational teaching and learning techniques for EAP courses.

	Teachers' Suggestions	Number (N=6)	%(Approx)
A.	Incorporation of social media in teaching can be useful or incorporating virtual teaching techniques.	01	17%
B.	Thinking about students` anxiety level.	03	50%
C.	Creating interest in learning through interesting contents, tasks and feedback.	02	33%

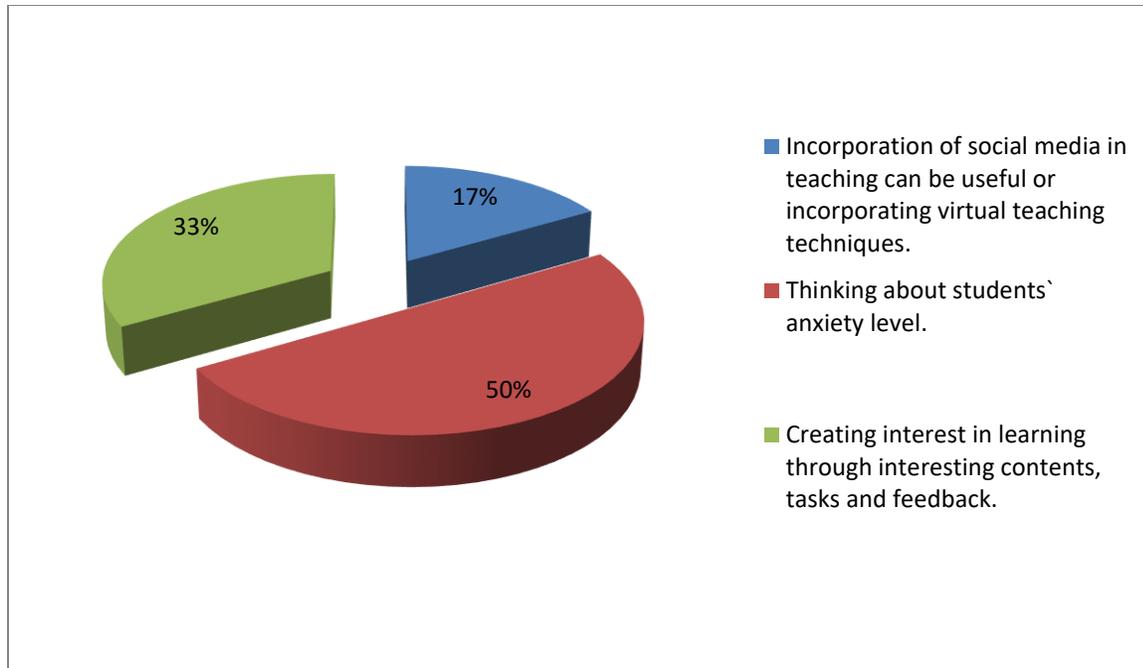


Figure 8: Suggestions of teachers regarding motivational teaching and learning techniques for EAP courses

Table 8 indicates, 50% teacher gave suggestions that to motivate students for EAP courses need teachers to think about students' anxiety level, 33% teacher gave suggestions that teaching through interesting contents, tasks and feedback is needed to motivate the EAP students whereas 17% teachers opined that incorporating virtual teaching techniques is needed to motivate them and get the effective result.

4.5 Results of the survey on the students who have not completed EAP courses

I have conducted a survey questionnaire among 30 students of fresher in three different private universities of Dhaka city in Bangladesh to take their firsthand experience about the strengths, and weaknesses of English before learning EAP in a motivated way. In order to show the results, I mentioned each of the questions and showed the result of the survey after each question, after that, I have shown the result in percentage. The questions are:

1. Do you need EAP for good academic standing in your further studies?

The result of the survey question was:

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Mahmuda Alam

Motivational Teaching and Learning Techniques for EAP courses

37

Table 9

Question 1				
	North South University	Brac University	International University Bangladesh	Total
Yes	4	7	8	19
Partly	4	2	1	7
Not at all	2	1	1	4

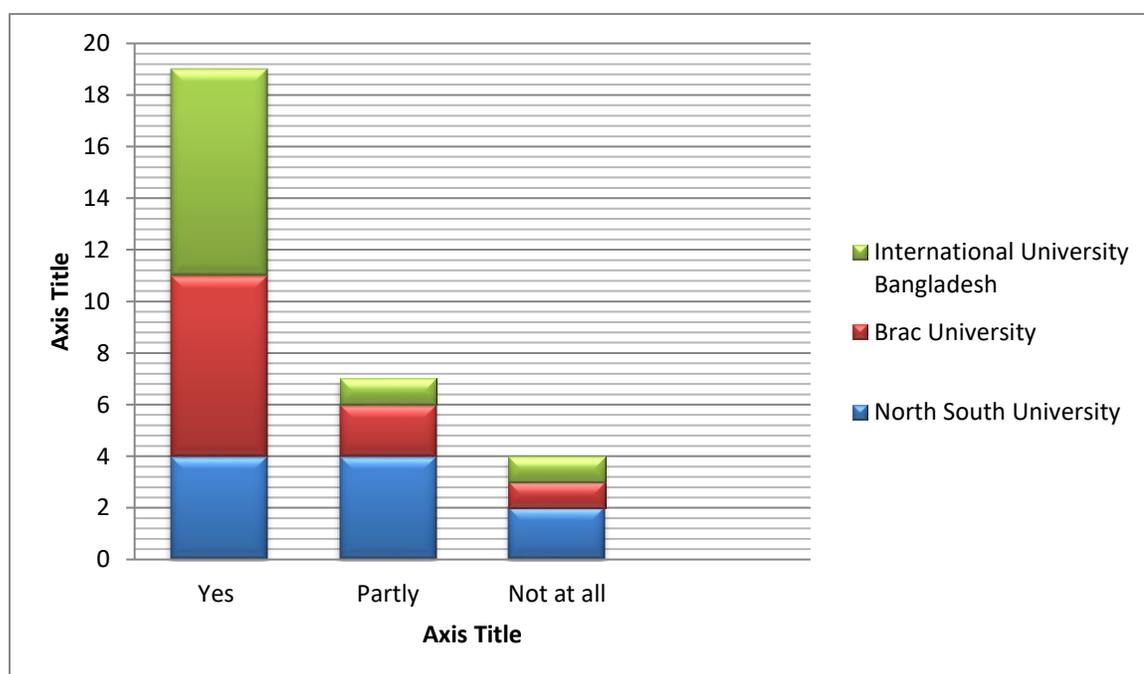


Figure 9: The need of EAP courses for good academic standing in further studies viewed by the students

Analysis

This chart shows the result the question in three bars. The first bar shows the number of students responded in an affirmative way, the second bar shows the number of students responded in partly affirmative way and the third bar shows the number of students responded in a negative way.

The result of each answer is turned into 100 to bring out the result in percentage. Among 30 students, yes has been answered by 19 students, so among 100 students 'yes' has been answered by 63.33 students or .63% students. In the second option 'partly' has been answered by 7 students out of 30 students, after converting it into 100, I found that among 23.33 or .23% of students answered in this manner. In the third option not at all has been answered by 4 students out of 30 students, among 100 students not at all has been answered by 13.33 or .13% of students.

Therefore, after analyzing the answers of the first question I can come to the conclusion that more than 50% of students need EAP for good academic standing in their further studies. Most of the students are not prepared enough to continue their further academic studies without completing their EAP courses. Very few students need not do the EAP courses.

2. Why do you need it?

Table 10

Question 2					
	North University	South University	Brac University	International University Bangladesh	Total
I don't understand textbooks written in English	0	0	1	0	1
I can't write well in English	1	1	2	2	5
I don't understand lectures given in English	1	1	0	2	3
I can't present myself in English language	4	4	7	4	15
No need	4	4	0	2	6

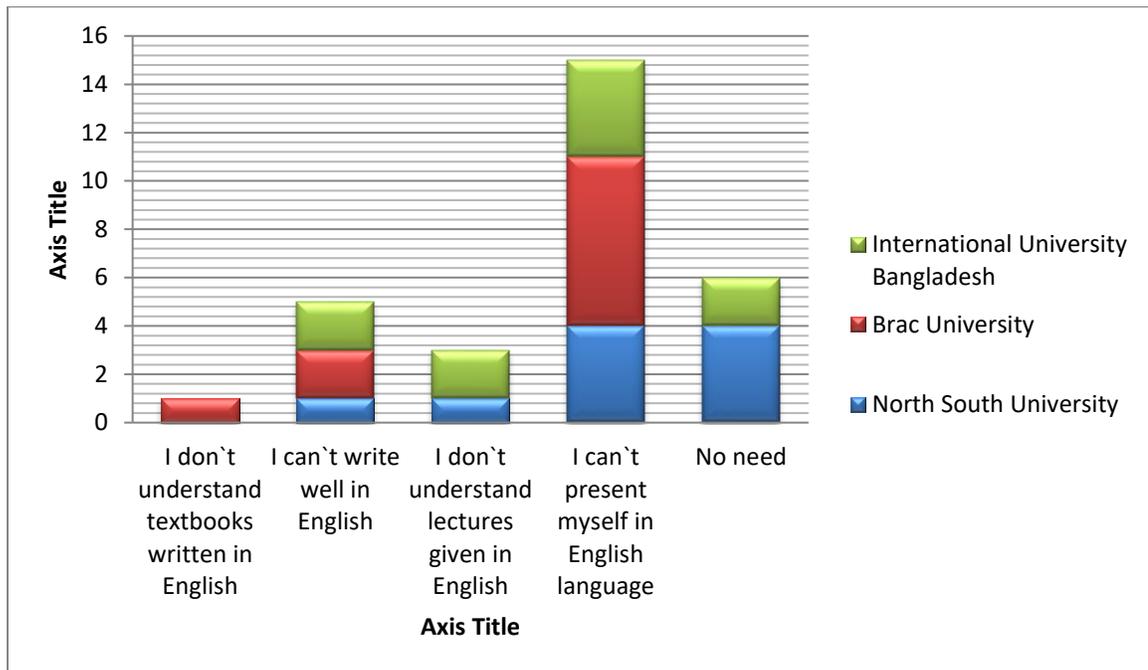


Figure 10: The reason of taking EAP courses viewed by the students

Analysis

In the second question, I found that fifteen students said that they need EAP courses because they can't present themselves in English language, three students need it as they don't understand lectures present in English, five students can't write well in English, and one student does not understand textbooks written in English, whereas only six students answered that they don't need these courses.

After converting the result among 100 students, I found that 80 out of 100 students need the EAP courses. Among them 50 out of 100 need the courses to present themselves in English language, 10% need it to understand class lectures, 16.66 % need the courses to know how to write answers in exam paper , and 3.33% students need the courses to understand textbooks written in English. 20 out of 100 answered that they don't need the EAP courses. Therefore, I can say that most of the students need the EAP courses for their further learning.

3. How much you need the EAP courses?

Table 11

Question 3				
	North South University	Brac University	Independent University Bangladesh	Total
Very much, I'm very weak, it's essential for me	2	0	1	3
I'm weak, it's important for me	2	0	1	3
I'm good but not enough; it's a good opportunity	3	4	7	14
Not much, I'm good enough yet I want to be better	0	4	0	4
I think I can do well even without it ; just formalities	3	2	1	6

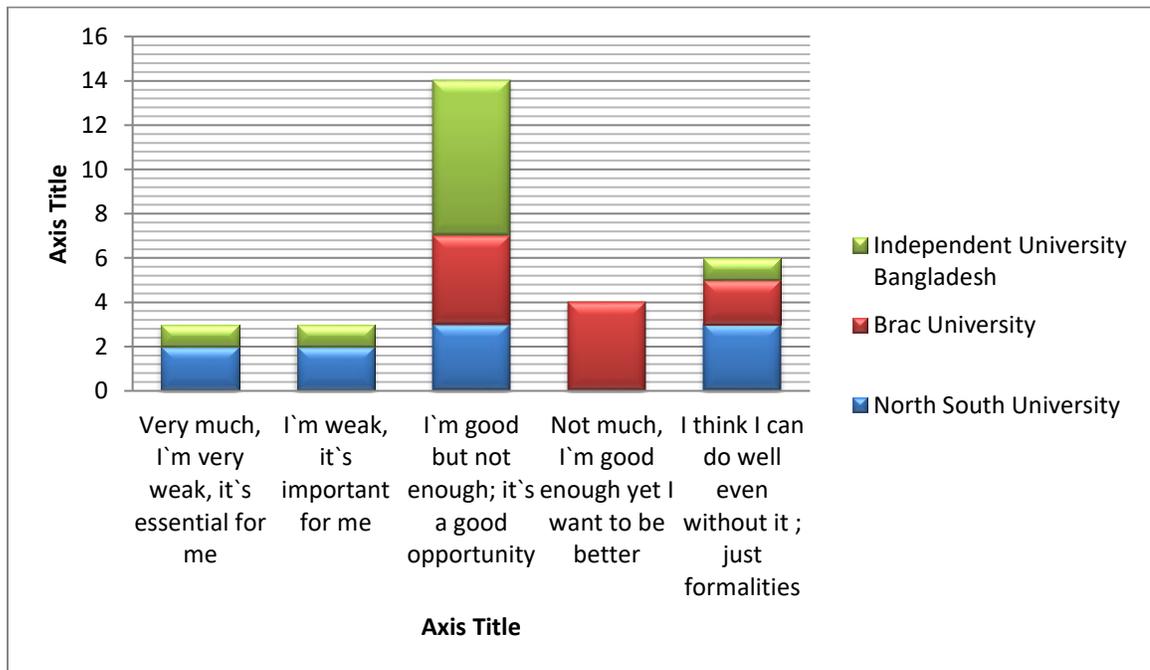


Figure 11: The importance of taking the courses viewed by the students

Analysis

The chart shows that among 30 students 14 of the students think that they are good but not enough and the EAP course will promote their ability, 3 of the students are very much weak, three of them answered that the course is important for them, four of the students answered that they are not much weak but they want to be better in English, whereas 6 of the students think that they can do well even without the courses and it's just a formality for them. After converting the result into 100, I found that 80% students expressed positive response towards this course and so I can say that the EAP courses will cultivate their ability to learn.

4. What do you expect from the course?

Table 12

Question 4				
	North South University	Brac University	Independent University Bangladesh	Total
I will be expert in English language	0	4	0	4
It will be excellent in academic and professional English	2	2	4	8
It will be just enough for my academic and professional life.	1	2	0	4
It will help me to understand academic English and deliver easily	2	0	4	6
It will enough to get me pass in exams	4	2	2	8
It will not help me in my life	1	0	0	1

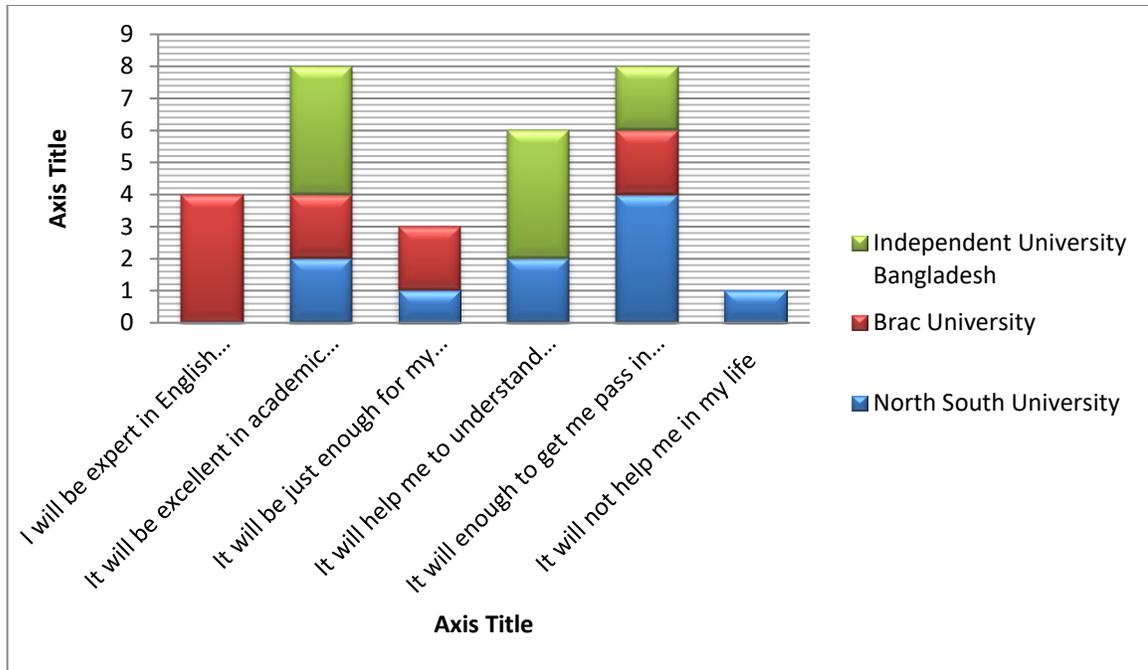


Figure 12: The demand from the courses viewed by the students

Analysis

In answering the question no.4, the students replied that they expect from the course a lot. However, among 30 students 29 of the students answered that they will be benefited in many ways, whereas one of the students said that it would not help him in his life, and after converting the result I found that 96.67 students among 100 answered that to some extent, they expect from the course a lot. Again, the answer of this question proves the reliability of the EAP course and its after effect.

5. Do you think if there is no EAP course in your syllabus, you will face problems to study your subject?

Table 13

Question 5				
	North South University	Brac University	Independent University Bangladesh	Total
Yes	4	8	6	18
Partly	4	1	2	7

Not at all	2	1	2	5
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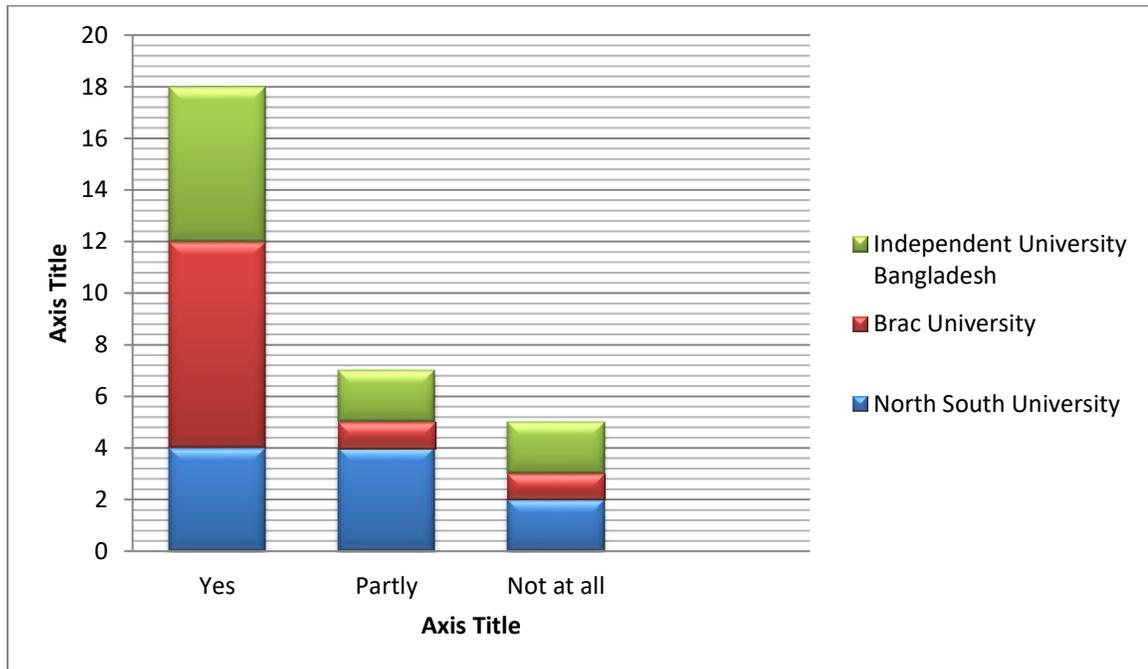


Figure 13: The response of the students if there is no EAP course in their syllabus

Analysis

While answering the question, 18 of the students replied that they will face problems if there is no EAP course in their syllabus, they will face problems to study their subject and 7 of the students will partly face problems to study their subject, whereas 5 of the students do not face any problem. After converting the result into 100 students, I found that 60% students think this EAP course will enhance their ability to study their subject. 23.33% students think if there will no EAP course they will partly face problems. On the other hand, I found that 16.66% students do not face any problem if there is no EAP course. Thus, the answer of the question again proves the EAP course will enhance their ability to study their subject.

6. Do you think this extra course will waste your valuable time?

Table 14

Question 6

	North South University	Brac University	Independent University Bangladesh	Total
Yes	2	0	1	3
A bit	2	3	2	7
No	6	7	7	20

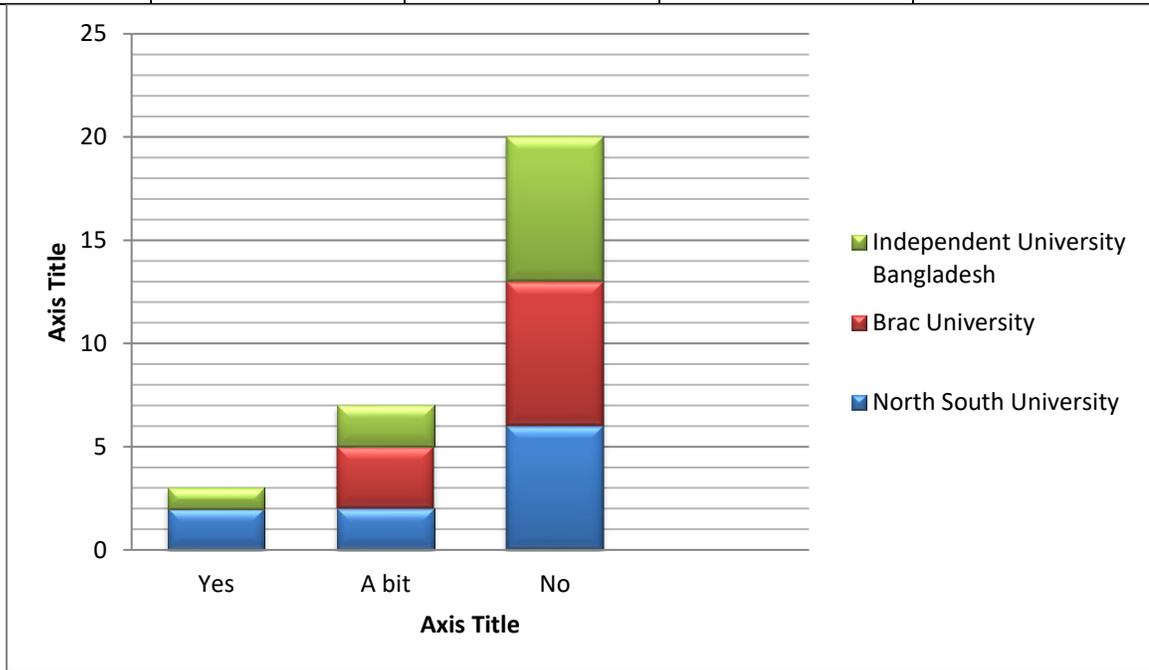


Figure 14: The thinking of the students about these extra EAP courses

Analysis

While responding question no. 6, 3 of the students replied that this extra course will not waste their time, 7 of the students replied this EAP course will partly waste their time, whereas 20 of the students replied that this extra course will not waste their valuable time, and after converting the result into 100, I found that 66.66 students out of 100 think that the EAP courses will not believe their valuable time, these courses are important for them.

7. Do you think the content and structure of EAP courses should be different for different disciplines students?

Table 15

Question 7				
	North South University	Brac University	Independent University Bangladesh	Total
Yes	2	1	1	5
Not so much, only different academic materials should be added	4	3	5	12
Not at all	4	6	4	14

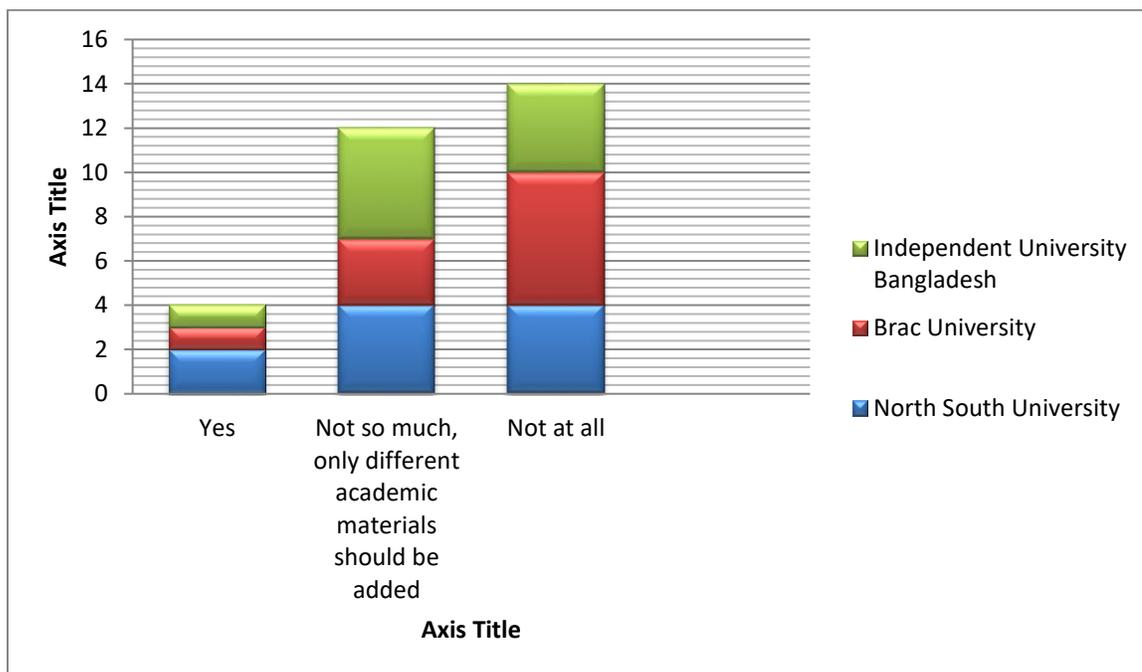


Figure 15: The response about the differentiation of content and structure of EAP courses for different disciplines viewed by the students

Analysis

In this graph, I found that only 5 of the students think that the EAP courses need modification, 12 of the students do not think of drastic modification, whereas 14 of the students do not think of modification for different disciplines students. After converting the result into 100, I found that 16.66% students said that modification is necessary for different disciplines students, the other 40% students do not think of drastic modification. On the other hand, 46.66% students do not think of modification for different disciplines students. For that reason, I can come to the point that as the students think that the EAP courses will cultivate or develop their ability to study their subject, it may not be necessary to change the content and structure for different disciplines students.

4.6 Results of the Survey on the students who have completed the EAP courses

At this point, the research aimed to focus on the results of doing EAP courses, basically to find out effects of motivational teaching and learning techniques for EAP courses on tertiary level students. I have conducted a survey questionnaire among 30 students who have already completed EAP courses in three different private universities of Dhaka city in Bangladesh to take their experience after learning EAP in a motivated way. In order to show the results, I mentioned each of the questions and showed the result of the survey after each question, after that, I have shown the result in percentage. The questions are:

1. How was the EAP courses?

Table 16

Question 1				
	North South University	Brac University	Independent University Bangladesh	Total
Outstanding helped me immensely	3	2	3	8
Good, I learnt a lot	2	0	0	2
Good but not as much as I expected	3	5	2	10
OK. Perhaps good for some guys but not enough for me	1	1	2	4
Not so good, It was only for the very inefficient ones	1	2	3	6

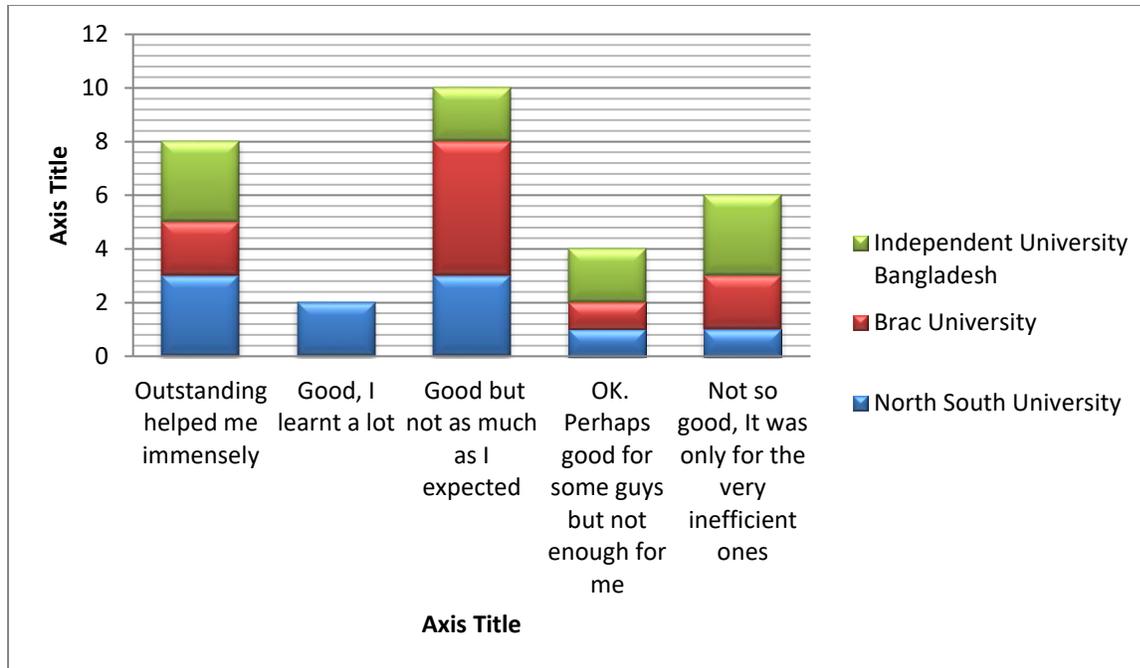


Figure 16: The thinking about the quality of EAP courses viewed by the students

Analysis

The result of the graph shows that almost 8 teachers out of 30 think that the EAP courses are outstanding that will help them immensely, 2 of the students think that the EAP courses are good and they have learnt a lot, 10 of the students think that the EAP courses are good but not as much as they expected, 4 of the students think that perhaps the courses are good for some guys but not for them in their university life while 6 students out of 30 think that they are not so much affected because it is only for the inefficient one. After converting it into 100, I can say that 80 students out of 100 replied that the EAP courses are good in their university, only 20 students out of 100 response in a negative way. Then, it is clearly understood that the motivational teaching and learning techniques for EAP courses are successful.

2. What is your expertise level?

Table 17

Question 2				
	North South University	Brac University	Independent University Bangladesh	Total

Expert	1	3	3	7
Excellent	4	3	1	7
Good	2	1	4	7
Enough	2	2	1	5
Not Enough yet	1	1	1	3

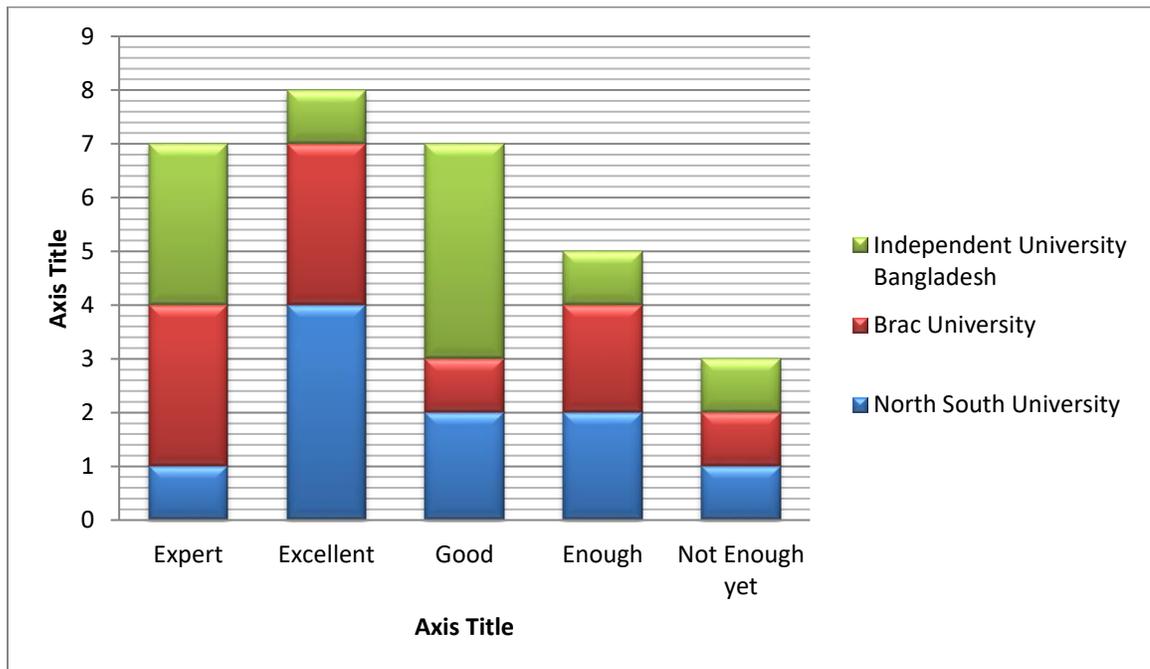


Figure 17: The level of satisfaction viewed by the students

Analysis

In this survey question most of the students replied that their respected university provides better scope for developing the good language quality through following the motivational teaching and learning techniques for EAP courses.

For example, half of the students think that their expertise level is excellent or good, only 3 students out of 30 think that they are not yet enough good and after converting the result into 100 students

I found that 10 students think their expertise level is not enough good. Thus, it is proved that the EAP courses are successful.

3. Was the course so successful?

Table 18

Question 3				
	North South University	Brac University	Independent University Bangladesh	Total
Yes	5	4	6	15
Partly	4	2	2	8
No	1	4	2	7

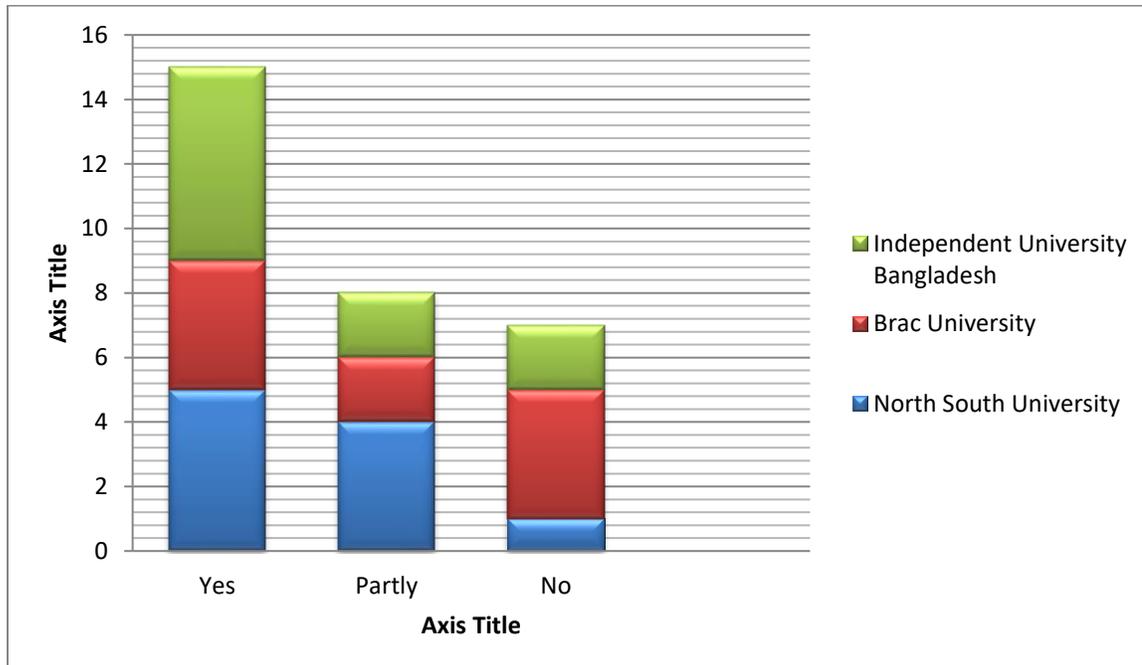


Figure 18: The range of success of EAP courses viewed by the students

Analysis

In answering the 3rd question, 15 students out of 30 students replied that their EAP courses are successful. The reason is in EAP courses the teachers follow the motivational teaching and learning techniques of the present educational system of Bangladesh. However, 8 students out of 30 partly think that the EAP courses are successful whereas only 7 students out of 30 think that the EAP courses are not so successful. In this context, we can say that the courses are so successful for the students and the students learn in a motivated way. After converting the result into 100 students, I found that almost 50 students out of 100 response in a positive way, 26.66 students out of 100 response in a partly positive way while only 23.33 students out of 100 response in a negative way.

4. Were there any likings of the course?

Table 19

Question 4				
	North South University	Brac University	Independent University Bangladesh	Total
Yes	2	4	2	8
Partly	3	2	2	7
No	5	4	6	15

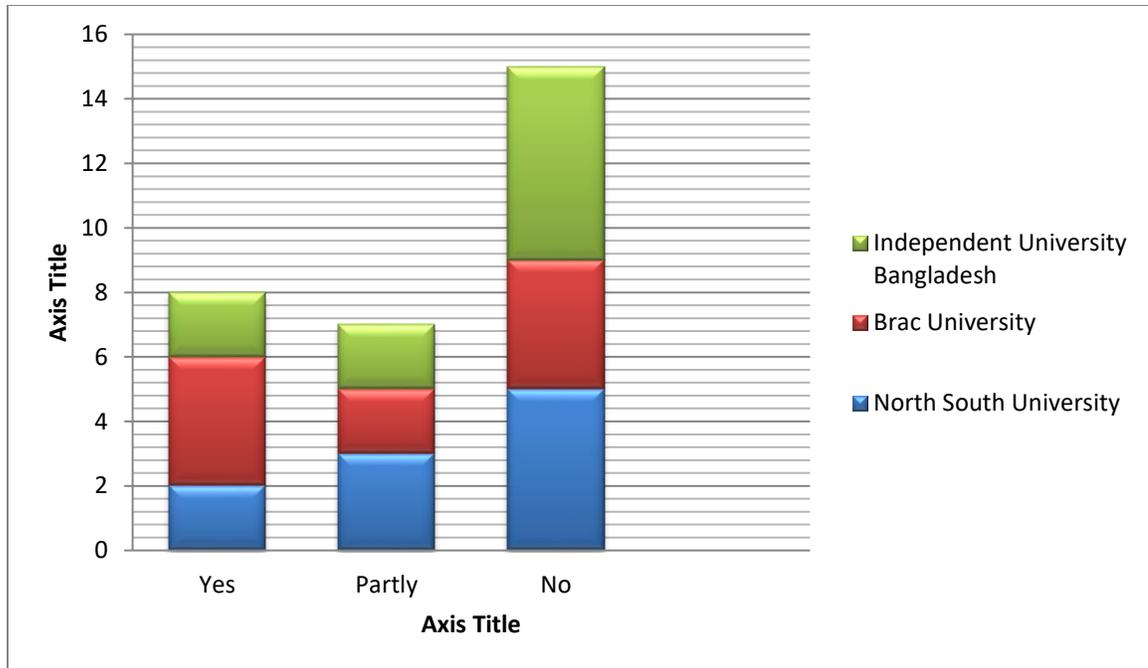


Figure 19: The lickings of the courses viewed by the students

Analysis

The purpose of the question is to bring out the opinion of the lickings of the EAP courses because teachers teach EAP courses for the students through using the motivational teaching and learning techniques. The survey result shows that 7 students out of 30 replied that there are lickings of the EAP courses ‘partly’, 15 students out of 30 answered there are no lickings whereas 8 students out of 30 said that there are lickings of the courses. So, I can say that most of the students are motivated in learning and they argued that there are no lickings in EAP courses.

5. Do you think the EAP courses cover all the four skills of English language?

Table 20

Question 5

	North South University	Brac University	Independent University Bangladesh	Total
Yes, it helps to develop effective and efficient reading, writing, listening and speaking skills	5	4	6	15
This course basically helps to read the text book with speed and accuracy	2	1	2	5
This course helps to write standard well informed essays	1	2	1	4
This course only enhances spoken fluency and presentation skill	2	3	1	6

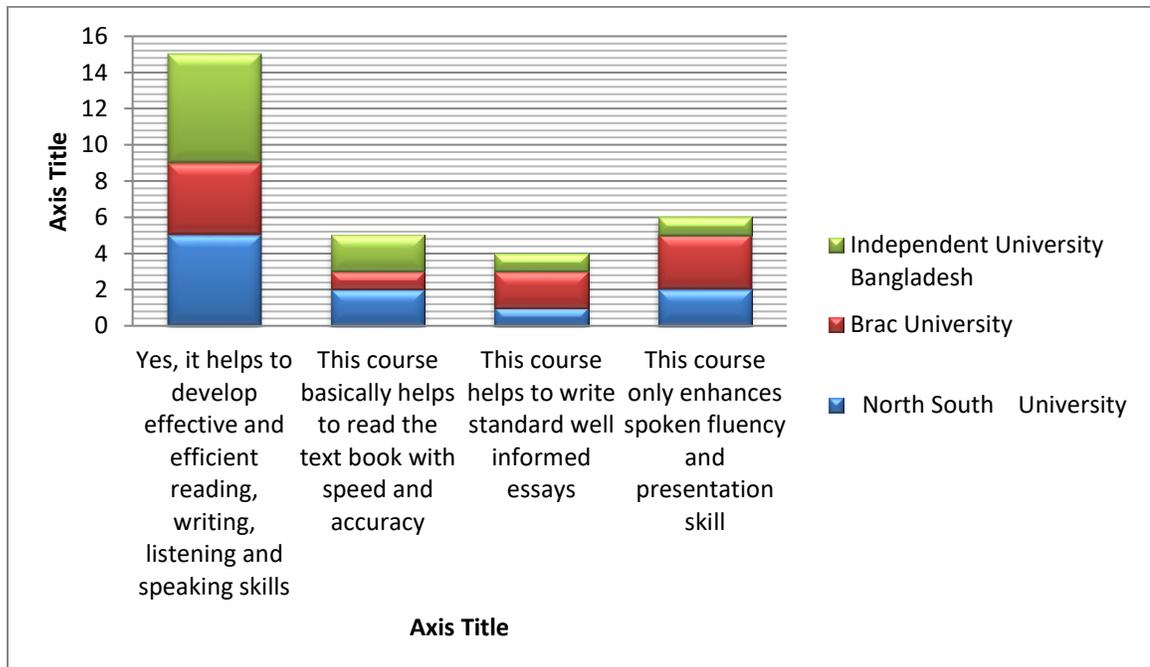


Figure 20: The coverage of all the four skills in EAP courses viewed by the students

Analysis

In answering the question, 15 students out of 30 answered that the courses help to develop effective reading, writing, listening and speaking skills, whereas 5 students out of 30 thought that this course basically helps to read the text book with speed and accuracy, 4 students out of 30 replied that this course helps to write standard well informed essays, and 6 students out of 30 believed that this course only enhances spoken fluency and presentation skill . After converting, the result into 100, I found that 50% students thought that this EAP courses help to develop all the four skills.

6. Do you think this course will help you to build an outstanding career?

Table 21

Question 6				
	North South University	Brac University	Independent University Bangladesh	Total
Yes	7	6	9	22
No	3	4	1	8

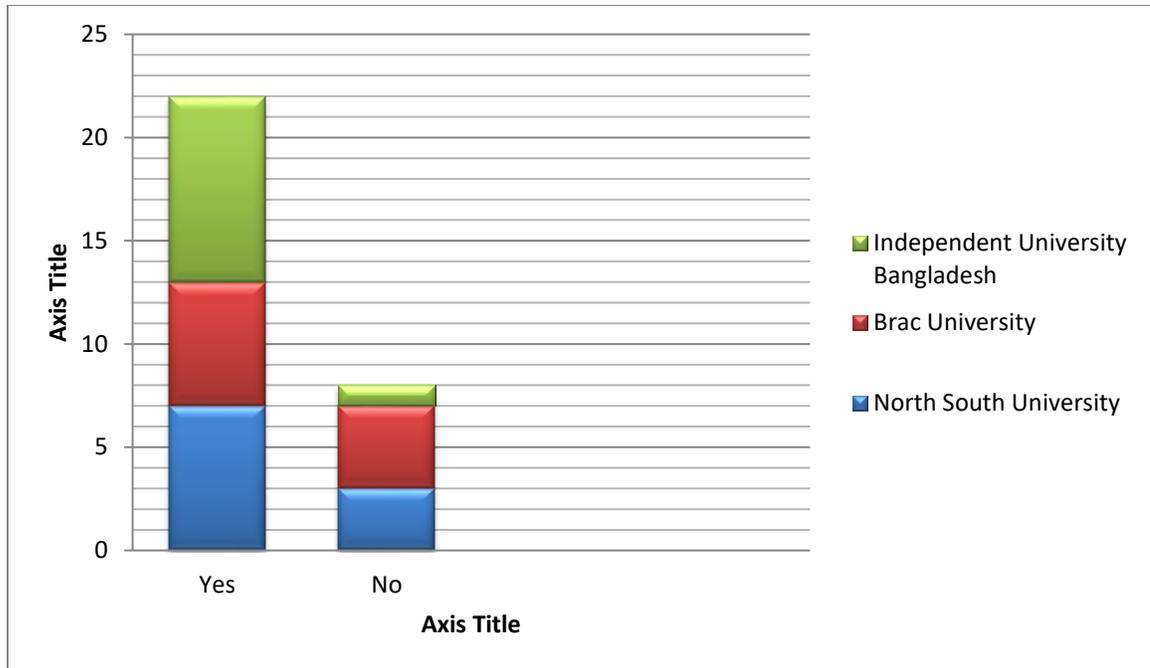


Figure 21: The effects of the courses to build an outstanding career viewed by the students

Analysis

The purpose of the question is to find out whether the motivational teaching and learning techniques used in EAP courses and its output will help them to build up an outstanding career while doing lots of technical and the problem-solving tasks. The result of the survey question shows that it will help the students to build up an outstanding career. The graph shows that 22 students out of 30 thought they are not dependent in problem solving tasks and the technical ways will help them to build up an outstanding career. After converting the result into 100, I found that 73.33 students replied that it will help them to build up an outstanding career whereas 26.66 students out of 100 answered that it will not help them. So, it is clearly understood that the students of EAP courses are not dependent in problem solving tasks and the technical ways will help them to build up an outstanding career.

7. Do you think teachers use motivational teaching and learning techniques to teach EAP courses?

Table 22

Question 7

	North South University	Brac University	Independent University Bangladesh	Total
Yes, they use the techniques and try their best.	6	8	6	20
They only follow lecture method	2	0	1	3
They are basically concerned to complete the syllabus	0	1	0	1
They are not concerned about any strategy	2	1	3	6

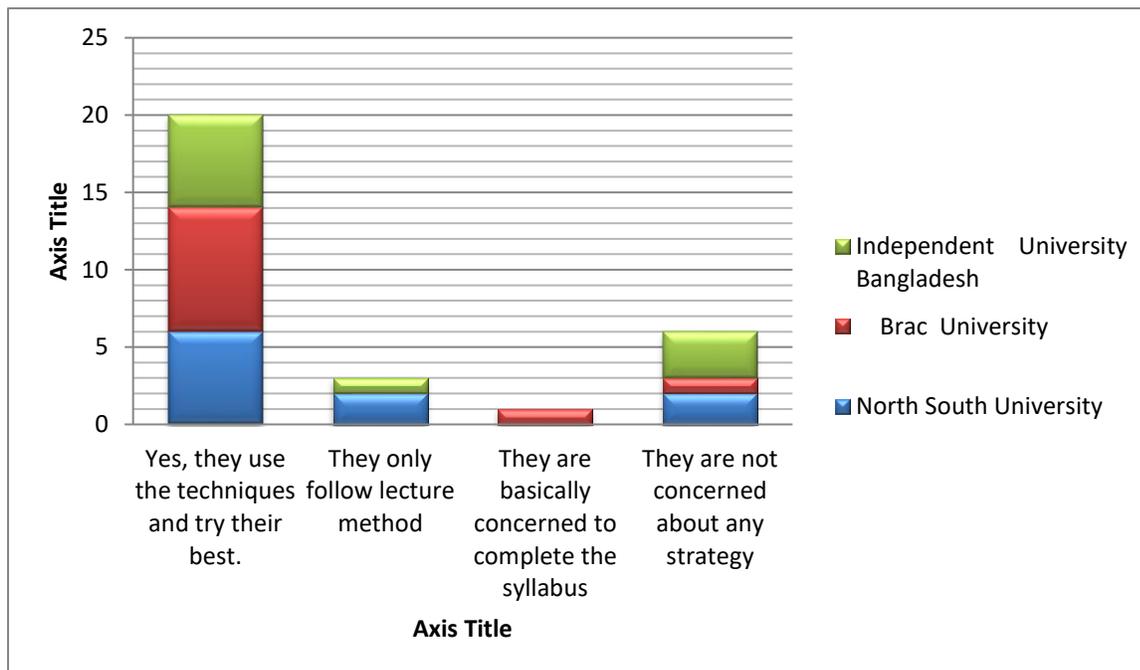


Figure 22: Motivational teaching and learning techniques for EAP courses used by the teachers viewed by the students

Analysis

In answering the question, 20 students out of 30 indicated that the teachers use the motivational teaching and learning techniques and try their best in the university. 3 students out of 30 replied that they

only follow lecture method, 1 student out of 30 indicated that the teachers are basically concerned to complete the syllabus and 6 students out of 30 gave the negative answer that teachers do not follow any strategy. The purpose was to find out the students response about the teachers` use of motivational teaching and learning techniques in EAP courses after completing the EAP courses. After converting the results into 100, I found that 66.66% respondents opined that teachers use motivational teaching and learning techniques to teach the EAP courses and it is helpful for their further academic studies.

Chapter Five: Discussion and Recommendations

Discussion

After examining the responses of the first survey, I can say that my hypothesis, which claimed that most of the students need EAP courses. Moreover, the current motivational teaching and learning techniques in practice for EAP courses in the private universities of Bangladesh will be effective for the less competent students to turn them into efficient academicians who will capable of studying English based curriculum.

Recommendations

To facilitate effective English teaching and learning at all levels resources like trained teachers, updated and appropriate methodology, sufficient and appropriate teaching materials and financial, infra-structural and management facilities are required. Some recommendations for the improvement of EAP situation and specifically, for the effective motivational teaching and learning techniques of EAP, are outlined below:

- English should be taught as a language skill not as a subject merely. Learners need to be exposed to the language and use it as much as possible.
- Long term teacher training programs need to be organized, monitored and patronized. It is necessary to reorganize the nature and purpose of the current teachers` training programs and for improving teachers` motivation for constant professional development proper initiatives need to be taken.

- Teachers and learners need to play manifold roles appropriate to facilitate motivational teaching and learning practice. Teachers are in direct contact with the students. They are responsible for the integration of each work and activity in the class. With the changed view of language teaching the teachers should change their role in the classroom. They are no more the ruler of the class. They have to act as learning partners of the students, and manage the class very tactfully so that learning takes place.
- A refreshing ambience and an invigorating atmosphere for language teaching can be created by displaying pictures, movies, songs, audio/videos, posters, charts, maps, advertisements and signs. In fact, numerous teaching aids can be used in language class. Hence, resource facilities should be provided in every institution. Teaching materials need to be sufficient, rich and attractive. There should be supplementary teaching materials- electronic equipment, visual aids, teacher's books etc.
- The teachers should be trained and accustomed to the system of teaching process writing that fosters student writing development over a period of time through planning, drafting and rewriting etc.
- Learner-centered classroom methods e.g. cooperative learning, task-based learning methods need to be promoted and applied. Methods that are learner oriented indirectly challenge the learner to bring out his or her best. Learners are required to be cooperative, accommodating and to share ideas. It is through sharing ideas and building relationships that certain necessary skills, which assist learners to think logically, critically and to solve problems are developed and improved. The role of the teacher is to create a cooperative and interactive framework where learners can work together.
- English teachers do not carry out action research. Classroom research needs to be emphasized in our context which might encourage effective teaching and learning.
- Measures need to be taken to manage overloaded classrooms and to create balanced sized classrooms.

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Appendices

Appendix A

Teachers` Questionnaire

Topic: Motivational teaching and learning techniques for EAP (English for Academic Purposes) courses at tertiary level students: Exploring the situation of Private Universities.

Name of the University:.....

Department:.....

Contact no:.....

Dear Sir/Madam,

This questionnaire is designed to conduct a survey on motivational teaching and learning techniques for EAP courses in tertiary level education. The information will be used in my thesis for the partial fulfillment of a course in the MA program in TESOL (Teaching English to the Speakers` of other Languages) in the Department of English at North South University. I would like to request you to facilitate my research by completing the following questionnaire.

Thank you in advance for your time and cooperation.

MahmudaAlam

Student, Department of English, North South University

Instruction:

These statements presented in the table refer to your general experience; personal preference/ beliefs/ opinion/ concerns about motivational teaching and learning techniques for EAP (English for Academic Purposes) .Please give a tick (√) mark on the option of your choice.

A. What are the effective motivational teaching and learning techniques for EAP courses?

SI No.	Motivational Teaching and Learning Techniques Of EAP	Is this Technique Effective?		Extremely Important	Very Important	Important	Less Important	Not Important
		<u>Yes</u>	<u>No</u>					
	<u>Teaching Style</u>							
1.	Lecturing			5	4	3	2	1
2.	Group Discussion			5	4	3	2	1
3.	Question & Answer			5	4	3	2	1
4.	Independent Work			5	4	3	2	1
5.	Group/Pair-work			5	4	3	2	1
	<u>Activity /Task type</u>			5	4	3	2	1
6.	Reading comprehension			5	4	3	2	1
7.	Writing			5	4	3	2	1
8.	Speaking			5	4	3	2	1
9.	Listening to Students			5	4	3	2	1
10.	Presentations			5	4	3	2	1
11.	Board work			5	4	3	2	1
12.	Instructions			5	4	3	2	1
13.	Queries			5	4	3	2	1
14.	Feedback			5	4	3	2	1

	<u>Lesson Clarity/ Effectiveness Indicators</u>			5	4	3	2	1
15.	Providing Students with an advanced organizer that places lesson content in perspective			5	4	3	2	1
16.	Checking for task relevant prior learning. (at start of lesson & re-teaches if necessary)			5	4	3	2	1
17.	Giving directives slowly & distinctly checks for understanding along the way			5	4	3	2	1
18.	Knowing students ability level & proceeds at or slightly above their current level of functioning			5	4	3	2	1
19.	Using examples, illustrations or demo`s to explain and clarify content in text & workbook			5	4	3	2	1
20.	Providing review or summary			5	4	3	2	1
	<u>Other motivational Teaching Learning Techniques</u>							
21.	Creating an English			5	4	3	2	1

	Environment							
22.	Two way Communication			5	4	3	2	1
23.	Friendly environment			5	4	3	2	1
24.	Library facility			5	4	3	2	1
25.	Arranging study tours			5	4	3	2	1
26.	Using of Multimedia			5	4	3	2	1
27.	Using of Mnemonic			5	4	3	2	1
28.	Punctuality of a teacher			5	4	3	2	1
29.	Working with contemporary social networks			5	4	3	2	1
30.	Avoiding Biasness			5	4	3	2	1

B. Can you think of more techniques that teachers might use? If yes please mention:

SI No.	Motivational Teaching and Learning Techniques Of EAP	Extremely Important	Very Important	Important
1.				
2.				
3.				
4.				
5.				
6.				
7.				

C. Which techniques do you think teachers use the most?

SI No.	Motivational Teaching and Learning Techniques for EAP Courses	Highly Used	Highly Used	Moderately Used	Less Used	Rarely Used
	Teaching Style					
1.	Lecturing	5	4	3	2	1
2.	Group Discussion	5	4	3	2	1
3.	Question & Answer	5	4	3	2	1
4.	Independent Work	5	4	3	2	1
5.	Group/Pair-work	5	4	3	2	1
	Activity /Task type	5	4	3	2	1
6.	Reading comprehension	5	4	3	2	1
7.	Writing	5	4	3	2	1
8.	Speaking	5	4	3	2	1
9.	Listening to Students	5	4	3	2	1
10.	Presentations	5	4	3	2	1
11.	Board work	5	4	3	2	1
12.	Instructions	5	4	3	2	1
13.	Queries	5	4	3	2	1
14.	Feedback	5	4	3	2	1

	Lesson Clarity/ Effectiveness Indicators	5	4	3	2	1
15.	Providing Students with an advanced organizer that places lesson content in perspective	5	4	3	2	1
16.	Checking for task relevant prior learning. (at start of lesson & re-teaches if necessary)	5	4	3	2	1
17.	Giving directives slowly & distinctly checks for understanding along the way	5	4	3	2	1
18.	Knowing students ability level & proceeds at or slightly above their current level of functioning	5	4	3	2	1
19.	Using examples, illustrations or demo`s to explain and clarify content in text & workbook	5	4	3	2	1
20.	Providing review or summary	5	4	3	2	1
	Other motivational Teaching Learning Techniques					

21.	Creating an English Environment	5	4	3	2	1
22.	Two way Communication	5	4	3	2	1
23.	Friendly environment	5	4	3	2	1
24.	Library facility	5	4	3	2	1
25.	Arranging study tours	5	4	3	2	1
26.	Using of Multimedia	5	4	3	2	1
27.	Using of Mnemonic	5	4	3	2	1
28.	Punctuality of a teacher	5	4	3	2	1
29.	Working with contemporary social networks	5	4	3	2	1
30.	Avoiding Biasness	5	4	3	2	1

D. What are some limitations that debilitate teachers to use motivational teaching techniques?

SI No.	Motivational Teaching and Learning Techniques for EAP Courses	Extreme	High	Moderate	Less	Rare
1.						
2.						
3.						
4.						

E. If you have any additional thought regarding motivational teaching and learning techniques for EAP courses please mention:

Thank you

Appendix B

Students` Questionnaire

Before EAP Courses

Topic: Motivational teaching and learning techniques for EAP (English for Academic Purposes) courses at tertiary level students: Exploring the situation of Private Universities.

Name of the University:.....

Semester:.....

Department:.....

Contact no:.....

Dear Student,

This questionnaire is designed to conduct a survey on motivational teaching and learning techniques for EAP courses in tertiary level education. The information will be used in my thesis for the partial fulfillment of a course in the MA program in TESOL (Teaching English to the Speakers` of other Languages) in the Department of English at North South University. I would like to request you to facilitate my research by completing the following questionnaire.

Thank you in advance for your time and cooperation.

Mahmuda Alam

Student, Department of English, North South University

Instruction: Please give a tick (✓) mark on the option of your choice.

1. Do you need EAP for good academic standing in your further studies?

A. Yes

B. Partly

C. Not at all

2. Why do you need it?

A. I don't understand textbooks written in English

B. I can't write well in English

C. I don't understand lectures given in English

D. I can't present myself in English language

E. No need

3. How much do you need the EAP courses?

A. Very Much, I'm very weak, it's essential for me

B. I'm weak, it's important for me

C. I'm good but not enough; it's a good opportunity

D. Not much, I'm good enough yet I want to be better

E. I think I can do well even without it; just formalities

4. What do you expect from the course?

A. I'll be an expert in English language

- B. I'll be excellent in academic and professional English
 - C. It'll be just enough for my academic and professional life
 - D. It'll be help me to understand academic English and deliver easily
 - E. It'll be enough to get me passed in exams
 - F. It will not help me in my life
5. Do you think if there is no EAP course in your syllabus, you will face problems to study your subject?
- A. Yes
 - B. Partly
 - C. Not at all
6. Do you think these extra courses will waste your valuable time?
- A. Yes
 - B. A Bit
 - C. No
7. Do you think the content and structure should be different for different disciplines students?
- A. Yes
 - B. Not so much, only different academic materials should be added
 - C. Not at all

Thank you

Appendix C
Students` Questionnaire
After EAP Courses

Topic: Motivational teaching and learning techniques for EAP (English for Academic Purposes) courses at tertiary level students: Exploring the situation of Private Universities.

Name of the University:.....

Semester:.....

Department:.....

Contact no:.....

Dear Student,

This questionnaire is designed to conduct a survey on motivational teaching and learning techniques for EAP courses in tertiary level education. The information will be used in my thesis for the partial fulfillment of a course in the MA program in TESOL (Teaching English to the Speakers` of other Languages) in the Department of English at North South University. I would like to request you to facilitate my research by completing the following questionnaire.

Thank you in advance for your time and cooperation.

MahmudaAlam

Student, Department of English, North South University

Instruction: Please give a tick (√) mark on the option of your choice.

1. How was the EAP course?

- A. Outstanding helped me immensely
- B. Good, I learnt a lot
- C. Good but not as much as I expected
- D. OK. Perhaps good for some guys but not enough for me
- E. Not so good, It was only for the very inefficient ones

2. What is your expertise level?

- A. Expert
- B. Excellent
- C. Good
- D. Enough
- E. Not Enough yet

3. Was the course so successful?

- A. Yes

B. Partly

C. No

4. Were there any likings of the course?

A. Yes

B. Partly

C. No

5. Do you think the EAP courses cover all the four skills of English Language?

A. Yes, it helps to develop effective and efficient reading, writing, listening and speaking skills

B. This course basically helps to read the text book with speed and accuracy

C. This course helps to write standard well informed essays

D. This course only enhances spoken fluency and presentation skill

6. Do you think this course will help you to build up an outstanding career?

A. Yes

B. No

7. Do you think teachers use motivational teaching and learning techniques to teach EAP courses?

A. Yes, they use the techniques and try their best

B. They only follow lecture method

C. They are basically concerned to complete the syllabus

D. They are not concerned about any strategy

Thank you